



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leaving Certificate Business Professional Learning Booklet Day 2



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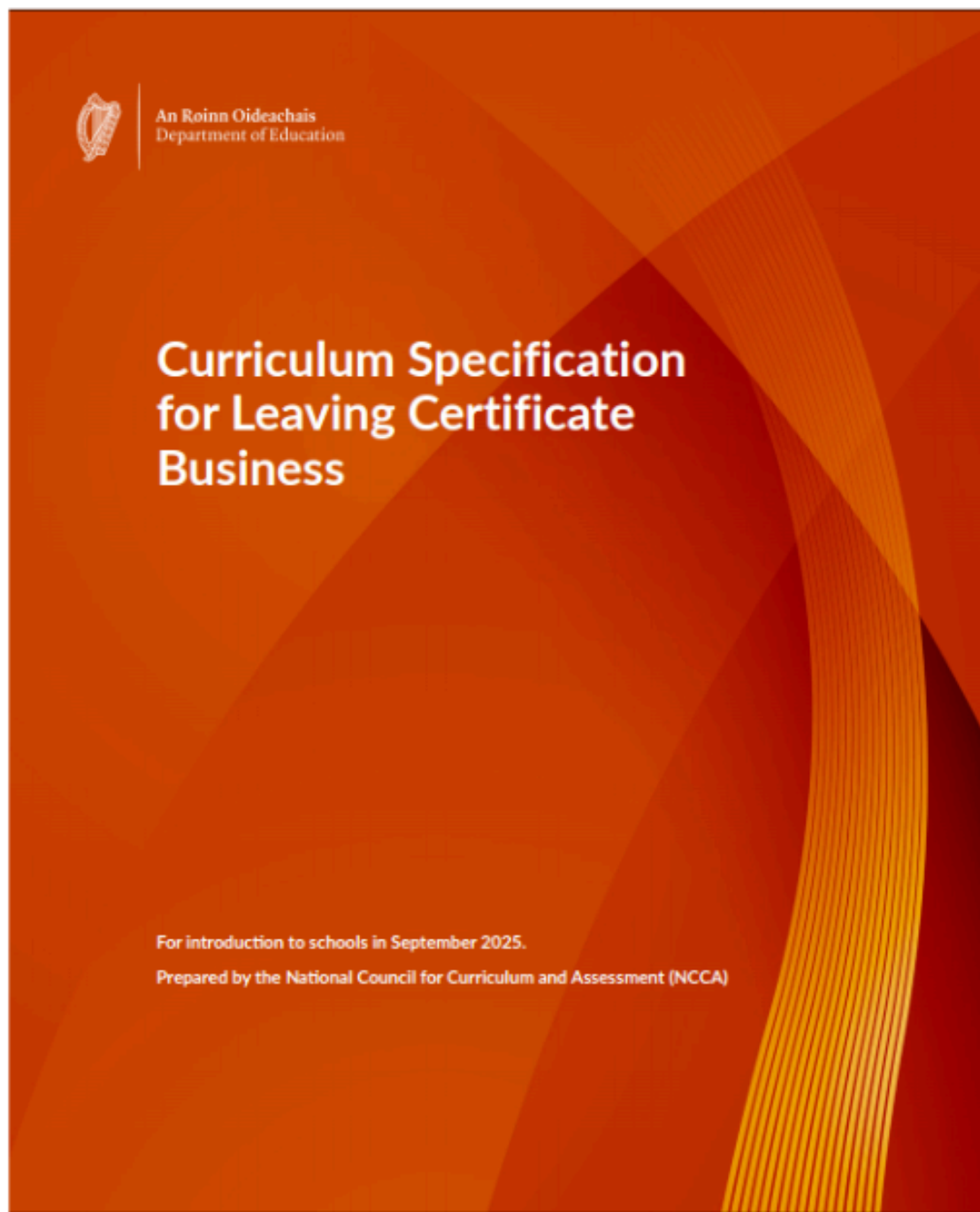
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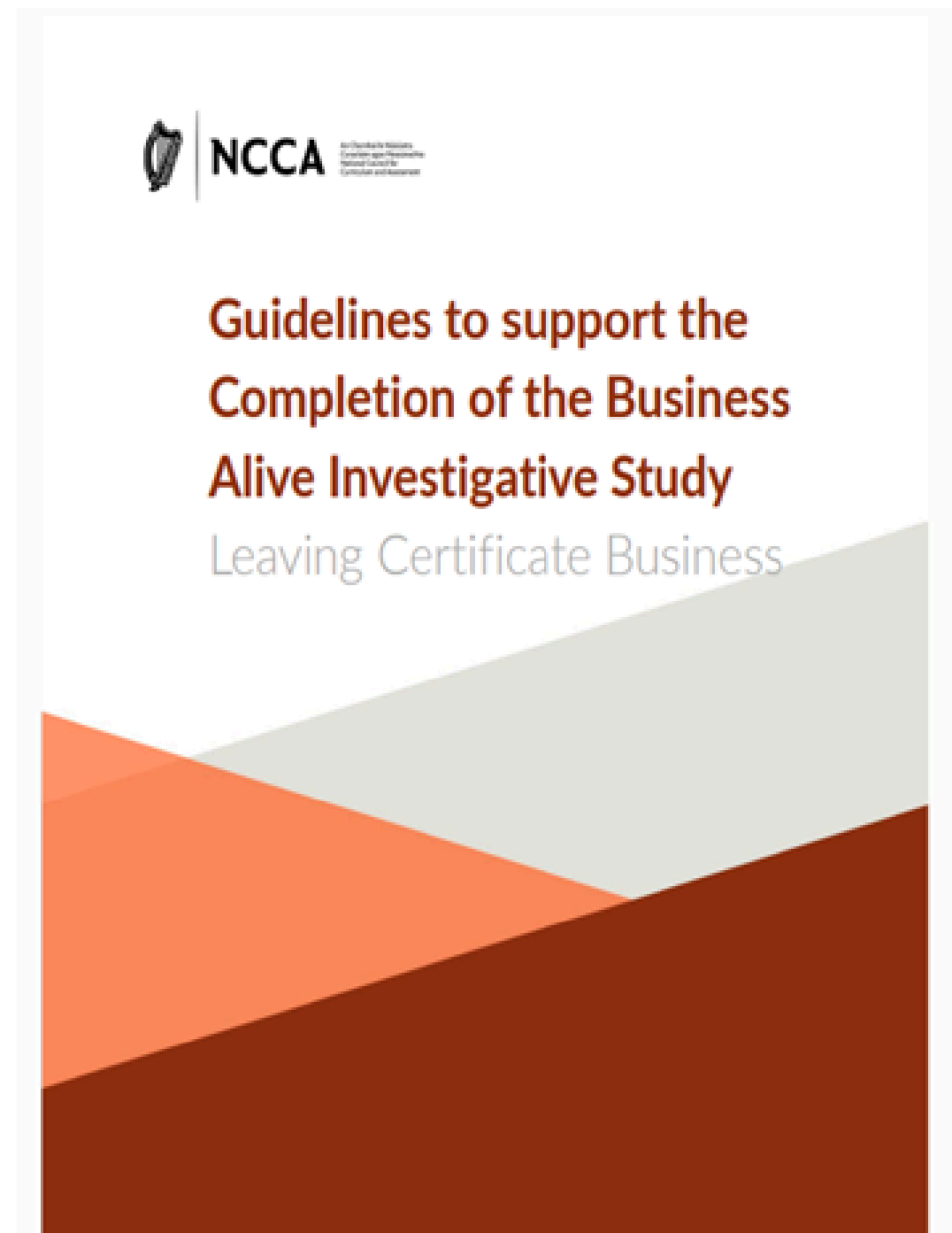
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### Curriculum Specification for Leaving Certificate Business & Guidelines to support the Completion of the Business Alive Investigative Study



