

Strand 4 Chapter 17

Making informed decisions as a consumer (3 weeks)

Learning Outcomes

- 17.1** Investigate the rights and responsibilities of consumers using current relevant consumer legislation.
- 17.2** Demonstrate how consumer behaviour might be informed by ethical and sustainability concerns.
- 17.3** Investigate how digital technology impacts on consumer behaviour.
- 17.4** Investigate how personal data is protected by European regulation.
- 17.5** Appreciate the importance of making informed consumer decisions and use this understanding to discuss consumer-related stories in the news and media.

Chapter Overview and Introduction

From the Specification (Pg 27 of NCCA Doc):

“They will consider their role and experience as consumers and will be able to identify their rights and responsibilities enshrined in the relevant legislation and will apply the cross-cutting themes of ethics and sustainability when reflecting on their role as consumers. They will also have an opportunity to consider how digital technology has impacted on consumer choice.

Through engaging with this learning students will appreciate the need to make informed decisions as consumers, when making financial choices and in the workplace. Students will have an increased awareness of ethics and sustainability and the significance of advances in technology and will be able to apply their learning to discuss related news stories in the media.”

Chapter starts on page 305

Primer Questions

What do you know about the CCPC?

Student answer

Do you have any rights if you buy a second hand car from a garage?

Consumer rights apply to second-hand goods **only when purchased from a business**.

If you buy from a **garage or motor dealer**, consumer law **does apply**.

The car must:

- **Be as described** It must match the description given in the ad or by the seller.
- **Be of acceptable quality** Taking into account the car's **age, mileage, price, and condition**.
- **Be fit for purpose** It should be roadworthy and capable of doing what a normal car is expected to do.

No legal rights when purchasing a car from a private owner.

What is the circular economy?

A **circular economy** is a model of production and consumption that **extends the life cycle of products, reduces waste, and creates further value** by reusing, repairing, recycling, or repurposing materials instead of throwing them away.

Can businesses keep emailing you if you have unsubscribed from their newsletter?

No. If you have **unsubscribed from a newsletter**, a business **cannot continue to send you marketing emails** under **General Data Protection Regulation (GDPR)**

What are the rights that you know you have if you buy a faulty good?

Hook for the chapter – content in chapter PowerPoint to go with each

<https://backinbusinesshub.com/wp-content/uploads/2026/01/Ch17-Starter-worksheet-Chapter-17.pdf>

Activity sheet with links to newspaper articles on dodgy box use, impact of dodgy box use, ethical consumption...

Useful business examples, stories, links, videos, resources...

Digital Tech Black Friday impulse buying	https://www.ccpc.ie/consumers/2025/11/17/almost-30-of-black-friday-shoppers-are-likely-to-be-swayed-by-influencers/
Dodgy Box impact of consumer decisions on Irish business Clubber	https://www.irishexaminer.com/business/economy/arid-41620324.html

Digital hub links (these will become hyperlinks as they get added over the summer):

PowerPoint

Class exams with solutions

Worksheet for the Introduction Hook

Kahoot / online quizzes for formative assessment

Suggested solutions to workbook and sample paper questions

Key information for the chapter:

Strand 4 Chapter 17 Making informed decisions as a consumer

3 weeks

Learning Intention	Learning Outcome	Pg	Min s	Act Book (HL Qs)	Act Book (OL Qs)	HL 1	HL 2	OL 1	OL 2
how different pieces of legislation set out both rights and responsibilities that consumers should be aware of regarding products, services and digital services and their promotion; and how these rights change when buying outside the EU.	17.1 Investigate the rights and responsibilities of consumers using current relevant consumer legislation.	306-314	180	Q1, BW Q1	Q1, Q2			OL1 Q2 (e)	OL2 Q5 (b)
the importance of ethics and sustainability including the consequences of participation in shadow economy for the consumer, the business, and the economy, and how consumers contribute to the circular economy*.	17.2 Demonstrate how consumer behaviour might be informed by ethical and sustainability concerns.	315-318	90	Q2, Q3, BW Q2	Q3, Q4, Q5		HL2 Q5 (c)	OL1 Q4 (d)	OL2 Q1 (g) & OL2 Q2 (a)
how technology impacts both positively and negatively on the consumer.	17.3 Investigate how digital technology impacts on consumer behaviour.	319,	20	Q4, BW Q3	Q6	HL1 Q3 (d)	HL2 Q3 (e)		
how European regulation provides protection for personal data.	17.4 Investigate how personal data is protected by European regulation.	320-321	40	Q5, BW Q4	Q7			OL1 Q5 (f)	
how their learning in Leaving Certificate Business can be applied to their daily lives and help them to understand business-related stories in the media.	17.5 Appreciate the importance of making informed consumer decisions and use this understanding to discuss consumer-related stories in the news and media.	322,	40						
		Time	370	Hours	6.1				

