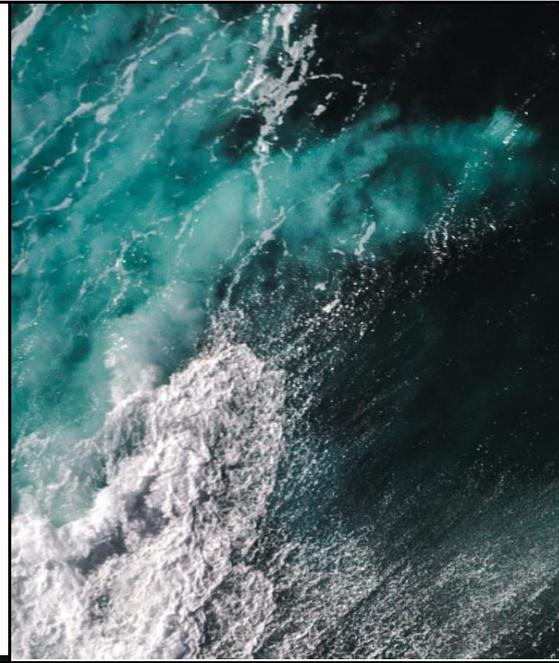


DRAFT COMMERCE FRAMEWORK

From 2023





COMMERCE FRAMEWORK

INTRODUCTION

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

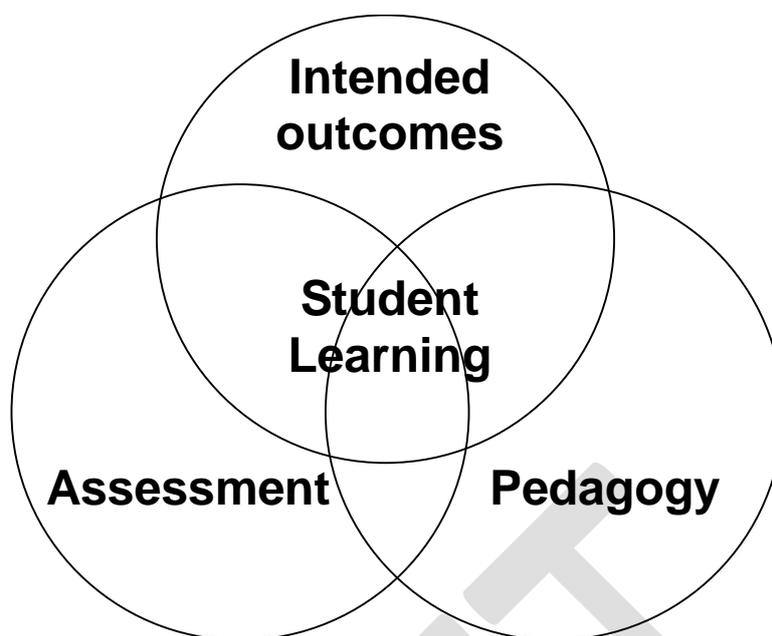
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these student capabilities and priorities are available on the ACARA website.

FRAMEWORKS

Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Frameworks support a model of learning that integrates intended student outcomes, pedagogy, and assessment. This model is underpinned by a set of beliefs and learning principles.



Underpinning beliefs

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

A, T and M courses may be developed under this Framework. Eligibility to study an **M** course is determined by the BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government;
- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the *BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

RATIONALE

Commerce is the study of the exchange of goods and services between stakeholders, as well as the management of resources and provision of services locally, nationally and globally. Students explore the actions of stakeholders within the market and how and why that conduct is regulated. They study and interpret various commerce ideologies and their use and the impact they have on stakeholders. Students understand how people individually and collectively can act to, create wealth, plan for sustainability, alleviate poverty and insist upon ethical practices.

Students develop their knowledge and understanding of the structure and operation of commerce models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the impact of change on the commerce environment and how that might be planned for and managed. Courses written under this framework examine representations and interpretations of commerce issues.

Students develop the skills to create innovative solutions to commerce problems. They apply theories to case studies to understand and compare alternate solutions to problems, or where appropriate, students deduce theories from case studies. They research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students generate, analyse, represent and interpret data to inform decisions making and problem solving. Students assess the ethical implications and consequences of a changing commercial environment. Skills implicit in the study of commerce empower students to communicate in a variety of contexts and collaborate with others to reach their goals.

