



ACTION BASED ACTIVITIES

TOPIC N2.1 SHOPPING

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 a Car

APPLICATION OF NUMBER

TOPIC N2.1 SHOPPING

TOPIC N2.1 SHOPPING

Whether we enjoy it or not, shopping is something that we all have to do some time. It is also a big subject and you will need to narrow it down so that you investigate an aspect of shopping that interests you. 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

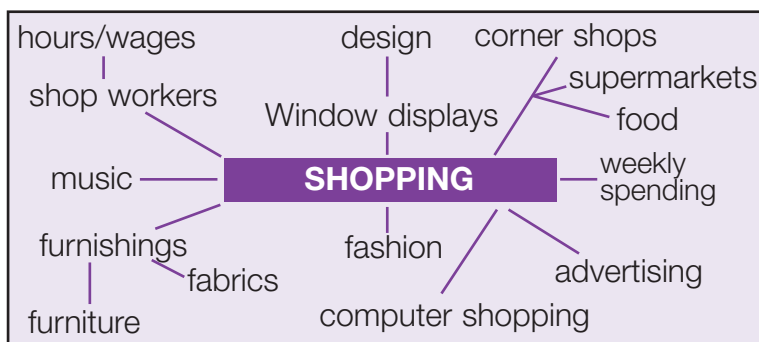
Allow about
20 minutes

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

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

- different kinds of shops and shopping
- the changing face of the High Street
- how shops advertise and try to get people to buy
- working in a shop
- how the price of goods such as CDs are controlled
- how fashion rules our purses
- how much people spend on shopping per week.

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 : Shopping	
Original Idea	Question
Spending	Do people spend more than they intend to when they go shopping?
Price controls	Is it fair that shops and manufacturers control/fix the price of some goods?
Supermarkets	Do we really save money by using big supermarkets?
Household expenditure	What does the average local household spend on shopping?

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 N2.1 SHOPPING



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 in the library
- magazines, catalogues and newspapers
- using the Internet
- talking and interviewing people
- shopping.

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 does a household spend on shopping?"

Title of document: "Statistics published on household spending"
Date: 21 November 2000
Author: Central Survey Unit, NISRA
Website: <http://www.nics.gov.uk/press/dfp/00121a-dfp.htm>

Main points in the report:

1. N. Ireland has the lowest average gross weekly income of all regions in the UK.
2. Households in N. Ireland spend higher amounts on food, fuel, tobacco and clothing.
3. The survey on expenditure provides information for the Retail Price Index, which measures changes in the cost of a shopping basket of goods and services representative of the vast majority of households.

Summary: You will then need to write down in your own words what you have read in this report.

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

At level 1:

- you might use information collected first hand as the basis of calculations (e.g. calculating the average amount a group of your friends spend each week on specified categories of goods)
- you might carry out calculations using data from a secondary source such as the NISRA report referred to above (Task 4) 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: How much do my friends spend on clothes shopping per month compared with the national average?

1. I will present my work as a **short report** (computer typed and to include graphs, tables etc) with the sections below.
2. **Introduction** – to include what I wanted to find out and why.
3. **Method** – a short section saying how I set about collecting data e.g. used the Internet to find national average figures, worked out what friends spent on clothes this year and averaged it out for a month.
4. **Calculations and Interpretation** – I will include how I extracted information from the figures from the Internet; how I worked out averages; analysis of results of interviews with friends; a spreadsheet of expenditure; how my friends compared with the national average.
5. **Presentation** – I will use written notes and diagrams – mainly tables, pie charts, spreadsheets.
6. **Appendices** – to include some photocopied data from the Internet, copy of questionnaire; results of my shopping survey.

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:

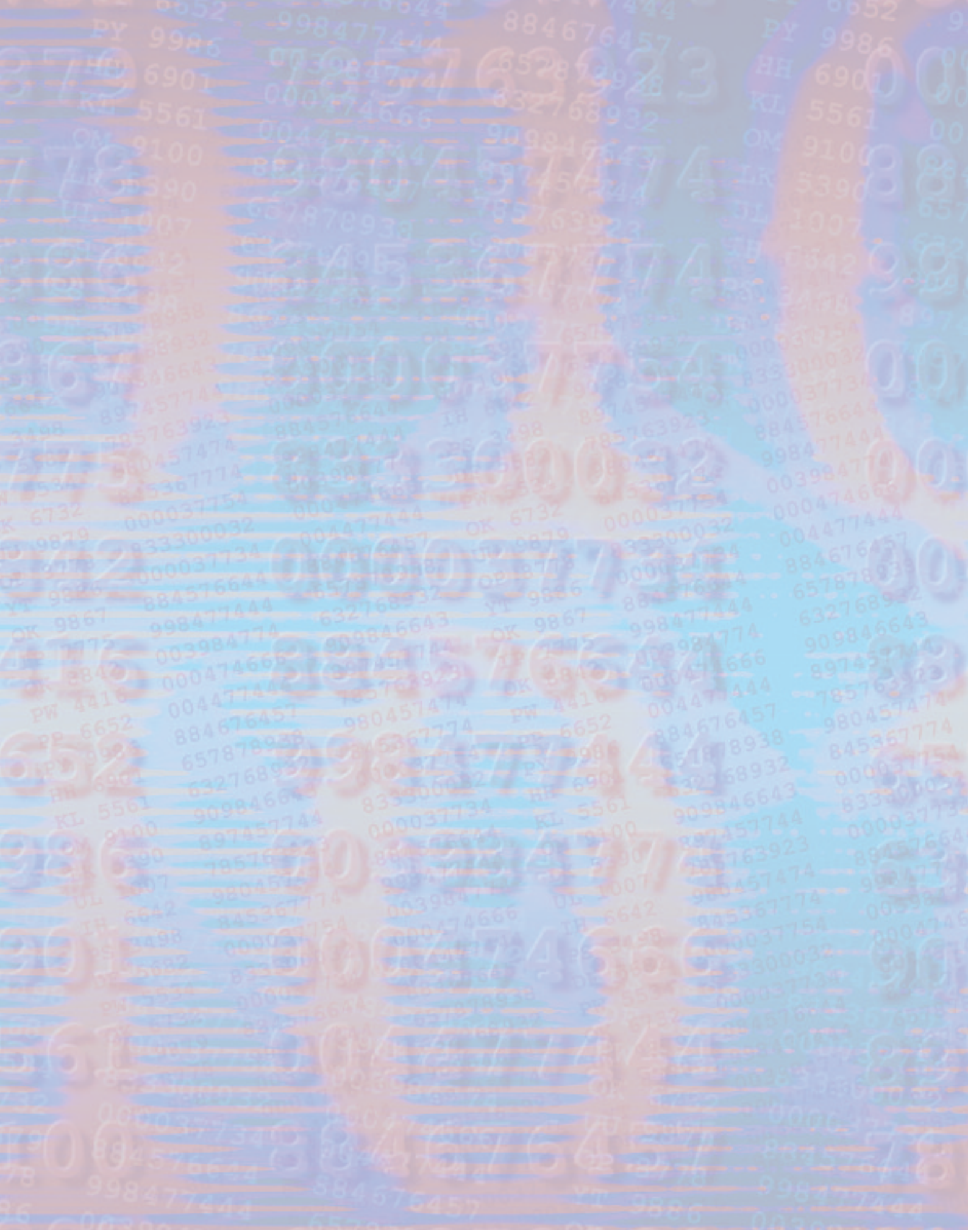
- how you have interpreted the results of calculations
- suitable choice of chart or diagram with appropriate labels and correct use of units
- how you have explained what the chart or diagrams show.

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.

**SHOPPING****MORE ACTION-BASED ACTIVITY IDEAS**

1. Carry out a Which? - type survey. Design a questionnaire to find out about people's shopping habits.
2. Observe and record what people buy at a supermarket. Get data from supermarket manager.
3. Investigate trends in shopping over the past 20 years.
4. Analyse your household's shopping basket for a month – count every item, its cost etc. How does it compare with the UK average?
5. Carry out a survey of different shops to find the best buys for a number of different products.
6. Analyse commercials on television for a week. Record details about the product, the age group it's intended for, methods used to attract buyers etc.
7. Compare different shops selling similar products (e.g. clothes, stationery, sports wear, records). Make notes of amounts of display space, floor space, numbers of customers, choice of goods etc.
8. Investigate how people feel about shopping – design interview questions to cover likes/dislikes, different types of shopping, Internet shopping, home deliveries.
9. Investigate job prospects in retailing. Find out about wages, pension plans, other benefits etc. Survey the local press for job vacancies, plot data and analyse.
10. Research a large retail store in detail. Analyse the company's annual reports on turnover, profits etc.
11. Investigate a particular shopping product such as tea, coffee, a CD or football boots. Find out where they are made/produced and the various costs involved to the point where they are sold in the shops.
12. Work out the average cost of clothing for a child from birth to age 16. Use national data and data collected yourself by interviewing/talking with people.



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