<https://curriculumonline.ie/getmedia/e81ccca9-fdf5-42e9-a291-52e9549820c9/SC-Business-Spec-ENG.pdf>



[https://www.curriculumonline.ie/getmedia/875b16f7-be29-4fc0-acec-42eefcb88f75/AAC\\_Guidelines\\_LCBusiness\\_November-2024\\_EN.pdf](https://www.curriculumonline.ie/getmedia/875b16f7-be29-4fc0-acec-42eefcb88f75/AAC_Guidelines_LCBusiness_November-2024_EN.pdf)

### Support Materials

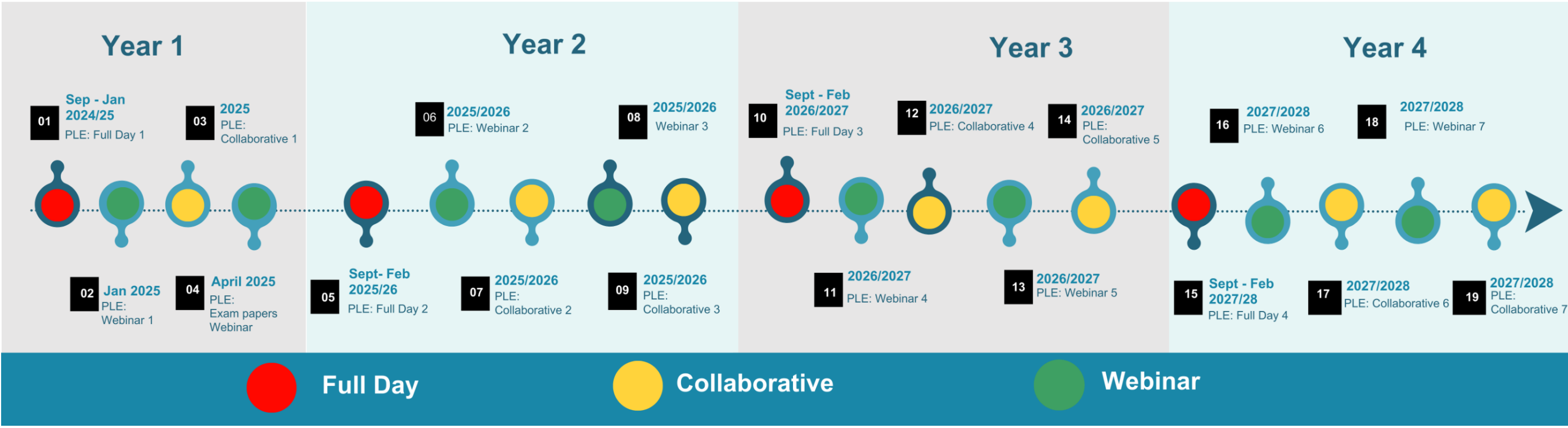


Oide Mailing Lists

Policy documents that underpin the new specification



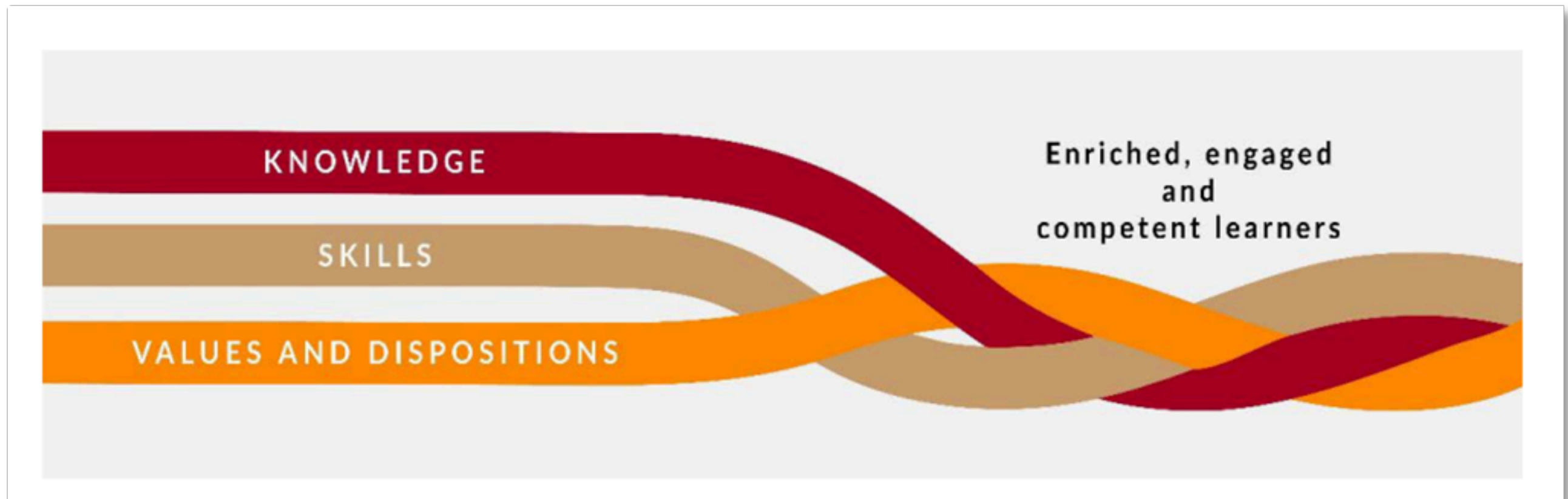
Senior Cycle Redevelopment Oide Supports - Business Professional Learning Experience Proposed Timeline



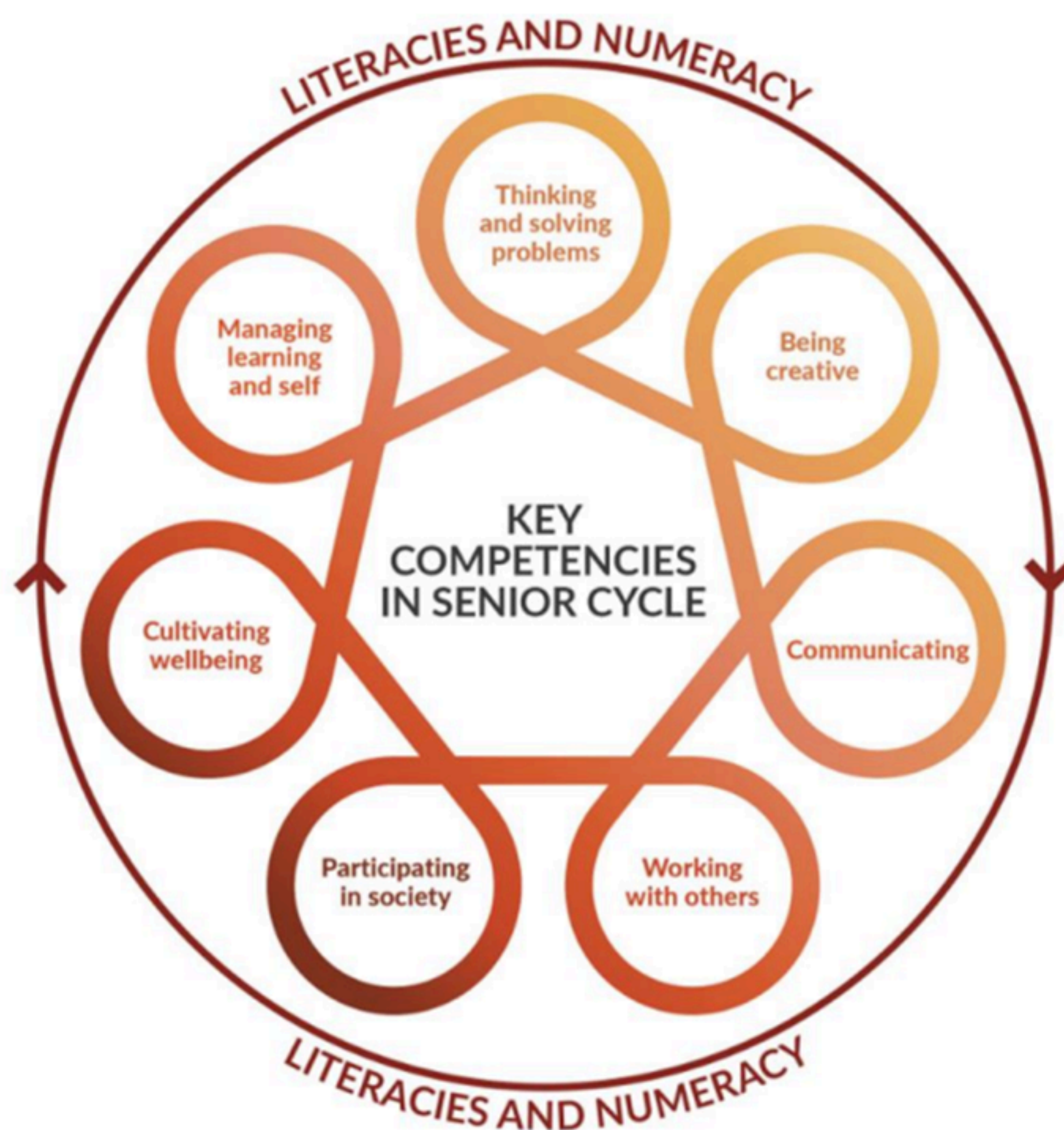
4 x Full-Day PLEs | 7 x Evening Collaboratives | 7 x Webinars