S4 Ch17 Making informed decisions as a consumer (L.O. 17.1)

Textbook Pages: 306-314

Activity Book: HL Q1, BW Q1 | OL Q1, Q2

Time Allocation: 3 hours

Learning Outcome	17.1 Investigate the rights and responsibilities of consumers using current relevant consumer legislation.
Students Learn About	How different pieces of legislation set out both rights and responsibilities that consumers should be aware of regarding products, services and digital services and their promotion; and how these rights change when buying outside the EU.
Sample Paper Q	<p>OL1 Q2 (e) (ii) <i>When accessing digital services, consumers have a number of rights.</i> EU digital service providers must notify consumers before changing their terms of service (T/F) EU consumers have a 14-day cooling-off period, to cancel a service without reason (T/F) Consumers have more legal protections when purchasing from a non-EU retailer compared to buying from within the EU. (T/F)</p> <p>OL2 Q5 (b) Consider the following situation: <i>You purchased a games console from a local retailer. However, when you tried to play a game, some of the controller functions were not working.</i></p> <p>(i) Based on current consumer legislation, explain two forms of redress to remedy this situation. (ii) Do you have the same consumer rights when you purchase items from outside the EU?</p>
Create other potential Qs	

Specification Language Decoded

Investigate: Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new conclusions

Explain: Give a detailed account including reasons or causes

R&R activity

Pg 307	<p>1. What problems arise for consumers that are not properly informed? Consumers may not realise they are legally entitled to a refund, repair or replacement for faulty goods. As a result, they may accept poor outcomes, fail to challenge retailers, or believe incorrectly that their rights depend on store policies or warranties.</p> <p>2. What advice would you give a friend that was not aware of their rights?</p> <ul style="list-style-type: none"> • Keep proof of purchase and contact the retailer first, not the manufacturer. • Know the basic rights: goods must be fit for purpose, as described, and work for a reasonable time. • If the item is faulty, you may be entitled to refund / repair / replacement, depending on timing and seriousness. • Don't let a retailer hide behind "store policy" or "warranty" statutory rights apply. • Use the CCPC website to check the correct steps and wording before complaining. <p>3. Based on the information above, if you purchase Apple AirPods in a shop that is not owned by Apple, who are you allowed to return them to if they have a fault? The retailer who sold them (the seller), because your contract is with that business.</p>
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4. Spend time researching the CCPC’s website and identify three pieces of information about your consumer rights that you did not know.

Example answers a student might find (can accept equivalent):

- A fault within **30 days** generally ensures a refund.
- A warranty/guarantee **cannot reduce** your legal rights (it can only add to them).
- You generally have **14 days** to cancel many online/distance purchases and get a full refund.

Know	Understand	Be able to do
<ul style="list-style-type: none"> • The role of the CCPC in protecting consumers and enforcing consumer law. • The main consumer laws covered in this section: <ul style="list-style-type: none"> ○ Consumer Rights Act 2022 ○ Consumer Protection Act 2007 • The difference between goods, services, and digital content/digital services. • Key enforcement routes: direct resolution, ADR, Small Claims Procedure, Ombudsman. • That consumer rights differ when buying inside the EU vs outside the EU. 	<ul style="list-style-type: none"> • How consumer legislation sets out rights (what you are entitled to) and responsibilities (what you should do as a buyer). • Why a retailer is usually responsible for putting things right (the contract is with the seller). • How redress works (refund/repair/replacement/price reduction) and why timing matters. • How misleading advertising and unclear promotions can influence consumer decisions and breach consumer protection rules. • Why consumer rights are generally stronger and easier to enforce inside the EU than outside it. 	<p>Apply consumer rights to real scenarios and identify which category applies: product, service, or digital service.</p> <p>Explain valid forms of redress for a faulty product or poor service or poor digital content/service.</p> <p>Compare an EU and non-EU purchase and explain how rights and enforcement differ.</p> <p>State rights/entitlements for faulty goods/services/digital and how to apply them</p> <p>Outline protection when shopping/being marketed to (Consumer Protection Act 2007)</p> <p>Responsibilities of consumers when shopping</p>

