



## **Shape of ACT Senior Secondary Curriculum**

**Business A/T/M**



## Table of Contents

1.	PURPOSE .....	1
2.	INTRODUCTION .....	1
3.	BACKGROUND .....	1
4.	THE CONTEXT OF THE ACT .....	4
5.	AIMS OF THE BUSINESS CURRICULUM.....	5
6.	STRUCTURE OF THE BUSINESS CURRICULUM .....	7
7.	CONSIDERATIONS .....	9
8.	PEDAGOGY AND ASSESSMENT .....	11
9.	CONCLUSION.....	12
10.	REFERENCES.....	12
11.	READINGS.....	12



## 1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Business* will guide the writing of the *Business A/T/M* course.
- 1.2 This paper has been prepared in consultation with Associate Professor Vinh Lu of the Australian National University and the deliberations of the Business Shape Paper writing panel.
- 1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at:  
[http://www.bsss.act.edu.au/curriculum/bsss\\_course\\_development\\_consultation](http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation)

## 2. INTRODUCTION

- 2.1 The *Business* course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools. It will be useful for and useable by experienced and less experienced teachers.

## 3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is reviewing the Business Curriculum in the five-year course development cycle of improvement and renewal.
- 3.2 All courses under development are required to meet Board design specifications and to align with Board requirements for the senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.

This course requires some work to finalise its move to the course design specifications by having units with distinct content and removing the restriction of electives in favour of teachers designing programs of learning in response to the units.

- 3.3 The Business course is to be developed under the *Commerce Framework* located at:  
[https://www.bsss.act.edu.au/act\\_senior\\_secondary\\_system/curriculum/frameworks](https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/frameworks)

The rationale for this framework describes Commerce:

*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.*

**3.4** 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.

**3.5** Concepts, knowledge and skills from the Commerce Framework (page 6) build on ACARA's F-10 Humanities and Social Sciences curriculum sub-strand of Economics and Business ([Economics and Business | The Australian Curriculum](#)):

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers, and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions

- understanding of economics and business decision-making and its role in creating a prosperous, sustainable, and equitable economy for all Australians
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy, as economically, financially and business-literate citizens.

**3.6** All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum. While developing all capabilities, in particular, the *Business* course will engage with the capabilities of Creative and Critical Thinking, Ethical Understanding, Personal and Social Capability and Numeracy.

Students in *Business* will engage with the General Capability of Critical and Creative Thinking through the critical examination of data and arguments and through problem solving:

*In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation in all learning areas at school and in their lives beyond school.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

Students in *Business* will engage with the General Capability of Personal and Social Capability in developing their capacity for individual and collaborative work, in understanding relationships in businesses and markets, in empathising with and building relationships with diverse peoples in a global business environment and in developing leadership skills:

*In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing, and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>

Students in *Business* will engage with the General Capability of Ethical Understanding by engaging with significant ethical questions involved in personal integrity, business auditing and business decision making:

*In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict, and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others... As students engage with the elements of Ethical Understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied contexts in the curriculum.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/>

Students in *Business* will engage with the General Capability of Numeracy by critically analysing quantitative and qualitative data and assessing the generation and manipulation of numerical data by others.

*Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/>

## 4. THE CONTEXT OF THE ACT

### 4.1 Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

### 4.2 Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

### 4.3 In consideration of the ACT context, and in response to contemporary research and literature, a business course should include:

- a student-centred pedagogical approach
- a grounding in current Business research and analytical methodologies
- the educational needs of young people with respect to understanding successful businesses in their contexts
- the *Commerce Framework* and Achievement Standards
- the needs of different schools and sectors (government and non-government)
- diverse concepts, models, perspectives, and theories, including an awareness of their strengths and limitations
- developing an understanding of the factors effecting business activity locally, nationally, and globally

- the knowledge, skills and understanding to analyse the sustainability of businesses
- developing the capacity to make ethical decisions and behave ethically and analyse the ethics of business decisions and practices
- developing mathematical skills for analysing data and representing conclusions
- developing communication and collaboration skills for completing tasks and sharing ideas and conclusions
- developing ICT skills for business purposes
- developing the skills, knowledge and understanding to approach problems creatively

## 5. AIMS OF THE BUSINESS CURRICULUM

According to the Association to Advance Collegiate Schools of Business (AACSB, 2020), “The business environment is undergoing profound changes, spurred by powerful demographic shifts, global economic and societal forces, and emerging technologies. At the same time, society is increasingly demanding that companies become more accountable for their actions, exhibit a greater sense of social responsibility, and embrace more sustainable practices. These trends send a strong signal that what business needs today is much different from what it needed yesterday or will need tomorrow.” They argue that contemporary business courses need to be reviewed and where necessary updated to meet the demands of the contemporary business world and contemporary education in business. This review and redevelopment of the course is timely. The proposed changes align with these changes in business education, and in business itself.