## Senior Cycle Key Competencies



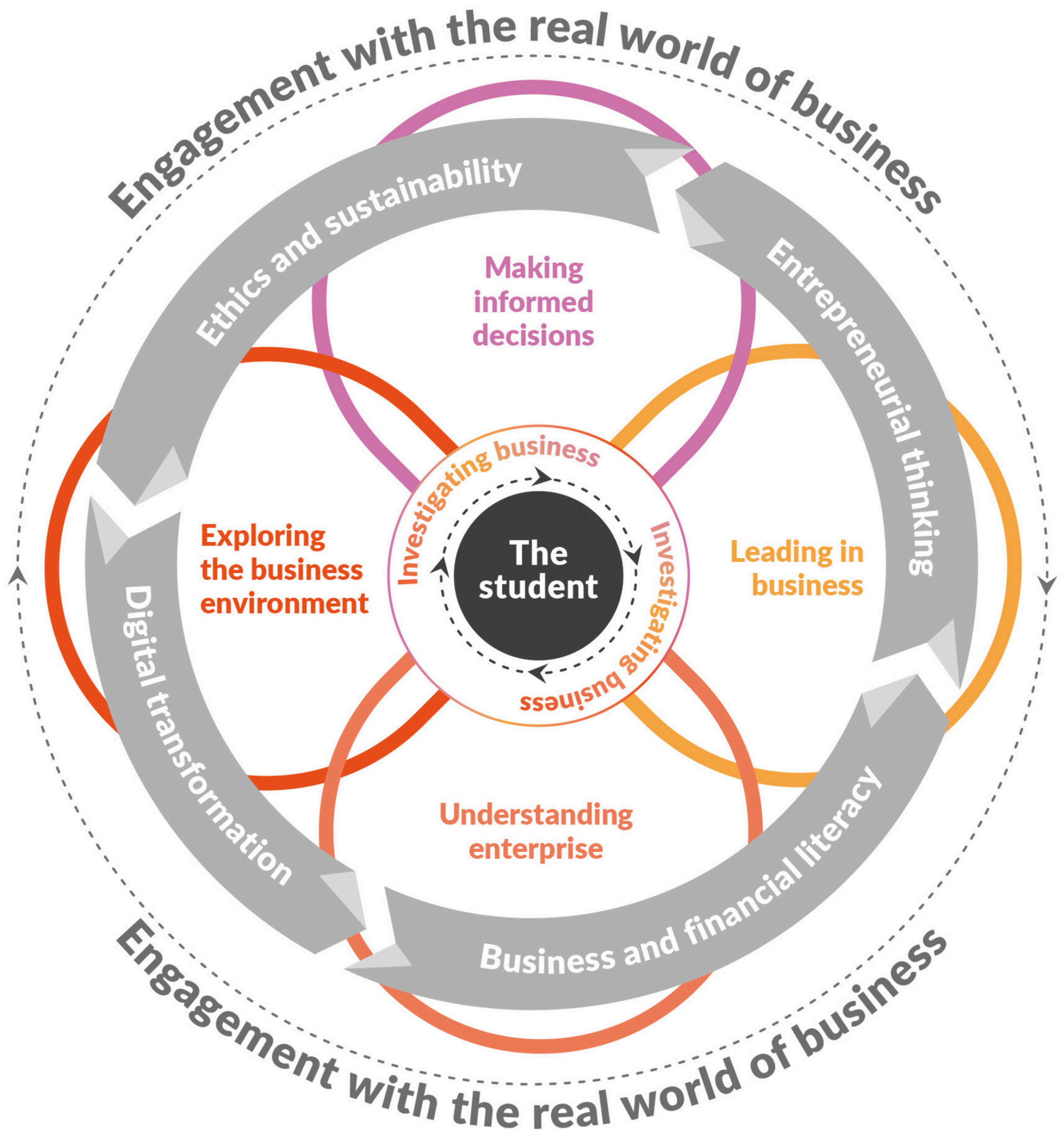
**Figure 1:** Key competencies in senior cycle, 2024, p.1. The components of competencies and their desired impact.



**Figure 2:** Key competencies in senior cycle, 2024, p.2. Key Competencies in senior cycle, supported by literacies and numeracy.