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
<p>Provide a one-page scaffold with:</p> <ul style="list-style-type: none"> • “If you buy ___ and it is faulty, you may be entitled to ___.” • “This is covered under the Consumer Rights Act 2022 because ___.” • “If it is within 30 days, the consumer can request ___.” • “Because it is outside the EU, the consumer may not have ___.” 	

Note

S4 Ch17 Making informed decisions as a consumer (L.O. 17.2)

Textbook Pages: 315-318

Activity Book: HL Q2, Q3, BW Q2 | OL Q3, Q4, Q5

Time Allocation: 1 hour and 20 minutes

Learning Outcome	17.2 Demonstrate how consumer behaviour might be informed by ethical and sustainability concerns.			
Students Learn About	The importance of ethics and sustainability including the consequences of participation in shadow economy for the consumer, the business, and the economy, and how consumers contribute to the circular economy* .			
Sample Paper Q	<p>HL2 Q5 (c) (ii) Describe four ways a consumer purchasing food products can actively contribute to the circular economy.</p> <p>OL1 Q4 (d) (i) Explain the term circular economy (ii) Describe two ethical concerns of Irish consumers when purchasing from online retailers</p> <p>OL2 Q1 (g) Indicate whether each of the following examples would help contribute to the circular economy, by putting a tick in the correct box.</p> <ul style="list-style-type: none"> • Provide a service for customers where they can leave used or end-of-life electrical items at his premises for recycling; • Sell energy efficient bulbs, even though they tend to be more expensive; • Change his packaging from recyclable cardboard to single- use plastic cartons in order to save money. <p>OL2 Q2 (a) Fill in the blanks by using the correct words from the list below. (one word does not apply)</p> <table border="1" data-bbox="368 1227 1259 1294"> <tr> <td>illegal</td> <td>European</td> <td>businesses</td> </tr> </table> <p>Shadow economy activity involves _____ or individuals engaging in _____ transactions by acting out of line with legislation or government reporting requirements.</p>	illegal	European	businesses
illegal	European	businesses		
Create other potential Qs				

Specification Language Decoded

Demonstrate: Prove or make clear by reasoning or evidence, illustrating with examples or practical application

Describe: Give a detailed account of the main points of a topic using words, diagrams, examples and/or images where appropriate

Explain: Give a detailed account including reasons or causes

Shadow economy: Business and economic transactions that are deemed illegal in a jurisdiction because the goods or services being traded or exchanged are unlawful or the transaction itself is not in line with legislation or government reporting requirements.

Circular economy: A model of production and consumption which extends the life cycle of products, reduces waste, and creates further value.

R&R activity

<p>Pg 316</p>	<p>After reading through the article, answer the questions below:</p> <ol style="list-style-type: none">1. Identify three ways that consumers are trying to be more sustainable.<ul style="list-style-type: none">• Cutting back on purchasing new products• Buying locally sourced food• Choosing brands that promote environmental responsibility• Reducing waste and reusing products2. Outline any benefits given for a business that becomes more sustainable or ethical.<ul style="list-style-type: none">• Increased consumer loyalty• Improved brand image and reputation• Higher sales from ethically conscious consumers• Competitive advantage over less sustainable rivals3. Describe three ways that Irish people expect businesses to be more sustainable. Do you agree with these expectations or have any other ones?<ul style="list-style-type: none">• Reduce waste in operations• Lower carbon emissions• Improve ethical working conditions
<p>Pg 317</p>	<p>Why do you think there has been an increase in Irish households using dodgy boxes for this period?</p> <ul style="list-style-type: none">• Rising cost of living and subscription prices• Perception that the risk of enforcement is low• Easy access to cheap illegal streaming devices <ol style="list-style-type: none">1. What are the negative impacts of their use for: (i) consumers, (ii) businesses like Sky, and (iii) the Government <p>(i) Consumers</p> <ul style="list-style-type: none">• No legal protection or refunds• Risk of unsafe or faulty devices• Potential legal consequences <p>(ii) Businesses (e.g. Sky)</p> <ul style="list-style-type: none">• Loss of revenue• Unfair competition• Reduced ability to invest in content and services <p>(iii) Government</p> <ul style="list-style-type: none">• Loss of tax revenue (VAT and corporation tax)• Increased spending on enforcement and regulation <ol style="list-style-type: none">2. Do you think people view using dodgy boxes so stream copyrighted content differently to stealing from a shop or robbing a bank? Why might they see it that way?<ul style="list-style-type: none">• Yes, often seen as less serious because it is digital and indirect• No physical theft is visible• Normalisation through widespread use