First, a contemporary Business course must develop students’ capacity to solve problems creatively. As Pao-Cheng Lin and Pei-Kuan Lin (2015) note:

*Creativity, as the key human resource in the 21st century, is worth being cultivated. A student's originality mainly comes from learning activities; both class teaching and group activities present the function of encouragement, as various activities could inspire the potential developing, train the reconciliation development of sensory abilities, cultivate the adaptation to strange environments, and further present curiosity and desire for knowledge about the surrounding affairs. A teacher could also encourage the students’ solving problems with discovery and thinking through real activities, which is considered as the creative competence. (p. 268)*

Similarly, Marc Brodherson, Jason Heller, and David Remley Perrey (2017) concluded that “it’s also true that creativity is at the heart of business innovation, and innovation is the engine of growth. With businesses that measured highly in creativity enjoying more financial success”. A Business course should then value and develop creative and competent students who can solve problems. This course then aims to engage students to understand businesses in their contexts, develop collaborative practices, and the communication skills to support collaboration, and encourage curiosity and the desire to know more. Content in the course will reflect the goal of building the knowledge, skills and understanding of business and its contexts to develop effective communicators and creative problem solvers.

Indeed, creative, empathetic, and inclusive communication skills both in formal presentations, but also for informal workshopping of ideas and concepts are key skills in demand in business. Brink and Costigan (2015) note that “From the perspective of recruiters or prospective employers, oral communication is either the most important competency or at least among them [21st Century skills]” (p. 205). Thus this course must provide opportunities for learning about and refining oral communication skills beyond formal presentations and include communication skills for informal working contexts. Further, according to the Foundation for Young Australians (2017) and Andreas Schleicher (2010) of the OECD, these clusters of skills developed that are proposed for *Business A/T/M* are highly valued in further work and learning pathways outside of business as well. This course then aims to develop through its content descriptions opportunities for students to develop those skills.

Second, understanding a business and how to grow and promote a business requires students to gain an understanding of cultural context and the economy. Nuttawuth Muenjohn, Nattavud Pimpa, Alan Montague and John Qin (2016) note that “A worthy [business] curriculum is obviously needed to broaden students' views of a globalised world” (p. 445). Muhammad M. Islam and Faridul Islam (2013) noted that combining cultural and contextual understanding with a knowledge of key economic concepts enabled students to make more successful business analyses (p. 18). Indeed, the accreditation standards for Business schools released in 2020 require schools to engage with diversity and inclusion as well as financial and economic competency to reflect the standards in the corporate world. (AACSB, 2020, p. 9) Andreas Schleicher and Yuri Belfali (2018) in their OECD report also draws attention to the value of developing global competence in students to assist them tackling a changing world. This business course then aims to equip students with a knowledge of the world, diverse peoples, and the global economy to better position them to analyse business problems and propose creative and workable solutions.

Third, businesspeople, and therefore business students, engage with financial evidence and often depend on numerical data prepared by accountants, statisticians, and economists in making decisions. Thus, this is a subject that requires the mathematical capacity to engage thoughtfully and analytically with data using mathematical methods. (Vitulo, E and Jones, E.A., 2010, p. 87) For students to undertake further studies and work in business, they will need to be confident mathematicians and this course aims to develop that capacity in students.

Fourth, sustainability has become a key component of the work of businesspeople. Students of business require the knowledge and skills to analyse businesses and business solutions for their sustainability. Josie Fisher and Ingrid Bonn (2011) note that “A rapidly expanding academic literature highlights the urgency for businesses to become more sustainable” (p. 564). Consistent with this observation is the 2020 KPMG report *The time has come; The KPMG Survey of Sustainability Reporting 2020* that notes 96% of the world’s largest 250 companies report on sustainability (p. 3). McKinsey found similar trends and notes in *How companies capture the value of sustainability: Survey findings* (2017) that “Responses also suggest that value-creating companies are more likely than others to make sustainability an element of their corporate culture and train employees on how to integrate sustainability into their work” (p. 1). Therefore, this course aims to provide students with the capacity to access those opportunities.