## Specification Overview



**Figure 3:** Business Specification, 2024, p.11. Leaving Certificate Business: Specification Overview.

## Session 1

### Business Alive Investigative Study

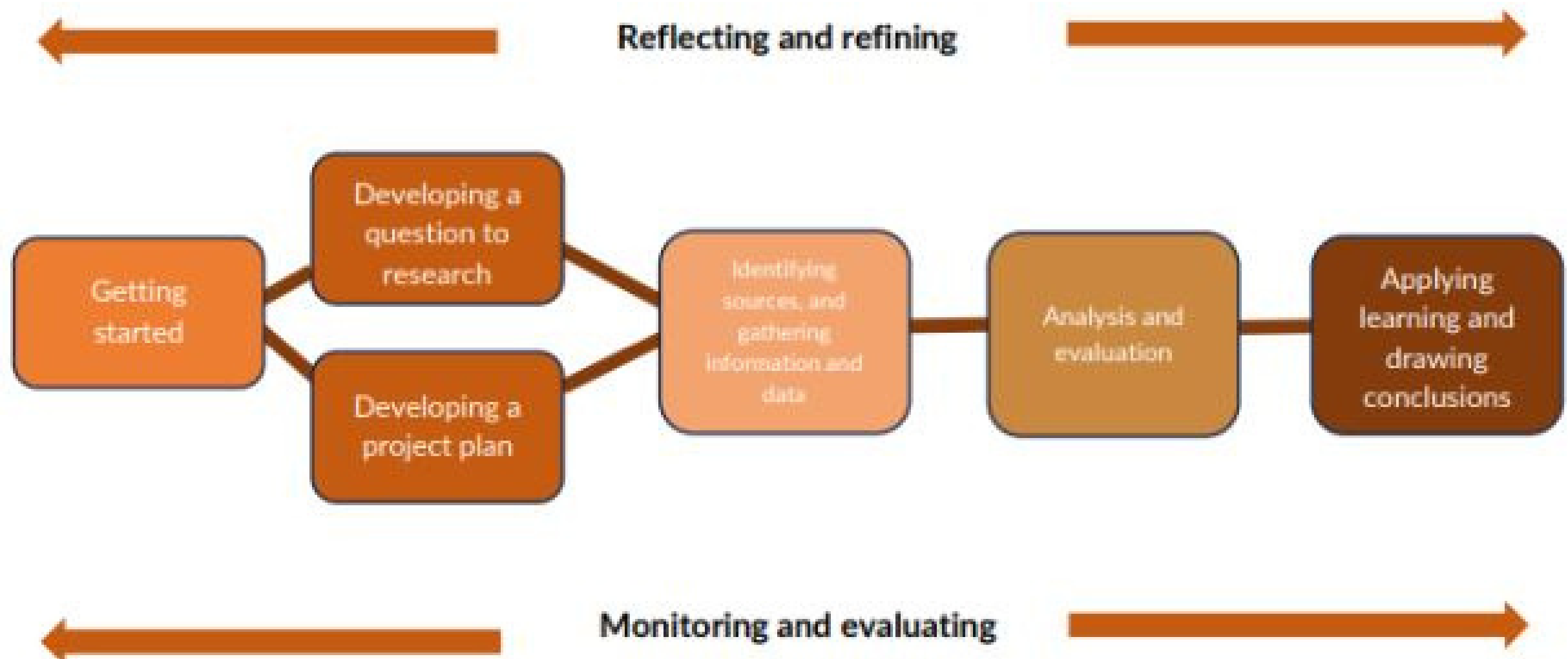


Figure 4: Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.3. Overview of the main stages of activity in the Business Alive Investigative Study.

Session 1

Activity: Developing our understanding of the AAC Stages

Stage	Timing	Roles	Appendices





Session 1

Activity: Developing our understanding of the AAC Stages

Stage	Timing	Roles	Appendices



## Role of the Teacher

Using the sample brief, read pages 14 & 15 of guidelines on the role of the teacher.



Consider how you might support your students as they engage in this investigative study. Note your observations.

What are you doing in your classroom to support students' engagement in the AAC?

Consider:

The role of formative assessment

- Formative feedback
- Effective questioning



The role of Unifying strand

- Developing Student competencies in research and reflection

The role of descriptors of quality

- Student use of success criteria



## Session 2:

The transcript of the Podcast is set out below:



Interviewer: Rachel English, RTE

Interviewee: Eoin Corry, Travel Journalist

Date: August 15th, 2024

RTÉ News at One

Wizzair, the budget airline has launched an “all you can fly” subscription, offering customers unlimited flights for an annual fee of €500. The unlimited flight deal would give customers the opportunity to travel to destinations in Europe, North Africa, the Middle East and Asia by booking an unlimited flight at least three days in advance.

Joining us is Eoin Corry travel journalist and editor of “Travel Extra”.

Eoin, I can already see the horror on the faces of environmental campaigners.

How will this work?

Good afternoon. It sounds very exciting doesn't it? There are a couple of drawbacks, as there always are in these occasions. There's only 10,000 of these tickets available. They're distributed around the places that Wizz fly. Wizz don't fly to Ireland. They withdrew from Ireland in 2013, but they also require a €10... it's a charge every time you do book three days in advance.

So it does look like it's going to inject quite a bit of cash into Wizz's coffers at a time of the year when the summer bonanza that airlines enjoy every year is coming to an end ...without causing too many bureaucratic problems down the line.....because I can tell you, travel passes and flying cards have caused immense hassle for the aviation industry down through the years.

And is that why they're doing this - to try and get some money upfront?

Usually it's cash. Very famously in 1981, American Airlines sold for a quarter of a million [dollars], a lifetime pass which you could buy and fly for the rest of your life. It proved a better deal for the customers than for the airline. So they are still in the process of trying to wind that system down.

One of the people who bought it would be Michael Dell, the industrialist who set up the plant in Limerick.

You see it occasionally, you see it in places where aviation is important for commuting - Norway is a good example ... big long country. You can buy, effectively what would be, a leap card for flying, but it tends to be limited to one route. [It is] quite unusual what Wizz are doing. They have opened it to all their network throughout Europe

At a time though, when people are being urged to fly less, is there something, I don't know, distasteful, about a scheme that encourages people to fly as much as possible?