<ul style="list-style-type: none"> • The meaning of ethical consumption and sustainable consumption. • Examples of ethical concerns: <ul style="list-style-type: none"> • Fair treatment of workers • Animal welfare • Data protection and online privacy • Supporting local businesses • Examples of sustainability concerns: <ul style="list-style-type: none"> • Packaging waste • Carbon footprint from transport • Overproduction and unsustainable manufacturing • Fast fashion and short-life goods • The meaning of the shadow economy and examples (e.g. illegal streaming devices). • The meaning of the circular economy and ways consumers contribute to it. 	<ul style="list-style-type: none"> • How ethical and sustainability concerns influence what consumers buy, where they buy, and how they dispose of goods. • Why participation in the shadow economy reduces consumer protection and harms legitimate businesses and the wider economy. • How consumer demand can encourage businesses to adopt more ethical and sustainable practices. • How everyday consumer behaviour affects waste, resource use, and environmental impact. 	<ul style="list-style-type: none"> • Identify ethical and sustainability concerns in consumer scenarios. • Describe the impacts of the shadow economy on consumers, businesses, and the economy. • Demonstrate how consumers can actively contribute to the circular economy using examples. • Apply ethical and sustainability concepts to real-world and exam-style questions.
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Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
<ul style="list-style-type: none"> • Provide a two-column scaffold: <ul style="list-style-type: none"> ○ Ethical concern → Consumer action ○ Sustainability concern → Consumer action • Allow students to choose examples from food, clothing, or technology. 	<p>Analyse one real brand (e.g. clothing or food) and assess how consumer demand has influenced its sustainability practices. Make a poster showing your findings.</p>

Note

Emphasise that ethical and sustainable behaviour is consumer choice, not legal obligation, but has real economic, social, and environmental consequences.

S4 Ch17 Making informed decisions as a consumer (L.O. 17.3)

Textbook Pages: 319

Activity Book: HL Q4, BW Q3 | OL Q6

Time Allocation: 20 minutes

Learning Outcome	17.3 Investigate how digital technology impacts on consumer behaviour.
Students Learn About	how technology impacts both positively and negatively on the consumer.
Sample Paper Q	<p>HL1 Q3 (d) Analyse three ways digital technology can influence consumer behaviour.</p> <p>HL2 Q3 (e) Evaluate the impact of digital technology on consumer behaviour.</p>
Create other potential Qs	

Specification Language Decoded

<p>Investigate: Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new conclusions</p> <p>Analyse: Study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions</p> <p>Evaluate: Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods</p>

Know	Understand	Be able to do
<ul style="list-style-type: none"> • Examples of digital technologies affecting consumers (online shopping, apps, social media, comparison websites). • Positive impacts of digital technology: <ul style="list-style-type: none"> • Convenience • Better access to information • Increased choice • Negative impacts of digital technology: <ul style="list-style-type: none"> • Impulse buying and overspending • Reduced social interaction • Increased screen time and digital addiction 	<ul style="list-style-type: none"> • How technology has changed how consumers search for, compare, and purchase products. • Why targeted advertising and influencer marketing can affect consumer decision-making. • How constant access to digital platforms can encourage unplanned spending. 	<ul style="list-style-type: none"> • Identify positive and negative impacts of digital technology on consumer behaviour. • Analyse how digital technology influences consumer decisions using real examples. • Evaluate the overall impact of digital technology on consumers.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
	<ul style="list-style-type: none"> • Short evaluation task: “Should digital platforms do more to protect consumers from impulse buying?”

