



ACTION BASED ACTIVITIES

TOPIC N2.3 : BUYING AND RUNNING A CAR

THEME N2 ECONOMIC ACTIVITY



APPLICATION OF NUMBER

LEVELS 1 & 2

ISSUED SEPTEMBER 2005

INSTRUCTIONS

WHAT DO I DO?

Use this Theme Template to help you:

- plan an Action-based Activity on the theme of Economic Activity
- carry out an investigation into the subject
- produce evidence needed for your portfolio.

NOTE: Use this booklet WITH your Learner's Planner and Guide.

WHAT IS ASSESSED?

Economic Activity is one of six themes you can choose for your Action-based Activity/portfolio work. It includes topics such as:

N2.1 Shopping

N2.2 Tax

N2.3 BUYING AND RUNNING A CAR

APPLICATION OF NUMBER

TOPIC N2.3 : BUYING AND RUNNING A CAR

TOPIC N2.3 BUYING AND RUNNING A CAR

Buying a car is one of the biggest expenses people make in their lives. This guide will take you step by step from getting started, to writing and checking your final pieces of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this Theme Template.



It's a good idea to follow this advice.



You must do this to get the qualification.



STEP A



CHOOSING A TOPIC

One of the best ways to start thinking about a subject is to *mindmap*. You can find how to do this on page 5 of the *Learner's Planner & Guide*.

TASK 1

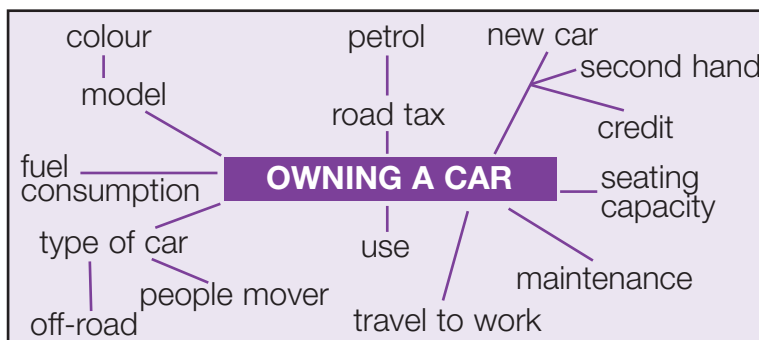
Allow about 20 minutes

On your own, or with a colleague, think about and talk about "Owning a Car" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You may want to think about:

- what is important to you in a car
- petrol consumption, distances travelled and related costs
- the massive amount spent on advertising cars
- the costs of maintaining a car properly
- speed limits and whether they are always sensible
- car speeds and stopping distances
- the most popular models/colours etc.

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



ESSENTIAL SKILLS
ACTION BASED ACTIVITIES



Continued

TASK 2
Allow about 15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure).

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



Topic : Buying and Running a Car

Original Idea	Question
Running a car	How much does it cost to run a car each month?
Buying a car	Where is the most economical place to buy a car?
Value for money	How long can one expect a new car to last?

TASK 3
Allow about 10 minutes

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. (Remember, you can always change it later if necessary.)

TASK 4
Allow about 30 minutes



PLAN – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are carrying out a survey or presenting your findings).

APPLICATION OF NUMBER
TOPIC N2.3 : BUYING AND RUNNING A CAR



CHOOSING & INTERPRETING INFORMATION

Interpreting information from suitable sources is an essential part of the qualification and you must be able to show that you have collected, read and extracted information from **DIFFERENT** sources.

There are lots of ways of finding information on such as:

- books and other resources in the library
- car magazines and newspapers
- using the Internet
- talking and interviewing people
- visiting the local garages and talking with people.

TASK 5

Allow about 2-3 hours

Look for suitable documents to read. Remember:

- at **both levels 1 and 2** you must use **TWO** different sources of information.
- overall **at level 1** at least one source must include a table, chart, graph or diagram
- **at level 2** at least one source must include material containing a chart or a graph.

You will need to make careful notes as you work.

Put these in your portfolio (see also pages 8 and 9 in the *Learner's Planner & Guide*).



Topic: "What is the real cost of motoring?"

Title of document: "Latest Northern Ireland Transport Statistics"

Date: 2 October 2003

Author: Central Statistics and Research Branch

Website: <http://www.nics.gov.uk/press/rd/031002a-rd.htm>

Main points in the report

1. Pass rates of the Learner Driving Tests are higher in N. Ireland than the rest of the UK.
2. The amount of petroleum imported into N. Ireland has increased by 23% in the past year.
3. Ford was the most popular make of car accounting for 16% of all new cars last year.
4. As well as an increase in the number of cars on the road, more people in N. Ireland are using buses and trains.