Fifth, ethics training and engagement with the ethics of business decision making and practices are a core component of tertiary business programs (Wang, L.C and Calvano, L., 2015, p, 591). Students in senior secondary must be prepared to engage with those questions by developing conceptual understanding and methodological skills in ethics. Indeed, Charles Windsor (2015) argues that “Business schools are ideally placed to challenge established precepts and provide new thinking that will help organizations to improve their management of, and accounting for, social and environmental issues” (p. 47). Indeed, with the enormous impact business can have upon the world and its peoples, businesspeople and leaders must develop habits of self-reflection and insight to be effective and ethical leaders of character. As Mary Crossan, Daina Mazutis, Gerard Seijts and Jeffrey Gandz (2013) notes, “the role of character resurfaces time and again as a contributing culprit in the apparent decline of ethical leadership, particularly in the business sphere” (p. 285). Thus, in this course, students will develop an understanding of the ethics of their discipline in weighting ethical choices when selecting and processing data and in drawing conclusions and making recommendations. Businesspeople and business leaders must consider the ethics of business decisions and are increasingly called upon to make decisions and recommendations that engage with some of the weightiest ethical challenges of our day such as sustainability, fair labour conditions, and corruption.

The capacity to synthesise data, and knowledge of context, and factors effecting business, while considering sustainability and ethics, while using effective collaboration, communication, ICT, and numeracy skills to make business decisions is a complex task that requires a comprehensive and multifaceted course. As such, this course aims to provide opportunities for deep learning and critical thinking about the world more broadly, allowing for students to engage with myriad empirical case studies, whilst developing tools to both think about and solve business problems.

The Business course aims to:

- develop an understanding of a range of business practices and apply to data sets, case studies, simulations, and business problems
- develop an understanding of research methodologies in Business
- investigate case studies in a range of business and organisational contexts from a local, national, and global perspective
- apply Business practices, research, and critical thinking to develop well-reasoned conclusions about causation, processes, and consequences within a range of business and commerce contexts
- develop an understanding of the actual and potential roles of businesspeople in contributing to social and economic well-being
- understand how to collaborate effectively in business contexts to research and solve problems critically and creatively
- develop skills in effective communication to approach problem solving and present conclusions in a range of forms
- develop the knowledge, skills and understanding to analyse the sustainability of business
- develop the capacity to make ethical decisions and behave ethically and analyse the ethics of business decisions and practices
- develop intercultural understanding for local, national, and global business settings in interpreting data, making recommendations and in communicating by engaging in case studies from diverse cultural settings, including First Nations Australian enterprises
- develop mathematical and IT skills for analysing data and representing conclusions and solutions

## 6. STRUCTURE OF THE BUSINESS CURRICULUM

With a focus on developing units that balance technical competence with critical, creative, and ethical thinking to solve problems, students study business methods and contexts. Students will build competence through investigating situations and contexts to draw conclusions and make recommendations. The structure of the proposed course aligns with the *Shape of the ACT Senior Secondary Curriculum (2015)*, these units are not sequential and have distinct content. To implement this course, teachers will develop Programs of Learning. Their program of learning will be developed in response to contemporary developments, student interest, school context, and teacher expertise. Teachers are responsible for ensuring that there is no significant duplication across units.

## RATIONALE

Business is the study of the management of resources and the provision of goods and services, as well as the complexities of operating enterprises at the local, national, and global levels. Students investigate ethical methods, including social responsibility and sustainability enabling them to engage with the world as responsible citizens and businesspeople.

Students develop their knowledge and understanding of business structures. They develop an understanding of the principles and methods of marketing and advertising as central to business activity. Students develop the knowledge, understanding and skills to make business plans for specific contexts and markets. They develop an understanding of business leadership principles, and the ethical and regulatory contexts in which leadership occurs. Overall, they develop the capacity to make informed business decisions for a range of business environments.

Students develop the skills to think critically to create solutions to business problems. They will research, analyse, and synthesise information to justify their position with persuasive, logical and coherent arguments. They will consider ethical, sustainable, and financial factors from local, national, and global perspectives.

The study of Business enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally. Business courses provide a continuity with many pathways into tertiary and industry studies, as well as a wide range of occupations and industries.

## UNITS

The units have been drafted for discussion as follows:

### **Business Opportunities**

In this unit, students investigate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts. They critically analyse a diverse range of business responses to the opportunities and challenges offered by the contemporary world, including a social enterprise, an Australian First Nations enterprise and one operating in the Asia-Pacific region. They develop skills in communication and planning to support collaborative problem solving and project work. They refine their capacity to analyse numerical data that supports business decisions. In proposing solutions and conclusions students consider ethical and sustainability factors and issues.