	<ul style="list-style-type: none">• Analyse one platform (e.g. Amazon, Instagram, TikTok Shop) and assess its impact on consumer behaviour.
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Note

S4 Ch17 Making informed decisions as a consumer (L.O. 17.4)

Textbook Pages: 320-321

Activity Book: HL Q5, BW Q4 | OL Q7

Time Allocation: 40 minutes

Learning Outcome	17.4 Investigate how personal data is protected by European regulation.
Students Learn About	how European regulation provides protection for personal data.
Sample Paper Q	OL1 Q5 (f) Based on current EU law, outline two rights consumers have in relation to protection of their personal data.
Create other potential Qs	

Specification Language Decoded

Investigate: Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new conclusions

Outline: Give the main points; restrict to essential points of information

R&R activity

Pg 321	<p>1. Research two real examples where companies were fined under GDPR in Ireland. For each, outline:</p> <ul style="list-style-type: none"> (i) the size of the fine (ii) what the fine was (iii) how this might impact on a data subject. <p>Example 1 – Meta (Facebook / Instagram)</p> <ul style="list-style-type: none"> ➤ Fine: €1.2 billion (2023) ➤ Reason: Unlawful transfer of EU user data to the US ➤ Impact on data subjects: Increased protection of personal data and improved transparency around data transfers <p>Example 2 – WhatsApp Ireland</p> <ul style="list-style-type: none"> ➤ Fine: €225 million (2021) ➤ Reason: Failure to properly inform users how their data was processed ➤ Impact on data subjects: Greater clarity on how personal data is collected and used <p>2. Research online and then create a checklist with five points that a small Irish business could follow to ensure that it is respecting GDPR rules when collecting and controlling customer data online.</p> <ul style="list-style-type: none"> • Collect only data that is necessary • Clearly inform customers how their data will be used • Store data securely (passwords, encryption, restricted access) • Allow customers to access or delete their data on request • Report any data breaches to the DPC within 72 hours
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Know	Understand	Be able to do
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<ul style="list-style-type: none"> • That GDPR is an EU regulation that applies in Ireland. • The meaning of personal data and data subject. • Key rights of data subjects: • Right to access, correction, and erasure • Right to complain • Right not to be subject to automated decision-making • Key responsibilities of data controllers: • Reporting data breaches within 72 hours • Keeping personal data safe and secure • The role of the Data Protection Commissioner (DPC). 	<ul style="list-style-type: none"> • How GDPR protects consumers' personal data across the EU. • Why businesses must handle personal data carefully and transparently. • How enforcement and fines encourage compliance with GDPR. • How misuse of personal data can negatively affect data subjects. 	<ul style="list-style-type: none"> • Outline key GDPR rights available to consumers. • Describe responsibilities businesses have when collecting and storing personal data. • Explain the role of the DPC in enforcing GDPR. • Apply GDPR principles to real-world consumer and business scenarios.
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Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
<ul style="list-style-type: none"> • Provide a rights vs responsibilities table for GDPR to match terms to the right places • Allow students to select GDPR rights from a list before outlining them in sentences. 	

Note

S4 Ch17 Making informed decisions as a consumer (L.O. 17.5)

Textbook Pages: 322

Activity Book: None

Time Allocation: 30 minutes

Learning Outcome	17.5 Appreciate the importance of making informed consumer decisions and use this understanding to discuss consumer-related stories in the news and media.
Students Learn About	How their learning in Leaving Certificate Business can be applied to their daily lives and help them to understand business-related stories in the media.
Sample Paper Q	None
Create other potential Qs	

Specification Language Decoded

Appreciate: Recognise the meaning, value, or importance of or have a practical understanding of