The study of commerce enables learners to develop their knowledge, understanding and skills to enhance the advancement of all citizens locally, nationally and globally by understanding how to combat poverty and generate wealth. They understand how sustainability issues, and the ethical conduct of the commerce activities that permeate people's lives, are vital parts of planning for the future in commerce. Students become able to actively participate in the political, social and economic discussions about the allocation of resources, the distribution of wealth, and the regulation of contemporary commerce activity from an informed and critical perspective.

Commerce courses provide continuity with many pathways into work and tertiary studies. These key skills will allow students access to the entrepreneurial world that creates wealth and sustains lives.

GOALS

All courses based on this framework should enable students to:

- explain commerce concepts, theories, processes and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national and global level

- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political and cultural contexts on commerce concepts, theories and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions
- critically analyse data using financial literacy to solve problems in commerce
- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence and conclusions to develop convincing arguments, judgements and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement

Understanding, Knowledge and Skills

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Understanding and Knowledge of:

- the nature, role, and interests of a range of stakeholders in the commerce environment
- the role of commerce knowledge, understanding and skills in combating poverty, improving lives and creating wealth
- a range of specific case studies, examples and applications of commerce ideas and theories
- the impact of consumers, producers, governments and non-government organisations on the commerce environment locally, nationally and globally
- the history of the changing nature of commerce theories, thinking, planning and practices
- business decision-making strategies and theories
- the interdependence and interactions between sectors of the economy
- globalisation processes and implications for commerce
- account for diverse cultural perspectives and approaches to commerce
- the nature, cause and impacts of change and strategies for planning for and managing change
- the meaning of and appropriate use of commerce terminology
- the theory and practice of social justice, economic justice, ethical business practices and the role of personal ethics and character in ensuring ethical decisions in commerce
- principles of sustainable commerce and methods for analysing decisions and solutions to ensure sustainability

- principles and theories of entrepreneurship and innovation
- strengths, weaknesses and the nature and purpose of mathematical modelling of possible futures in commerce
- strategies to improve and develop personal capabilities, such as leadership, teamwork and collaborative effort

Skills

- creative and critical thinking to analyse problems, decision and strategies and create solutions
- financial literacy and mathematical skills to analyse, interpret and represent data
- communication in written and spoken forms using logical and reasoned arguments
- inquiry and research skills to investigate problems and develop solutions
- conduct studies with academic integrity and rigour
- application of commerce concepts, models and principles to interpret and analyse case studies and contexts synthesising theory and case studies to draw conclusions and propose solutions
- application of interpersonal, intercultural and communication skills to collaborate on projects
- application of time management skills to meet deadlines and obligations
- application of technology, software and digital applications to support research, inquiry, problems solving and communication
- working and problem solving independently and collaboratively in practical and theoretical contexts
- application of reflection and evaluation skills to analyse own work and habits to find improvements

TEACHING STRATEGIES

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences.

ASSESSMENT

The identification of assessment criteria and assessment task type and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for when evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see appendix B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills

Assessment Task Types

Task types for assessing knowledge, understanding and skills	
<p>Tasks may include the following:</p> <ul style="list-style-type: none"> • in-class essay/report • case study in an examination or take-home format • examination using a mix of questions and response types • collaborative projects • market day • policy debates in oral or written form • research assignment, essay, report • data collection and analysis, investigation • inquiry based task • business, marketing, or financial plan • oral presentation, seminar • round table policy discussion role play • presentation, podcast, vodcast • simulation, individually or collaboratively • interview response/viva voce • portfolio of practical exercises • problem solving scenario individually or collaboratively 	
Weighting	No task to be weighted more than 40% in a 1.0 unit or 50% in a 0.5 unit.

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of 3 and a maximum of 5 assessment tasks. For a 0.5 unit, a minimum of 2 and a maximum of 3 assessment tasks are recommended.
- Each assessment item must enable students to demonstrate higher order thinking.
- For the Independent study unit – An independent research task should be supplemented by a validation task. Validation tasks include instruments such as viva voces, research panel presentation, or exams.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.
- Students are required to create a variety of disciplinary relevant texts in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.