### **Business Marketing**

In this unit, students investigate the principles, theories, and ethics of marketing. They critically analyse case studies of marketing campaigns, including First Nations Australian social enterprise marketing. Students develop skills in digital and social media to support the creation of marketing campaigns and business solutions derived from principles and theories. Students refine their creativity, teamwork, and communication skills in the collaborative analysis of marketing problems and creation of marketing solutions. They refine skills in statistics that will support the analysis of marketing processes and product formulation.

### **Leading a Business**

In this unit, students investigate the principles and theories related to leadership, and managing people, operations, and change. They critically analyse case studies of business leadership from contemporary local, national, and global businesses. Students evaluate contemporary management practices in light of emerging challenges and opportunities, and in the context of intercultural, ethical, and regulatory requirements. They refine critical thinking and mathematical skills needed to undertake budgeting and financial analyses of enterprises and propose viable solutions. They refine teamwork, creativity, and communication skills to create solutions to problems in leading a business.

### **Business Finance and Planning**

In this unit, students investigate the principles and theories of business finance and planning. They investigate concepts and methodologies of finance and entrepreneurship that underpin business planning, including procurement. They critically analyse case studies of business finance and planning in small, medium, and large businesses. They evaluate financial practices for different types of business organisations, including social enterprises. Students evaluate business finance practices and case studies using ethical and sustainability perspectives and considering the regulatory environment. They refine their mathematical skills necessary to use financial data and business statistics in making plans and recommendations.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

## **7. CONSIDERATIONS**

### **7.1 Incorporating a futures orientation**

*Business* is a contemporary discipline that focuses students understanding on the world of business in its many guises and its implications for the future. They develop skills as researchers and critical thinkers who in the words of the *Alice Springs Mparntwe Education Declaration* “are able to recognise, adapt to, and manage change”; “understand their responsibilities as global citizens and know how to affect positive change”; and “are able to think deeply and logically, and obtain and evaluate evidence as the result of studying fundamental disciplines.” They will be well-equipped by their studies in *Business* to “embrace opportunities, make informed decisions about their own lives and accept responsibility for their own actions.”

An informed understanding of responsible, ethical, and informed citizenship, the rise of the knowledge economy, the rich diversity of Australian peoples and their distinctive position within the Asia-Pacific region and economy provide opportunities for students in business and commerce.

### **7.2 Business curriculum**

The *Business* curriculum retains an important place in the ACT senior secondary curriculum. The curriculum fosters the research and data skills, higher order thinking and critical and ethical understanding that equips students to take an active part in democratic discussion of significant policy questions in the world today. They will better understand the connection of businesses and organisations to local, national, and global issues.

*Business* provides a pathway to tertiary education by developing discipline specific concepts, content, knowledge, and skills. It also develops the capacity for active entrepreneurship and citizenship that empowers students to become engaged with the broader community.

The *Business* course, in developing student capacity to undertake and understand research methodologies, is consistent with calls from the OECD in the *OECD Learning Framework 2030* that students must take agency in their learning:

*Learning requires the activity and initiative of the learner – it requires the learner’s agency. Active learning implies a shift from being a passive recipient of knowledge to being an active agent in the learning process (OECD, 2018, p.2).*

Therefore, “[h]ow schools respond to growing economic interdependence, cultural divides, new digital opportunities and calls for sustainability will have a significant impact on the well-being of all members of the communities they serve” (OECD, 2018). Assisting students to engage actively and critically in their world is then a vital element in preparing them for their future lives. The *Business* course is thus well placed to provide students with opportunities to explore critical issues and develop their ethical and conceptual framework for living in a complex, interconnected, and changing world.

### **7.3 Equity and opportunity**

The *Business* course provides flexibility and choice for teachers and students to write Programs of Learning that meet student learning needs. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources. This course can be taught in a wide range of contexts. It is written as A/M/T which provides a choice of pathways for students.

### **7.4 Connections to other learning area**

*Business* methodologies draw on skills from *Mathematics, English and Information Technology* and data and concepts from *Accounting, Sociology, Psychology, Legal Studies, History, Politics, Global Studies, Philosophy and Economics* to investigate and describe trends, causation, processes, and impacts as the basis for problem solving, communication strategies, recommendations and decision making. Businesspeople in analysing business problems must have a deep understanding of the context in which business functions, and that understanding must be draw on other disciplines.

