



**ACTION BASED ACTIVITIES**

# **TOPIC N5.2 WORK**

**THEME N5 EDUCATION AND TRAINING**



**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 Education and Training
- 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?

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

**N5.1 Handling Money**

**N5.2 WORK**

**N5.3 Creating a Business Plan**

**APPLICATION OF NUMBER**

**TOPIC N5.2 WORK**

### TOPIC N5.2 WORK

Having an occupation is an important part of almost everyone's life. 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

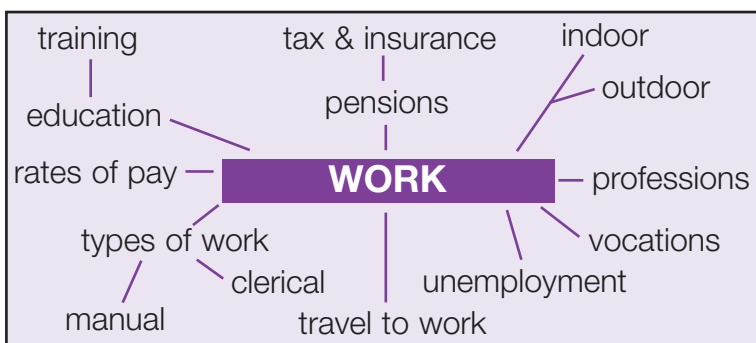
Allow about  
20 minutes

On your own, or with a colleague, think about and talk about "Work" 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 work you do/would like to do
- what the best paid/worst paid jobs are
- qualifications and training for different jobs
- levels of unemployment in your area/nationally
- employment and self-employment
- tax, national insurance, pensions
- hours, rates of pay and benefits

**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 : Work          |  |
|-----------------------|--|
| Original Idea         | Question   |
| <b>Rates of pay</b>   | Which are the best paid /worst paid jobs?                                    |
| <b>Qualifications</b> | What qualifications are need for different jobs?                             |
| <b>A job for life</b> | Do people expect to choose one job and do that for their whole working life? |

**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 giving a talk or having a discussion).



**APPLICATION OF NUMBER**  
**TOPIC N5.2 WORK**



### 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
- newspapers and magazines
- using the Internet
- interviewing people
- visiting local job centres 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 job prospects exist in Northern Ireland?"

**Title of document:** "N. Ireland Employment Statistics"  
**Date:** 16 July 2003  
**Author:** Department of Enterprise Trade and Investment

**Website:**  
<http://www.statistics.gov.uk/STABASESource.asp?plink=208>

#### Main points in the report:

1. Education and Training opportunities in N.Ireland are at their highest level ever.
2. Unemployment continues to fall while at the same time job opportunities increase in all sectors of employment.
3. The Fair Employment Agency for N. Ireland is doing a massive amount of work to ensure equal opportunities.
4. Minimum wages for young people are about to be increased and will include 16 – 17 year olds.

Summary: In your own words, write up what you have read.

**This is a major 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 might earn each week in particular kinds of work). You might carry out calculations using data from a secondary source such as the DETI 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 do most people expect from their chosen work?

1. I will present my work as a **short report** (computer typed and to include graphs, tables etc) with the sections below.
2. **Introduction** – 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 “ideal job”; 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 and the Job Centre, 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:

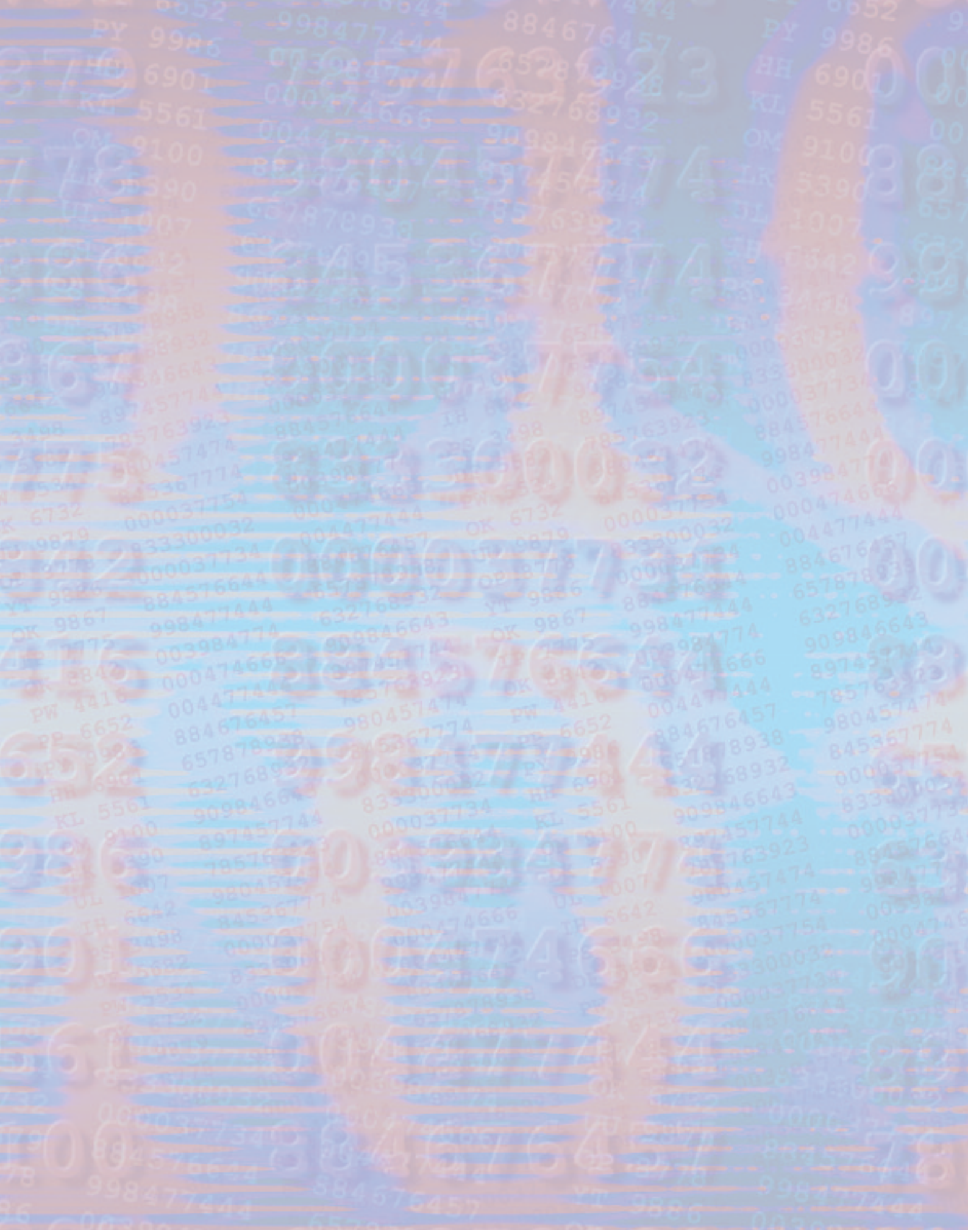
- describe the methods you have used
- explain the results of calculations in terms of how they meet the purpose of your chosen Activity.

**WORK  
MORE ACTION-BASED ACTIVITY IDEAS**

1. Carry out a survey of the jobs that people do; if they are happy or would like a change; what they like/dislike most about their work..
2. Choose an occupation and research what qualifications and training are needed, how long they would take to complete, what a person doing this might expect to earn to begin/after 5/after 10 years.
3. Visit your local job centre or use a local newspaper to survey the number and kind of jobs that are available in your area. Use the Internet to compare your findings with another area of the country.
4. Use the Internet to survey the rates of pay for jobs in different sectors – retail, health care, agriculture, building, clerical etc. in order to find the best paid/worst paid jobs.
5. Take an average paypacket and calculate the amount of deductions that would be made for income tax, national insurance etc.
6. Look in a local newspaper and list the amount and type of jobs available in your area; use archive newspapers to compare your information with what jobs were being advertised 25 and 50 years ago; compare the rates of pay.







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