ACHIEVEMENT STANDARDS

Years 11 and 12 Achievement Standards are written for A/T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard table cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Commerce A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, Understanding and Skills	<ul style="list-style-type: none"> analyses data, trends, case studies or examples of commerce from relevant contexts by selecting relevant commerce concepts and theories and applying them accurately 	<ul style="list-style-type: none"> explains data, trends, case studies or examples from relevant commerce contexts and asserts a connection to relevant commerce concepts and theories 	<ul style="list-style-type: none"> describes data, trends, case studies or examples from relevant commerce contexts and describes relevant commerce concepts and theories 	<ul style="list-style-type: none"> describes relevant commerce data, case studies or examples and includes relevant simple commerce concepts 	<ul style="list-style-type: none"> identifies data from case studies of commerce contexts in expressing ideas about commerce
	<ul style="list-style-type: none"> analyses the ethics and sustainability of commerce practices and examples to reach reasonable conclusions 	<ul style="list-style-type: none"> explains the ethics and sustainability of commerce practices and examples coherently 	<ul style="list-style-type: none"> describes ideas about the ethics and sustainability of commerce practices and examples accurately 	<ul style="list-style-type: none"> identifies ethical and sustainable ideas in relevant case studies 	<ul style="list-style-type: none"> identifies some general ideas about sustainability and ethics in expressing ideas about commerce
	<ul style="list-style-type: none"> creates plausible solutions to identified problems by using commerce concepts and theories 	<ul style="list-style-type: none"> creates possible solutions to identified problems by using research 	<ul style="list-style-type: none"> explains plausible solutions to identified problems derived from research 	<ul style="list-style-type: none"> describes possible solutions to identified problems provided from research 	<ul style="list-style-type: none"> identifies possible solutions to problems
	<ul style="list-style-type: none"> communicates own ideas about commerce using well-reasoned arguments to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates ideas using reasoned arguments about commerce to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates relevant ideas to justify conclusions and recommendations about commerce using appropriate terminology 	<ul style="list-style-type: none"> communicates ideas to justify conclusions and recommendations about commerce using appropriate simple terminology 	<ul style="list-style-type: none"> communicates ideas and recommendations about commerce
	<ul style="list-style-type: none"> applies research methods using a wide range of relevant commerce sources and systematic referencing 	<ul style="list-style-type: none"> applies research methods using reliable general sources and systematic referencing 	<ul style="list-style-type: none"> uses relevant information from research in ideas and attempts systematic referencing 	<ul style="list-style-type: none"> describes information relevant to the question from research with attempted referencing 	<ul style="list-style-type: none"> identifies information related to a given question to with minimal referencing
	<ul style="list-style-type: none"> uses familiar mathematical methods to analyse evidence and/or graphic methods coherently represent evidence and ideas 	<ul style="list-style-type: none"> uses familiar mathematical methods to acquire and organise evidence and/or graphic methods to represent evidence accurately 	<ul style="list-style-type: none"> uses familiar mathematical methods to acquire data and/or graphic methods to explain and represent evidence 	<ul style="list-style-type: none"> uses familiar mathematical and/or graphic methods to describe evidence 	<ul style="list-style-type: none"> identifies evidence from mathematical and/or graphic data in sharing ideas
	<ul style="list-style-type: none"> reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve 	<ul style="list-style-type: none"> reflects on own learning habits, individual and collaborative work habits, and plausible strategies to improve 	<ul style="list-style-type: none"> reflects on learning habits, individual and collaborative work habits, and some strategies to improve 	<ul style="list-style-type: none"> reflects on learning and work habits and notes better habits 	<ul style="list-style-type: none"> reflects on learning and work habits
	<ul style="list-style-type: none"> reflects coherently on own learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on own learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on commerce concepts and identifies links to the world 	<ul style="list-style-type: none"> reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, Understanding and Skills	<ul style="list-style-type: none"> analyses data, trends, case studies or examples from relevant local, national and global contexts by selecting relevant commerce concepts and theories and applying them accurately 	<ul style="list-style-type: none"> explains data, trends, case studies or examples from relevant local, national and global contexts and explains connection to commerce concepts and theories accurately 	<ul style="list-style-type: none"> describes data, trends, case studies or examples from relevant local, national and global contexts and describes relevant commerce concepts and theories 	<ul style="list-style-type: none"> describes data, , case studies or examples from relevant local, national and global contexts and includes simple, relevant commerce concepts 	<ul style="list-style-type: none"> identifies commerce data from case studies of commerce contexts in expressing ideas about commerce