### **7.5 Role of digital technologies**

Students and teachers integrate a growing range of online information, tools and applications of diverse origins and perspectives. Students develop procedural competence with standard office software to support their discovery and collation of relevant data and their presentation of findings and recommendations.

### **7.6 Clarity of curriculum**

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoid excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

### **7.7 Breadth and depth of study**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A program of learning is what a college provides to implement the course for a subject meeting students’ needs and interests. It is at the discretion of the teacher to emphasize some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

### **7.8 The nature of the learner**

The courses address the needs of diverse learners and caters for T, A and M levels of study.

### **7.9 General capabilities**

In this course students will have opportunities to develop Skills and understanding related in particular to Creative and Critical Thinking, Personal and Social Capability, Ethical Understanding, and Numeracy. In addition, capabilities such as literacy, self-management, teamwork, intercultural understanding, and personal and social competence are represented in the courses in ways appropriate to that area. This course is well-placed to develop the General Capabilities in meaningful and seamless ways.

## 7.10 Cross curriculum perspectives

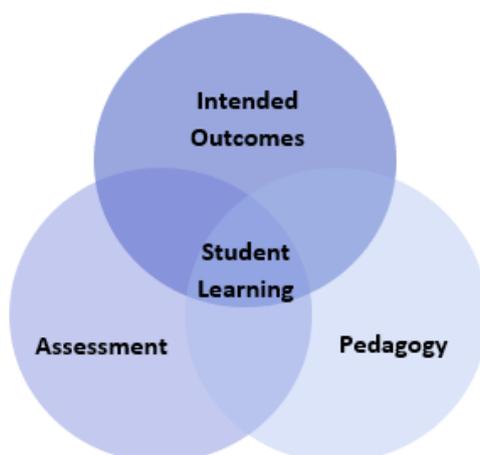
Each of these perspectives, Indigenous education, sustainability, and Australia's links with Asia, are represented in the courses in ways appropriate to that area. Curriculum documents are explicit as to how the perspectives are dealt with in each course and how links can be made between learning areas. Data sets and problems analysed with *Business* methods and processes will encompass these areas. However, *Business* methods can make a particular contribution to understanding sustainability, as sustainable practices have become fundamental aspects of the work of businesspeople. Further, understanding business contexts and the societies in which they operate means that business students will engage with studies of First Nations and Asian contexts and develop the intercultural understanding that is vital to the successful operations of contemporary businesses.

## 8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of the ACT Board of Senior Secondary School curriculum as are follows:

### 8.1 Underpinning beliefs

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



### 8.2 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*).

## 9. CONCLUSION

The *Business* course is to be developed under the new *Commerce Framework*. The study of Commerce promotes critical and creative thinking and intercultural understanding, equipping young citizens for the demands, challenges, and distinct opportunities of developing sustainable and ethical businesses for the 21<sup>st</sup> century. The *Business* course equips students to analyse the socio-economic structures, business dynamics and economic and financial networks that connect them to personal, local, national, and global issues and the problems and opportunities that they can access in a contemporary world that values entrepreneurship.

## 10. REFERENCES

ACARA, "General Capabilities", *Australian Curriculum*, ACARA

[General capabilities | The Australian Curriculum](#)

ACARA, *Economics and Business; Humanities and Social Sciences: F-10 Curriculum*, ACARA

[Economics and Business | The Australian Curriculum](#)

ACT Board of Senior Secondary Studies, *Commerce Framework*, 2018

[BSSS Frameworks - ACT Board of Senior Secondary Studies](#)

Ministerial Council on Education, Employment, Training and Youth Affairs, *Alice Springs (Mparntwe) Education Declaration*, Commonwealth Department of Education Skills, and Employment.

<https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration>, 2019

OECD, *Preparing our Youth for an Inclusive and Sustainable World; The OECD PISA global competence framework*, OECD, 2018. <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

## 11. READINGS

Additional readings for the preparation of this Shape paper:

Association to Advance Collegiate Schools of Business, 2020 Guiding Principles and Standards for Business Accreditation, AACSB, 2020.