We are flying more. We're not actually back to where we were pre-pandemic. So I don't think this will be a contributor to a massive increase in flying. What it looks like, Rachel, is that certain [sic] of the Wizz routes have a pretty low load factor, by industry standards. The average across the industry is 82%, but most low cost airlines are looking for more than 90%. I think what will happen is when the plane is flying anyway and there is availability, they have used this as a scheme to fill up those empty seats with some of their flyers, their frequent flyers.

Alright, Eoin Corry - travel journalist, thanks very much for talking to us.

While listening to the audio clip from RTE News, consider how the clip can help achieve the business models learning outcomes

Identify the teaching strategies you would use with audio clips to maximise the learning for all students

### How companies make it hard for you to cancel online subscriptions

By Ashley Sheil, MTU and David Malone, Maynooth University. May 2024



If you have noticed how much more difficult it is to cancel a subscription compared to signing up for one, you are not alone. This is an example of a dark pattern (or deceptive design) - tricks used online to convince you to do things you may not have originally planned.

Tricks where companies deliberately make it difficult to cancel a subscription are sometimes known as Hard to Cancel or, more colourfully, Roach Motel. The term was coined by user experience consultant Harry Brignull and gets its name from a trap where cockroaches can easily get in but cannot get out. This is often how people feel with online subscriptions!

These patterns take several forms, from making it hard to find how to unsubscribe to using emotional pressure to dissuade people from leaving. For example, you might be asked 'are you really sure you want to cancel?' or you may be asked to phone to cancel, which requires a bigger emotional investment than clicking a button. As consumers and regulators are starting to become more aware of them, rules around the world are starting to address dark patterns online. For example, Amazon was sued by the US regulator in June 2023 for one dark pattern, when leaked data revealed they deliberately made it difficult for customers to cancel their subscriptions.

However, dark patterns have an ability to technically comply with regulations such as GDPR while still making it cumbersome to decline cookies or cancel a subscription which makes it difficult to regulate. Germany is one of the few countries that have started to expand regulation of dark patterns online. Their regulation is quite strict and direct. It states you must be able to cancel online with a button click and goes as far as describing what this cancel button should look like and what should happen after clicking it.

These changes inspired us to investigate how these regulations are affecting the subscription process in different countries. We created five imaginary customers to subscribe to newspapers in four different countries: Germany, the Netherlands, the UK and the United States. In the US, regulations vary from state to state, so we created a customer from California where there are regulations to allow cancelling online and Texas where there are none. We attempted to sign up to a list of the top ten news sites from each country, and our European consumers also signed up to the top ten news sites for the US.

Given how much complaining appears online, our results did surprise us. One trademark characteristic of the Roach Motel pattern is having to phone the service to cancel, even though you were able to purchase the subscription online in a few clicks. We were expecting to spend a lot of time on the phone when cancelling our subscriptions.

However, this was not the case; we only had to call to cancel four subscriptions from three different news sites from a total of 67 successful subscriptions. In other cases, online cancellations were accomplished by filling in a form or having a (sometimes lengthy) discussion with a bot. Interestingly, while one major news site required a call for both the UK and Texas unsubscriptions, we were able to cancel online for California, in line with Californian regulations.



### How companies make it hard for you to cancel online subscriptions - CONT'D

But despite being able to cancel online, we discovered there can be other subtle barriers to cancelling services. These include numerous promotional offers, messages asking ‘are you sure you want to leave?’ and mandatory surveys. Navigating through all these different levels required many clicks of a ‘next’ button, and this is how we determined how hard it was to cancel versus subscribing. We found that the number of clicks to cancel was, for all countries, more than subscribing. However, for the US, it was around double the clicks. Often, even locating the initial cancel button itself proved to be difficult.

Despite Germany's strict Cancel Button rule, we only found a few German news sites that seemed to technically comply with the letter of the law for these new regulations. Although German subscriptions were easiest to cancel, so the regulations may still be having a useful impact.

We saw other regional differences too. For example, the US displayed more advertisements and required the completion of mandatory surveys. After cancelling, our personas consistently received emails to resubscribe to the news site.

Variations across countries also saw Germany offer a ‘pay for privacy’ option. This is where you pay extra per month to ensure your data is not shared with other companies. The Netherlands only accepted payment via direct debit. One curious dark pattern was where the news site requested that you type in the word ‘Cancel’ into a box to ensure you definitely wanted to cancel your subscription!

Overall, our findings showed that dark patterns are in use, but it was possible to cancel online for the majority of papers. This could be in part due to recent changes in regulations. But perhaps it could also be because it is actually cheaper to just make the dark pattern tricks do the work to dissuade you from cancelling instead of hiring people to man the phones

How does engagement with both stimuli achieve the learning outcomes in strand 2 on business models?

How does this engagement support the development of student competencies?

Refer to Unifying strand learning outcomes pages 13-15

Key competency document pages 3-9

Unifying strand:

Key Competencies:

The Investigative Folder

Area of Learning:	
Title of stimulus piece  Date	
Sources (Link to sources where relevant) Are they primary and/or secondary sources? How and why this is relevant to my question for research? Will they give me a range of perspectives? How do I reference this source?	
Key Points/Ideas	
What individuals and/or groups perspectives are represented?	
My Personal Reflection on this piece	



Consider how you engage with stimulus material in your classroom:



How could I use “the real world of business” in my classroom practice to:

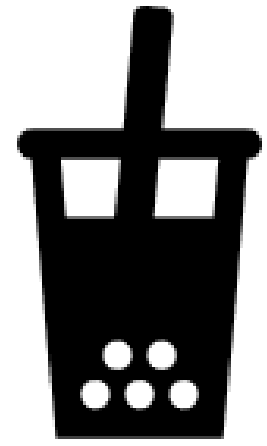
- develop student knowledge,
- apply their learning and
- develop competencies

in preparation for the AAC and written exam?