	<ul style="list-style-type: none"> analyses the sustainability and ethics of commerce ideas and enterprises to reach logical conclusions 	<ul style="list-style-type: none"> explains the relevant sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions 	<ul style="list-style-type: none"> describes relevant ideas about the sustainability and ethics of commerce ideas and enterprises accurately 	<ul style="list-style-type: none"> identifies the relevant sustainable and ethical ideas in commerce case studies 	<ul style="list-style-type: none"> identifies general ideas about ethics and sustainability in expressing ideas about commerce
	<ul style="list-style-type: none"> creates well-founded solutions to identified problems using commerce concepts and theories accurately 	<ul style="list-style-type: none"> creates plausible solutions to identified problems using commerce concepts and theories 	<ul style="list-style-type: none"> creates possible solutions to identified problems using research 	<ul style="list-style-type: none"> describes possible solutions to identified problems based on minimal research 	<ul style="list-style-type: none"> identifies possible solutions to problems
	<ul style="list-style-type: none"> communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas and recommendations
	<ul style="list-style-type: none"> applies research methods using a wide range of relevant commerce sources and systematic referencing 	<ul style="list-style-type: none"> applies research methods using relevant commerce sources and systematic referencing 	<ul style="list-style-type: none"> applies research methods using reliable general sources and attempts systematic referencing 	<ul style="list-style-type: none"> describes information related to a given question using minimal sources with attempted referencing 	<ul style="list-style-type: none"> identifies information related to a given question to with minimal referencing
	<ul style="list-style-type: none"> selects mathematical methods to analyse evidence and/or graphic methods to represent evidence and ideas coherently 	<ul style="list-style-type: none"> uses familiar mathematical methods to organise data and/or graphic methods explain evidence and ideas coherently 	<ul style="list-style-type: none"> uses simple mathematical methods to acquire evidence and/or describes evidence accurately using mathematical or graphic methods 	<ul style="list-style-type: none"> uses simple mathematical and/or graphic methods as directed to describe evidence and ideas 	<ul style="list-style-type: none"> uses simple mathematical or graphic methods to identify evidence
	<ul style="list-style-type: none"> reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve 	<ul style="list-style-type: none"> reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve 	<ul style="list-style-type: none"> reflects on learning habits, individual and collaborative work habits, and some strategies to improve 	<ul style="list-style-type: none"> reflects on learning and work habits and notes better habits 	<ul style="list-style-type: none"> reflects on learning and work habits
	<ul style="list-style-type: none"> reflects coherently on own learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on own learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on commerce concepts and identifies links to the world 	<ul style="list-style-type: none"> reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce T Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, Understanding and Skills	<ul style="list-style-type: none"> analyses data, trends, case studies or examples from relevant local, national and global contexts by selecting relevant commerce concepts and theories and applying them accurately 	<ul style="list-style-type: none"> explains data, trends, case studies or examples from relevant local, national and global contexts and relates explanation to relevant commerce concepts and theories accurately 	<ul style="list-style-type: none"> describes data, trends, case studies or examples from relevant local, national and global contexts and describes relevant commerce concepts and theories 	<ul style="list-style-type: none"> describes some data, case studies or examples from relevant local, national and global contexts and describes some relevant simple commerce concepts 	<ul style="list-style-type: none"> identifies data from commerce case studies in expressing ideas about commerce
	<ul style="list-style-type: none"> analyses the sustainability and ethics of commerce ideas and enterprises to reach logical conclusions 	<ul style="list-style-type: none"> explains the relevant sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions 	<ul style="list-style-type: none"> describes the sustainability and ethics of commerce ideas and enterprises to reach a conclusion 	<ul style="list-style-type: none"> identifies the sustainable and ethical features of commerce ideas and enterprises 	<ul style="list-style-type: none"> identifies ideas about sustainability and ethics in expressing ideas about commerce
	<ul style="list-style-type: none"> creates well-founded solutions to identified problems using reliable research and commerce concepts and theories accurately 	<ul style="list-style-type: none"> creates plausible solutions to identified problems informed by research using commerce concepts and theories 	<ul style="list-style-type: none"> creates plausible solutions to identified problems individually and collaboratively and explains relevant commerce concepts and theories 	<ul style="list-style-type: none"> describes possible solutions to identified problems individually and collaboratively using research 	<ul style="list-style-type: none"> identifies possible solutions to problems in expressing simple ideas about commerce