Association to Advance Collegiate Schools of Business, "Diversity and Inclusion in the Standards", AACSB, <https://aacs.edu/educators/accreditation/business-accreditation/diversity>

Bazilian Morgan, and Gielen Dolf "4 strategies for a global breakthrough on energy and climate change", *The Conversation*, September 16, 2021, <https://theconversation.com/4-strategies-for-a-global-breakthrough-on-energy-and-climate-change-167867>

Belfali, Yuri and Schleicher Andreas, *Preparing Our Youth For An Inclusive And Sustainable World: The OECD PISA Global Competence Framework*, OECD, 2018, <https://www.oecd.org/pisa/aboutpisa/global-competency-for-an-inclusive-world.pdf> Brink, Kyle E. and Costigan, Robert D. "Oral Communication Skills: Are the Priorities of the Workplace and AACSB-Accredited Business Programs Aligned?", *Academy of Management Learning & Education*, Vol. 14, No. 2, June 2015, pp. 205- 221

- Brodherson, Marc, Heller, Jason, Perrey, Remley, David, "Creativity's Bottom line: How winning companies turn creativity into business value and growth", *McKinsey Digital*, June 16 2017, <https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/creativitys-bottom-line-how-winning-companies-turn-creativity-into-business-value-and-growth>
- Crossan, Mary, Mazutis, Daina, Seijts, Gerard and Gandz, Jeffrey "Developing Leadership Character in Business Programs", *Academy of Management Learning & Education*, June 2013, Vol. 12, No. 2 pp. 285-305
- Foundation for Young Australians, *The New Work Mindset; 7 new job Clusters to help young people navigate the new work order*, Foundation for Young Australians, 2016
- Fisher, Josie and Bonn, Ingrid "Business sustainability and undergraduate management education: an Australian study", *Higher Education*, November 2011, Vol. 62, No. 5 pp. 563-571
- Girod, Stéphane J. G., and Olyne, Natalia, "Five ways businesses can contribute to a more balanced post-coronavirus future", *The Conversation*, April 16, 2020
- Islam, Muhammad M. and Islam, Faridul, "Economic Education and Student Performance in the Business Discipline: Implications for Curriculum Planning", *The Journal of Economic Education*, Vol. 44, No. 1 (January-March 2013), pp. 17-31
- King, Adrian, "What do these findings mean for business?" *The time has come; The KPMG Survey of Sustainability Reporting 2020*; Executive Summary, KPMG Impact, December 2020
- KPMG Impact, *The time has come; The KPMG Survey of Sustainability Reporting 2020; EXECUTIVE SUMMARY*, KPMG, December 2020, <https://home.kpmg/xx/en/home/insights/2020/11/the-time-has-come-survey-of-sustainability-reporting.html>
- Lin Pao-Cheng and Lin Pei-Kuan, "Effects Of Curriculum Design On Students' Creative Potential Developing – A Case Study On Students In The Department Of Business Management", *Acta Oeconomica*, Vol. 65, Special Issue 2: Industrial Innovation And Its Performance Selected Papers Of The 9th Annual International Conference Of Organizational Innovation, 2015, pp. 267-277
- McKinsey Consulting, *How companies capture the value of sustainability: Survey findings* April 28, 2021 | McKinsey Sustainability, <https://www.mckinsey.com/business-functions/sustainability/our-insights/how-companies-capture-the-value-of-sustainability-survey-findings>
- Muenjohn, Nuttawuth, Pimpa, Nattavud, Montague, Alan and Qin, John, "Developing Leadership Curriculum For Business Education Program In Asia", *The Journal of Developing Areas*, 2016, Vol. 50, No. 5, Special Issue on the Kuala Lumpur Conference, November 23-24, 2015, pp. 443-451
- Schleicher, Andreas, "The Case for 21<sup>st</sup> Century Learning", OECD, 2010, [The case for 21st-century learning - OECD](#)
- Vernon, Raymond, "Contributing to an International Business Curriculum: An Approach from the Flank", *Journal of International Business Studies*, 2nd Qtr., 1994, Vol. 25, No. 2 (2nd Qtr., 1994), pp. 215-227
- Vitullo, Elizabeth and Jones, Elizabeth A., "An Exploratory Investigation of the Assessment Practices of Selected Association to Advance Collegiate Schools of Business—Accredited Business Programs and Linkages with General Education Outcomes", *The Journal of General Education*, Vol. 59, No. 2, 2010, pp. 85-10
- Wang, Liz C. and Calvano, Lisa "Is Business Ethics Education Effective? An Analysis of Gender, Personal Ethical Perspectives, and Moral Judgment", *Journal of Business Ethics*, February 2015, Vol. 126, No. 4, pp. 591-602
- Windsor, Charles Prince of Wales "Time for Business Schools to Step Up", *Corporate Knights*, Fall 2015, Vol. 14, No. 4, pp. 46-48, 50.