Summary: In your own words, write up what you have read. **This is the main piece of evidence.**



ASSESSMENT Your tutor will assess that:

- you have chosen the information you need
- you have obtained the information needed
- you have identified the best methods to get the results you need.

Remember to label sources clearly.

**STEP
C**



CARRY OUT AND CHECK CALCULATIONS

Carrying out and checking calculations is an essential part of the qualification. At each level you are required to carry out calculations to do with:

a. amounts/sizes	3	3
b. scales/proportion	3	3
c. handling statistics.	3	3
d. using formulae		3

It may be difficult to cover all the required calculations for this topic (See *Learner's Planner & Guide*, page 10).

TASK 6

Allow about
1 hour

1. Carry out calculations. You will need to:

- pick out the data/information you think will be useful
- decide on the calculations you need to find the results you want
- show calculation methods clearly
- check calculations and correct any errors

At Level 2 calculations must involve two or more steps

Talk this over with your tutor if you are at all unsure. A few ideas are given below.



CARRYING OUT AND CHECKING CALCULATIONS

Examples – Carrying out and checking calculations

At level 1:

- you might use information collected first hand as the basis of calculations (eg calculating the average amount a group of your friends spend each week on particular categories of motoring). You might carry out calculations using data from a secondary source such as the CSaRB report referred to above (task 5) containing tables, charts, diagrams or line graphs.

At level 2:

- your calculations will be more complex, perhaps comparing two sets of data on a similar subject.



ASSESSMENT Your tutor will assess:

- how well you carried out your calculations (including your working)
- that you checked your methods
- that you spotted and corrected any errors
- that your results make sense.

**STEP
D**



INTERPRETING RESULTS & PRESENTING FINDINGS

Having collected, sorted, extracted data and carried out calculations based on them, you are now ready to interpret your findings.

TASK 7

Allow about
3 hours

1. Go through all the information you have collected and sort it out carefully. Keep only relevant information and make sure EVERYTHING is properly labelled.
2. Now sift through again and, on notepaper, write down your main findings and conclusions. Remember, your first question (Task1)? Can you now answer your question?
3. Think how you will present your information.

Remember:

- At level 1 you have to present it in **two** different ways using charts or diagrams
- At level 2 you need to present it in **two** different ways using graphs, charts or diagrams.

Other points to consider:

- Which graphs, charts or diagrams will you use to present you findings?
- How do the results of your calculations relate to the purpose of the action-based activity?

(See Learner's Planner and Guide page 12)

TASK 8

Allow about
3 hours



At this stage you will be required to present your findings to a tutor or supervisor. Before you hand your work in, check that:

- you have covered all requirements intended
- that each section has suitable headings/labelling
- that diagrams, charts, maps etc are properly labelled
- pages are numbered
- there is a contents page.

N.B. There is a checklist on page 14 of the Learner's Planner and Guide



It is a good idea to produce a draft plan/outline of what you will include in your final presentation. An example is given on the next page.

STEP
D



INTERPRETING RESULTS & PRESENTING FINDINGS
continued

EXAMPLE OF A DRAFT PRESENTATION PLAN

Topic: What is most people’s dream car?

1. I will present my work as a **short report** (computer typed and to include graphs, tables etc) with the sections below.
2. **Introduction** – I will include what I wanted to find out and why it interests me.
3. **Method** – a short section saying how I set about collecting data/information e.g. interviewed 20 people to find out their “dream car”; found out results of similar surveys from the Internet and compared.
4. **Calculations and Interpretation** – I will include how I extracted information from the data collected; how I worked out averages; analysis of results of interviews with people.
5. **Presentation** – I will use written information and diagrams – mainly tables, graphs and pie charts.
6. **Appendices** – to include some photocopied data from the Internet, copy of questionnaire used to interview people.

I must remember to number pages and add a Contents page.



ASSESSMENT Your tutor will assess your work as follows:

At level 1 you will be assessed on:

- how you have interpreted the results of calculations
- suitable choice of chart or diagram with appropriate labels and correct use of units
- how you have explained what the chart or diagrams show.

Additionally **at level 2** you will be expected to:

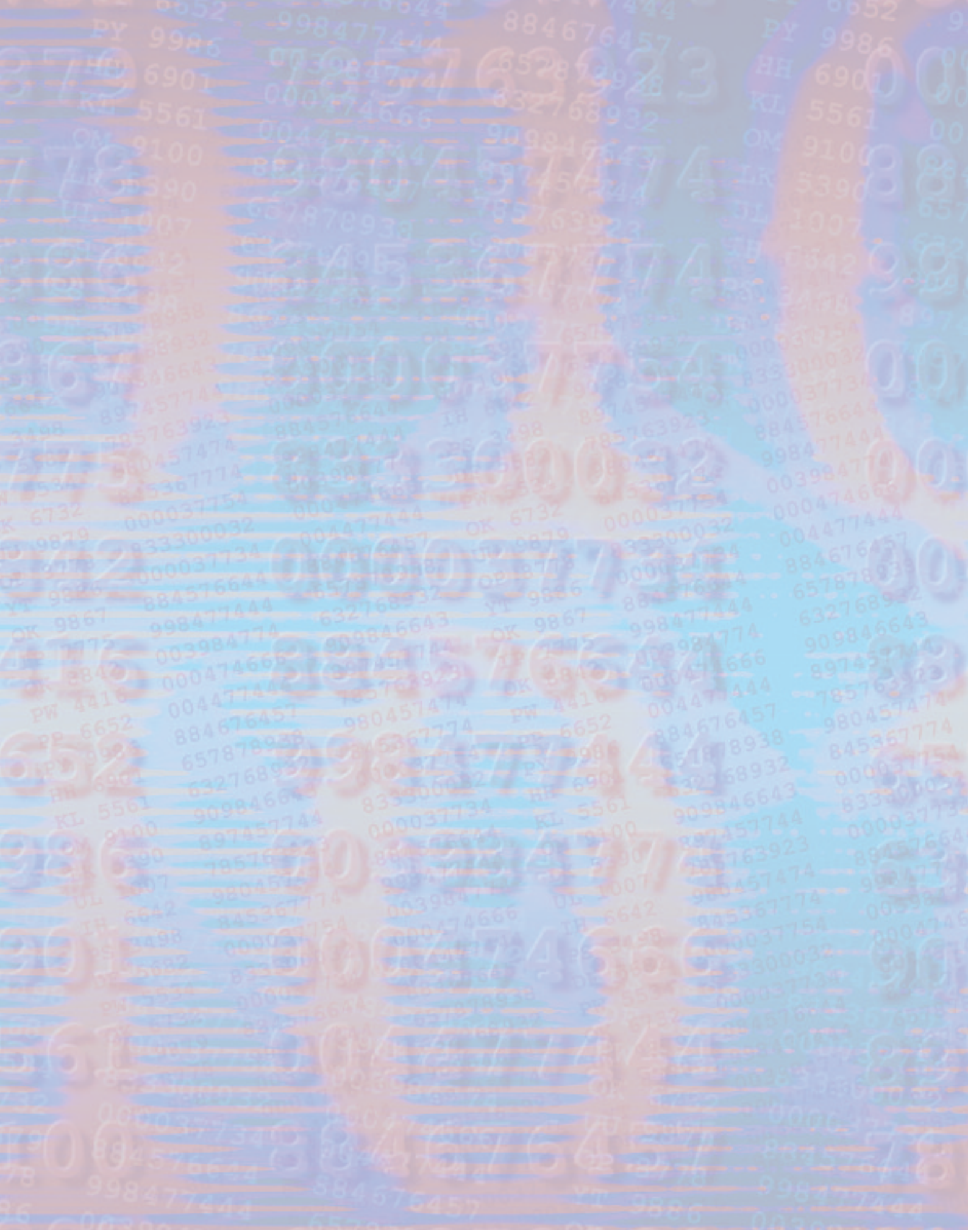
- describe the methods you have used
- explain the results of calculations in terms of how they meet the purpose of your chosen Activity.



BUYING A CAR

MORE ACTION-BASED ACTIVITY IDEAS

1. Carry out a survey of the cars people own; whether they bought it new or old; running costs etc.
2. Choose a car you would like to buy and then investigate its details – fuel consumption; running costs; taxation; resale value; insurance; road tax; maintenance requirements etc.
3. Survey people’s “dream car” – what would they buy if money available. The work out how much it would cost to run and maintain.
4. Survey 50 cars at random and record their make, colour, type of vehicle etc. Analyse and present your findings.
5. Research the development of one model of car over the past 50 years. Compare prices and performance over this time with the car today.
6. Investigate car auctions and how they work. Calculate the potential risks and savings using this method to buy a car.
7. Research the cost of buying a make and model of car you would like to buy. Use advertisements and the Internet to compare prices and produce a Which? - type report on the best buy.
8. Work out how much people spend on their journey to work by car. Calculate savings that could be made by car sharing.
9. Compare the costs buying and running petrol, diesel, LPG (gas) and electric cars.
10. Investigate the average cost of garage bills by surveying about 25 car owners. Analyse your results.
11. Investigate the car industry in two different countries. Include data on volume of production, exports, where the cars are manufactured, unit production costs.



PUBLISHED BY NORTHERN IRELAND COUNCIL FOR CURRICULUM, EXAMINATIONS AND ASSESSMENT



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200 ☎ +44 (0)28 9026 1234 ☎ +44 (0)28 9024 2063

✉ info@ccea.org.uk 🌐 www.ccea.org.uk