	<ul style="list-style-type: none"> communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology 	<ul style="list-style-type: none"> communicates simple commerce ideas and recommendations
	<ul style="list-style-type: none"> applies research methods using a wide range of relevant, commerce sources and accurate, systematic referencing 	<ul style="list-style-type: none"> applies commerce research methods using reliable general sources and systematic referencing 	<ul style="list-style-type: none"> applies research methods using general sources and attempts systematic referencing 	<ul style="list-style-type: none"> describes information derived from minimal sources with attempted referencing 	<ul style="list-style-type: none"> attempts research on a question with minimal referencing
	<ul style="list-style-type: none"> selects mathematical methods to analyse evidence and/or or graphic methods to represent evidence coherently 	<ul style="list-style-type: none"> uses mathematical methods to acquire and organise evidence and/or graphic to explain evidence and ideas 	<ul style="list-style-type: none"> describes evidence and ideas accurately using mathematical and/or graphic methods 	<ul style="list-style-type: none"> describes evidence using mathematical or graphic methods 	<ul style="list-style-type: none"> identifies evidence from graphic and/ formats and/or by using mathematical
	<ul style="list-style-type: none"> reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve 	<ul style="list-style-type: none"> reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve 	<ul style="list-style-type: none"> reflects on learning habits, individual and collaborative work habits, and some strategies to improve 	<ul style="list-style-type: none"> reflects on learning and work habits and notes better habits 	<ul style="list-style-type: none"> reflects on learning and work habits
	<ul style="list-style-type: none"> reflects coherently on own learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on own learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on commerce concepts and identifies features and links to their world 	<ul style="list-style-type: none"> reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce T Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, Understanding and Skills	<ul style="list-style-type: none"> critically analyses data, trends, case studies or examples from relevant local, national and global contexts by selecting relevant commerce concepts and theories and applying them accurately 	<ul style="list-style-type: none"> analyses data, trends, case studies or examples from relevant local, national and global contexts by selecting relevant commerce concepts and theories and applying them accurately 	<ul style="list-style-type: none"> explains data, trends, case studies or examples from relevant local, national and global contexts and relates explanation to relevant commerce concepts and theories accurately 	<ul style="list-style-type: none"> describes data, simple trends and case studies or examples from relevant local national and global contexts and describes relevant simple commerce concepts and theories 	<ul style="list-style-type: none"> identifies data from a case study and related commerce ideas in expressing ideas about commerce
	<ul style="list-style-type: none"> critically analyses the sustainability and ethics of commerce ideas and enterprises to reach well-researched and logical conclusions 	<ul style="list-style-type: none"> analyses the sustainability and ethics of commerce ideas and enterprises to reach logical conclusions 	<ul style="list-style-type: none"> explains the relevant sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions 	<ul style="list-style-type: none"> describes the sustainable and ethical features of commerce ideas and enterprises accurately 	<ul style="list-style-type: none"> identifies sustainable and ethical features in expressing ideas about commerce
	<ul style="list-style-type: none"> creates insightful solutions to identified problems, informed by critical research using selected commerce concepts and theories accurately 	<ul style="list-style-type: none"> creates well-founded solutions to identified problems, informed by research using selected commerce concepts and theories accurately 	<ul style="list-style-type: none"> creates plausible solutions to identified problems, informed by research using commerce concepts and theories 	<ul style="list-style-type: none"> describes possible solutions to identified problems, using research 	<ul style="list-style-type: none"> identifies possible solutions to problems in expressing ideas about commerce
	<ul style="list-style-type: none"> communicates complex commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology in speaking and writing 	<ul style="list-style-type: none"> communicates commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates commerce ideas to justify conclusions and recommendations using appropriate terminology 	<ul style="list-style-type: none"> communicates simple commerce ideas to justify conclusions and recommendations using some simple terminology 	<ul style="list-style-type: none"> communicates commerce ideas and recommendations
	<ul style="list-style-type: none"> applies research methods using a wide range of relevant, rigorous commerce sources critically, and employs accurate systematic referencing 	<ul style="list-style-type: none"> applies research methods using relevant commerce sources and systematic referencing 	<ul style="list-style-type: none"> applies research methods using reliable general sources and systematic referencing 	<ul style="list-style-type: none"> describes information related to a question and derived from minimal sources with attempted systematic referencing 	<ul style="list-style-type: none"> attempts research on a given question and with minimal referencing