R&R activity

Pg 322	Student answer
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Know	Understand	Be able to do
<ul style="list-style-type: none"> Factors involved in informed consumer decisions: Price, Value for money, Quality, Safety, Legal rights, Ethical and environmental considerations Common consumer-related issues reported in the media: Product recalls, Hidden costs and subscriptions, Fake or misleading sustainability claims 	<ul style="list-style-type: none"> How informed decisions improve financial wellbeing, safety, and legal protection. Why knowledge of consumer rights reduces risk when purchasing goods and services. How ethical and sustainable choices can positively affect society and the environment. 	<ul style="list-style-type: none"> Apply consumer knowledge to everyday purchasing decisions. Identify risks associated with uninformed consumer behaviour. Discuss consumer-related news stories using relevant consumer concepts.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Provide media stories for each option with highlighted sections to assist in the task	

Note

Links to cross-cutting themes:

Entrepreneurial Thinking:	<ul style="list-style-type: none"> • How businesses respond to changing consumer expectations (ethical sourcing, sustainable packaging, transparent pricing). • Competitive advantage from sustainability and trust (brand loyalty, differentiation, reputation). • Risks and opportunities created by the shadow economy and digital disruption (impact on legitimate firms).
Ethics and Sustainability:	<ul style="list-style-type: none"> • Ethical concerns shaping behaviour: fair treatment of workers, animal welfare, data privacy, supporting local. • Sustainability concerns shaping behaviour: packaging waste, carbon footprint, overproduction, fast fashion. • Circular economy actions: reuse, repair, recycling, second-hand buying, reducing waste. • Shadow economy impacts: harm to consumers, legitimate businesses, and public finances.
Digital Transformation:	<ul style="list-style-type: none"> • Digital technology changing how consumers search, compare, buy, and pay (convenience, choice, information). • Negative impacts: impulse buying, overspending, reduced in-person interaction, increased screen time. • GDPR as part of the digital environment: rights of data subjects, responsibilities of controllers, role of the DPC. • Influence of targeted ads and influencers on consumer behaviour and decision-making.
Business and Financial Literacy:	<ul style="list-style-type: none"> • Financial wellbeing through informed decisions: comparing prices, assessing quality/value, avoiding unnecessary spending. • Understanding legal protection and redress routes (CCPC, ADR, Small Claims Procedure, Ombudsman). • Avoiding financial and safety risks linked to the shadow economy. • Recognising hidden costs in subscriptions/services and making better consumer choices.

Assessments

Formative	Summative	AAC (Investigative Study)
<ul style="list-style-type: none"> • Think–Pair–Share activities • Group roleplays and discussions • Matching / fill-in-the-blanks tasks • In-class Kahoots or Blooklets 	<ul style="list-style-type: none"> • Written class exam • End-of-chapter quiz 	

What examples/resources have we used before that we can adapt for this chapter?

E.g. Think-Pair-Share, Roleplays, Debates, Inquiry tasks, Digital tools

Think-Pair-Share	
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Roleplays / Simulations	
Inquiry Tasks	
Debates	
Digital Tools	

Teacher and Department Review

1. Teaching and Learning Effectiveness	2. Differentiation and Inclusion
<p>Did students demonstrate clear understanding of their consumer rights and responsibilities through application to real scenarios and exam-style questions?</p> <p>Were students able to link theory (legislation, ethics, GDPR) to everyday consumer decisions and media stories?</p> <p>Which activities most effectively supported student engagement and understanding, and why?</p>	<p>Were support strategies sufficient to help all learners access complex concepts such as legislation and GDPR?</p> <p>Did extension tasks appropriately challenge higher-attaining students without widening gaps in understanding?</p> <p>How well did the range of examples (food, clothing, digital services) support diverse student interests and experiences?</p>
3. Resource Use and Gaps	4. Connections and Continuity
<p>Which resources (textbook, worksheets, digital tools, media articles) were most effective in supporting learning outcomes?</p> <p>Were there any areas where additional or updated resources are needed, particularly around current consumer issues?</p> <p>How effectively were digital tools used to enhance understanding rather than distract from learning?</p>	<p>How well did this chapter connect with learning from earlier strands/themes (e.g. ethics, sustainability, digital transformation)?</p> <p>Did students clearly see how consumer knowledge links to entrepreneurial decisions and marketing/running a business?</p> <p>How can learning from this chapter be revisited or reinforced in later chapters or the Investigative Study?</p>