

**CBA 1 – Business in Action
A Summary**

Period during which students spend four weeks completing Business in Action: Monday 12th March to Friday 20th April 2018

Business in Action gives students an opportunity to actively engage in a practical and authentic learning experience that reflects activities undertaken regularly in the business environment. They will act as consumers, entrepreneurs, managers and decision-makers as they plan and conduct research, analyse data and information, problem-solve and make decisions, use digital technology to manage information, and take action. Students are given three options from which to choose a Business in Action project:

Project Option 1: Enterprise in Action

Students are given an opportunity to engage in an enterprising activity. They can choose from the following:

- Students can develop a product or service. The product or service can be one they devise or create themselves (which they identify as having a potential market), or one that already exists (which they identify as having the potential to expand its market).
- Students can organise an enterprise event or activity (for-profit or not-for-profit). It can be a once-off event or one that is organised over a longer period of time. It can be undertaken for economic, social or cultural purposes.

As part of this action project students will:

- Carry out research in order to assess the feasibility of their idea
- Evaluate their research findings
- Develop a business plan based on their research findings which will describe elements of the marketing mix to be applied and financial information for the enterprise
- Provide their chosen product, service, enterprise event or activity to their target market, where possible
- Record the inputs and outputs of the enterprise, where possible
- Compile a project to summarise the enterprise.

Project Option 2: Economics in Action

Students are given an opportunity to explore an economic trend, development, change or policy that is impacting positively or negatively on the Irish economy and society.

As part of this action project students will:

- Carry out research on their chosen economic issue
 - Evaluate their research findings. The economic evaluation will include identifying and assessing the economic, social and environmental benefits and costs for different key stakeholders
- Demonstrate use of relevant economic indicators and graphic representations to support their research findings
- Develop an action plan outlining an economic policy change that might improve the resulting economic outcomes
 - Compile a project to summarise their work.

Project Option 3: Finance in Action

Students are given an opportunity to identify and research a financial challenge for a consumer or an organisation (profit or not-for-profit).

As part of this action project students will:

- Investigate and research a chosen financial challenge for an individual or an organisation (for-profit or not-for-profit)
- Evaluate their research findings. The evaluation may describe some causes for the financial challenge, identify the costs on different key stakeholders and classify the positive and negative impacts on income and expenditure
- Support their analysis with tabular and graphic representations
- Develop an action plan to address the financial challenge based on their evaluation of the research findings
- Compile a project to summarise their work.

Business in Action will be completed within a **four week period**. In this Classroom-Based Assessment students will engage in four areas of activity, which contribute to the generation of their evidence of learning and achievement:

1. Conducting research

A priority for completion of the Classroom-Based Assessment is developing a student's research skills. Once the teacher and students have decided which Business in Action project they wish to undertake, students will be divided into groups. Each group should try to define their project idea and brainstorm key words, phrases and information.

Each student in the group will be required to gather data and information from different sources to research their project. A student can undertake some field (primary) research and/or some desk (secondary) research, for example: Field visit; Interview; Survey; Online research; Newspapers and magazines.

Each individual student must conduct his/her own research (see Appendix 1, p. 29). It is important that each student records the source(s) of all the information gathered in order to assess its reliability and quality, and to ensure that the sources used can be referenced in the project. They should be encouraged to search effectively, evaluate and synthesise material.

2. Evaluating information

Individually, each student should examine the information he/she has gathered in order to appraise the research findings. Each student should be supported in evaluating the information (see Appendix 1, p. 29).

Collectively, the group should come together to examine all the information gathered from team members to appraise the research findings. (Additional detail on pages 13 – 14 of the Assessment Guidelines)

3. Developing action plans

Having completed and evaluated the research, the group will then apply their analysis of the research findings to developing an action plan. The students should demonstrate sound evidence-based judgements, which address the challenges posed by their project. The course of action should be justified by the research findings. (Additional detail on page 14 of the Assessment Guidelines)

4. Reporting findings

To complete the Classroom-Based Assessment, each group of students must submit evidence of their work. One project is submitted per group. Students will select the information which they feel is most relevant, reliable and of good quality to be included as evidence of their completed project.

Evidence of learning

The project should provide the following information: Introduction to the project; Evidence of student research for each group member (see Appendix 1, p. 29); An action plan for implementing the findings of the research; Conclusion and recommendations; The Student Reflection of each group member (see Appendix 2, p. 31)

The project should be up to 1500 words in length. Depending on the chosen format, some projects may involve fewer words but nonetheless present all the research and findings comprehensively. All evidence submitted will be used to judge the student's level of achievement against the relevant Features of Quality set out on pp. 17-18. The project should include support materials such as prototypes or artefacts, graphic representations, financial accounts, surveys, interview questions, images, photographs, a storyboard and infographics where appropriate. The innovative use of different means of representing information should be promoted and encouraged. The project should be set out in a clear and attractive format.

Before submitting their project each individual student must complete a Student Reflection (see Appendix 2, p. 31). Completion of the reflection is the student's specific declaration of the part that he or she has played in the work of the group on the project. It is recommended that the number of students in a group should be between three and five students to allow each group member to make a meaningful contribution and to facilitate work being distributed and shared more easily among group members.

Features of Quality

Key Features of Quality in support of student and teacher judgement for Business in Action are described in the guidelines. The Features of Quality are the criteria used to assess each student's work as best fitting the Descriptors.