### Session 2

#### Activity- Analytical Tools

1. Read the Case Study for EcoSip
2. Review the sample STEEPLE framework below
3. Conduct a STEEPLE Analysis for EcoSip
4. Identify 2 issues of concern for business



#### Case Study

##### Company Overview EcoSip Beverages LTD:

EcoSip Beverages Ltd. is an Irish-based company that produces sustainable, plant-based drinks. Established in 2018, the company has gained a loyal customer base by focusing on eco-friendly packaging, ethical sourcing, and health-conscious products. Their flagship product, EcoSip Oat Drink, is an alternative to dairy milk, catering to the rising demand for plant-based diets.

The company operates in a highly competitive beverage industry, where major players like international soft drink brands and dairy producers dominate shelf space. Despite this, EcoSip has differentiated itself by positioning its products as 100% organic, carbon-neutral, and free from artificial additives.

##### Business Environment Analysis:

As EcoSip considers expanding into new markets and launching new product lines, they face multiple opportunities and challenges.

##### Market Position & Competition:

EcoSip competes with large multinational corporations (MNCs) that benefit from economies of scale and strong brand recognition. However, the shift towards sustainable consumption gives EcoSip a competitive advantage with environmentally aware consumers.

##### Key Business Objectives:

- Increase market share by expanding into European markets, starting with the UK.
- Develop a new product line, such as vitamin-enriched plant-based drinks.
- Enhance sustainability practices to maintain competitive differentiation.
- Strengthen relationships with stakeholders, including suppliers, government agencies, and customers.

##### Future Business Strategy:

EcoSip is now considering expansion and product innovation. The company needs to:

- Expand into the UK and European markets.
- Develop new functional plant-based drinks (e.g., protein-enhanced oat drinks).
- Strengthen its sustainability initiatives to differentiate from competitors.
- Build stronger partnerships with major supermarket chains.

STEEPLE Analysis Framework

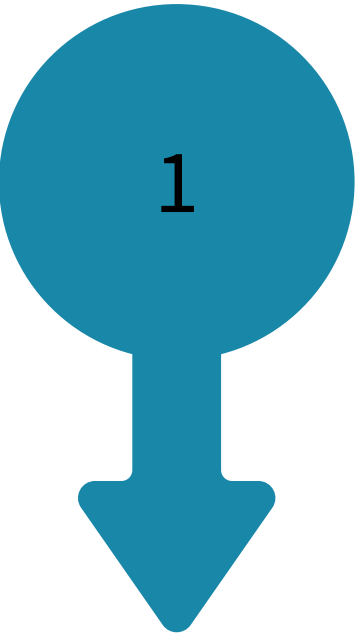
SOCIAL	TECHNOLOGICAL	ECONOMIC	ENVIRONMENTAL	POLITICAL	LEGAL	ETHICAL
S	T	E	E	P	L	E
Demographic variables	Technological access	GDP	Environmental policies	Political environment	Wages	Morals
Cultural factor	Infrastructure	Employment rate	Recycling	Government policy	Rights	Integrity
Religion	Research	Exchange rate	Consumption trends	Conflicts / help	Job security	Trading practice
Lifestyle	Technology trends	Inflation	Production processes	Taxes	Regulations	CSR
Education level	AI	Income level	Natural risks	Pressure groups	Directives	Culture
STEEPLE ANALYSIS OF THE MARKET INFLUENCES						



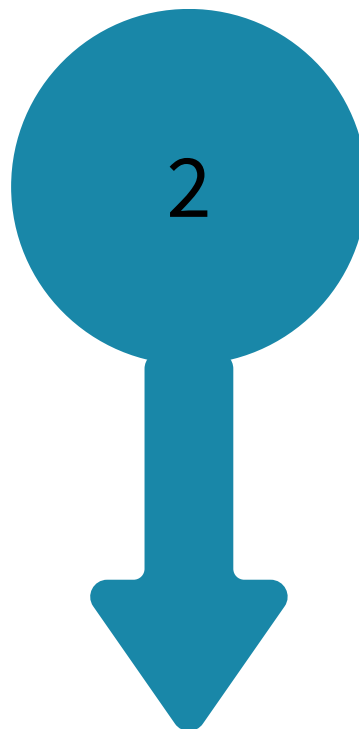


Session 3

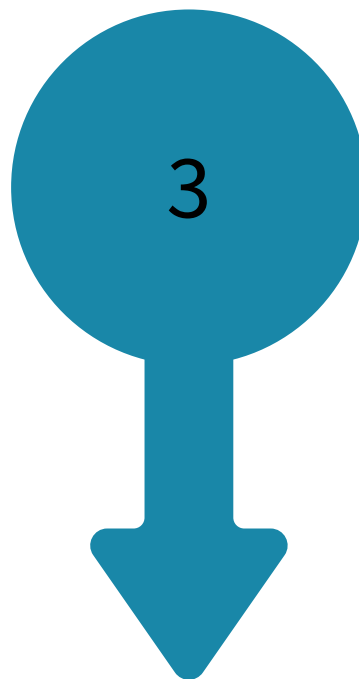
Activity: Brainstorm Strategy in Action



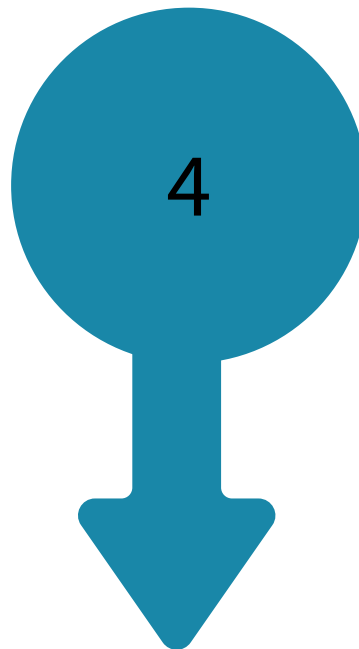
Area of Learning from Brief:



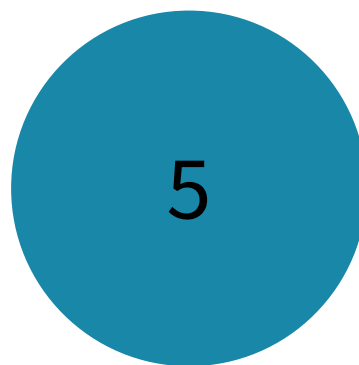
Ideas:



Group Ideas:



Focus Area:

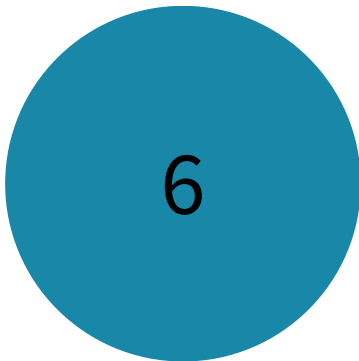


Proposed Question:



Session 3

Refine my question: Is my research question effective?



Proposed question:

Revised question:

Answer the following questions about your research question:

	Questions to consider	My reflections/thoughts/considerations
<div>Objectives</div> <div></div>	<ul style="list-style-type: none"><li>What is the purpose of my research? What am I aiming to find out?</li><li>How is this linked to my research question? How is this relevant for business either locally, nationally or internationally? Why is it of interest to me?</li><li>What are my goals for each stage of my work?</li></ul>	
<div>My role</div> <div></div>	<ul style="list-style-type: none"><li>What have I learned previously that might help me?</li><li>What will I need to do? What skills will I need in doing this study?</li><li>What competencies might I develop in doing this study?</li><li>How will I organise my work and keep records? How will I monitor and evaluate my progress?</li></ul>	
<div>Resources</div> <div></div>	<ul style="list-style-type: none"><li>What resources will I need to access to answer my research question?</li><li>When will I need access? How will I access these resources?</li><li>Are these resources suitable for the question I have developed? Will they give me a range of perspectives?</li></ul>	
<div>Time schedule</div> <div></div>	<ul style="list-style-type: none"><li>What is the time frame for my study? What are the main stages involved in the study? What will I need to do and when?</li><li>Have I prepared a plan to make best use of my time?</li><li>Have I allowed enough time to complete each stage of the work? How and when will I track my progress?</li></ul>	
<div>Possible risks</div> <div></div>	<ul style="list-style-type: none"><li>Have I considered what might go wrong or challenges I might encounter?</li><li>How might these risks impact on the progress or completion of my study? How might I overcome these?</li><li>How will I identify what is working well?</li></ul>	
<div>Ongoing monitoring and evaluation</div> <div></div>	<ul style="list-style-type: none"><li>What is working well? How do I know?</li><li>What could be better? How do I know/ What might I do to improve?</li><li>How am I progressing in line with my goals and timelines?</li><li>Do I need to reconsider my question? Do I need to access additional sources of information?</li><li>What are the limitations of my investigative study?</li></ul>	



How can I help my students develop effective research questions?

Activity - Planning

Within your departments, create a plan for a theme of your choice considering all the elements

Within your departments, create a plan for a theme of your choice considering all the elements

Themes of interest

Relevant Learning outcomes

Unifying Strand

Cross Cutting Themes

Learner experiences

Key Competencies

Assessment

Inclusive Practice



Activity - Personal Reflection

Reflect on this Professional Learning Experience and your own experience of the new specification to date. Identify three actions that you will take following this Professional Learning Experience.

1

2

3



### Websites and Resources

Oide

[www.oide.ie](http://www.oide.ie)

Technology in Education

[www.oideotechnologyineducation.ie/](http://www.oideotechnologyineducation.ie/)

Scoilnet

<https://www.scoilnet.ie/go-to-post-primary/>

Padlet

[Padlet.com](http://Padlet.com)

Mentimeter

[Mentimeter.com](http://Mentimeter.com)

### References

NCCA (2024). *Curriculum Specification for Leaving Certificate Business*.

NCCA (2024). *Key Competencies in Senior Cycle*.

NCCA (2024). *Guidelines to support the Completion of the Business Alive Investigative Study*.

Browne, Oliver, and Deirdre Robertson. "Here's how financial literacy affects the money in your pocket." RTE, 29 January 2025, <https://www.rte.ie/brainstorm/2025/0129/1493145-financial-literacy-money-purchases-savings-debt-finance-subscriptions/>. Accessed 10/03/25.

Sheil, Ashley, and David Malone. "How companies make it hard to cancel online subscriptions." RTE, 9 May 2024, <https://www.rte.ie/brainstorm/2024/0509/1448035-dark-patterns-cancel-online-subscriptions/>. Accessed 10/03/25.

**Figure 1 & 2:** NCCA (2024). *Key competencies in senior cycle, 2024, p.1*. The components of competencies and their desired impact.

**Figure 3:** NCCA (2024). *Curriculum Specification for Leaving Certificate Business, p.11*. Leaving Certificate Business: Specification Overview.

**Figure 4:** NCCA (2024). *Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.3*. Overview of the main stages of activity in the Business Alive Investigative Study.