	<ul style="list-style-type: none"> selects mathematical methods to analyse evidence accurately and/or graphic methods to represent evidence coherently 	<ul style="list-style-type: none"> selects mathematical methods to analyse evidence and/or or graphic methods to represent evidence coherently 	<ul style="list-style-type: none"> uses mathematical methods to acquire and organise evidence and/or graphic method to explain evidence 	<ul style="list-style-type: none"> describes evidence using mathematical and/or graphic methods 	<ul style="list-style-type: none"> uses mathematical and/or graphic methods to identify evidence
	<ul style="list-style-type: none"> reflects insightfully and coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve 	<ul style="list-style-type: none"> reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve 	<ul style="list-style-type: none"> reflects on learning habits, individual and collaborative work habits, and some strategies to improve 	<ul style="list-style-type: none"> reflects on learning and work habits and notes better habits 	<ul style="list-style-type: none"> reflects on learning and work habits
	<ul style="list-style-type: none"> reflects insightfully and coherently on own learning about commerce concepts and links their world 	<ul style="list-style-type: none"> reflects on own learning about commerce concepts and understanding and links to their world 	<ul style="list-style-type: none"> reflects on learning about commerce concepts and links to their world 	<ul style="list-style-type: none"> reflects on commerce concepts and identifies features of the world 	<ul style="list-style-type: none"> reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce M Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes commerce ideas with independence describes case studies or examples of commerce ideas with independence 	<ul style="list-style-type: none"> describes commerce ideas with occasional assistance describes case studies of commerce ideas with occasional assistance 	<ul style="list-style-type: none"> recounts commerce ideas with assistance recounts case studies of commerce ideas with assistance 	<ul style="list-style-type: none"> identifies commerce ideas with continuous guidance identifies case studies of commerce ideas with continuous guidance 	<ul style="list-style-type: none"> identifies commerce ideas with direct instruction identifies some examples of commerce in people's lives with direct instruction
Skills	<ul style="list-style-type: none"> applies concepts and principles for decision making and problem-solving with independence communicates ideas using appropriate evidence, terminology and accurate referencing with independence plans and undertakes independent or collaborative commerce inquiries with independence 	<ul style="list-style-type: none"> applies concepts and practices for decision making and problem-solving with occasional assistance communicates ideas using appropriate evidence, terminology and accurate referencing with occasional assistance plans and undertakes independent or collaborative commerce inquiries with occasional assistance 	<ul style="list-style-type: none"> applies concepts and principles for decision making and problem-solving with assistance communicates ideas using appropriate evidence, terminology and accurate referencing with assistance undertakes guided independent or collaborative commerce inquiries with assistance 	<ul style="list-style-type: none"> applies concepts and principles for decision making and problem-solving with continuous guidance communicates ideas using appropriate evidence, terminology and accurate referencing with continuous guidance undertakes guided independent or collaborative commerce inquiries with continuous guidance 	<ul style="list-style-type: none"> applies concepts and models with direct instruction communicates ideas using appropriate evidence, terminology and accurate referencing with direct instruction undertakes simple independent or collaborative research on a topic with direct instruction
	<ul style="list-style-type: none"> reflects on own learning to identify strengths with independence 	<ul style="list-style-type: none"> reflects on own learning to identify strengths with occasional assistance 	<ul style="list-style-type: none"> undertakes guided reflection on own learning to identify successes with assistance 	<ul style="list-style-type: none"> undertakes guided reflection on own learning to identify successes with continuous assistance 	<ul style="list-style-type: none"> undertakes reflection on own learning with direct instruction

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation is provided to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board of Senior Secondary Studies through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

COURSE FRAMEWORK GROUP

Name	College
	ANU
	ANU
	ANU
	ANU
	Education Directorate Schools
	Catholic Education Schools
	Independent Schools

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Appendix A: Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth, depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	critically analyse	analyse using the ideas of critics or scholars to inform conclusions or solution
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically Analyse	Applies the ideas of scholars and critics to analyse problems and come to conclusions
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and use as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words