



Business

A / T / M

Cover Art provided by Canberra College student Aidan Giddings

Table of Contents

The ACT Senior Secondary System	1
ACT Senior Secondary Certificate	2
Learning Principles	3
General Capabilities	4
Cross Curriculum Priorities	7
Rationale	8
Goals	8
Unit Titles	9
Organisation of Content	9
Assessment	10
Achievement Standards	12
Changing Business Environment	Value 1.0 18
Relationship Management	Value 1.0 23
Planning for Current Context	Value 1.0 28
Business Challenges	Value 1.0 32
Independent Study	Value 1.0 36
Appendix A – Implementation Guidelines	39
Appendix B – Course Developers	43
Appendix C – Common Curriculum Elements	44
Appendix D – Glossary of Verbs	45
Appendix E – Glossary for ACT Senior Secondary Curriculum	46
Appendix F – Course Adoption	47

The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

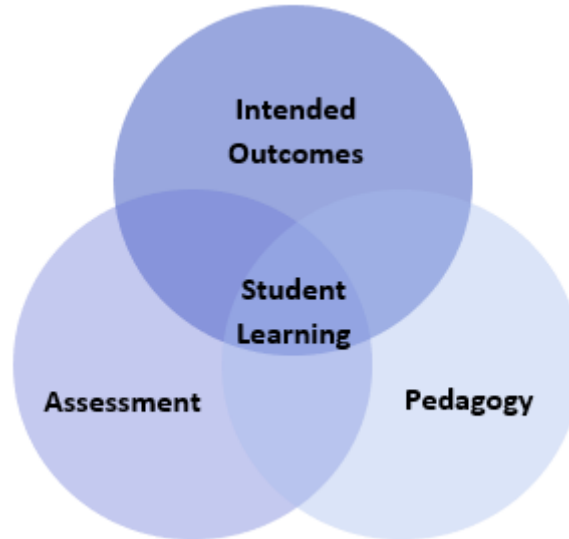
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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.

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, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

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)

General Capabilities

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)
- critical and creative thinking
- personal and social
- 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 General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop literacy capability as they learn how to build knowledge in relation to economic information, concepts and ideas. Students progressively learn to use a wide range of informational, persuasive and imaginative texts in multiple modes. These texts include stories, narrative recounts, reports, explanations, arguments, debates, timelines, maps, tables, graphs, images, often supported by references from primary and secondary sources.

Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems and perspectives of the past, present and future. These include topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. They recognise how language and images can be used to make and manipulate meaning and evaluate texts for shades of meaning and opinion. Students also participate in debates and discussions, and develop a considered point of view when communicating conclusions and preferred social and environmental futures to a range of audiences.

Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to historical, geographical, civic and economic inquiries. Students count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates, to recall information on topics of historical significance and to illustrate the passing of time. They collect data through methods such as surveys and field tests, and construct and interpret maps, models, diagrams and remotely sensed and satellite images, working with numerical concepts of grids, scale, distance, area and projections.

Students learn to analyse numerical data to make meaning of the past; to test relationships in patterns and between variables, such as the effects of location and distance; and to draw conclusions. They make predictions and forecast outcomes based on civic, economic and business data and environmental and historical information and represent their findings in numerical and graphical form. Students use numeracy to understand the principles of financial management, and to make informed financial and business decisions. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they locate, process, analyse, evaluate and communicate economic information using digital technologies. Students access and use digital technologies, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of historical, geographic, civic and economic relevance, being aware of intellectual property. They critically analyse evidence and trends and critique source reliability. Using digital technologies, students present and represent their learning; and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally using multimodal elements for a variety of reasons and audiences.

Students enhance their understanding of ICT by exploring the increasing use of technology and the effects of technologies on people, places and civic and economic activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate, and share information, and build consensus on issues of social, civic, economic and environmental significance, whilst using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

Students develop critical and creative thinking as they investigate economic concepts and ideas through inquiry-based learning. Students develop critical thinking by learning to develop and clarify investigative questions, and to question sources and assess reliability when selecting information from sources. Students learn discipline-specific ways of thinking, including interpreting the past from incomplete documentation, developing an argument using evidence, interpreting and analysing economic data and/or information, and systems thinking to inform predictions and propose solutions. They learn to think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions, and when thinking deeply about questions that do not have straightforward answers.

Students learn the value and process of developing creative questions and the importance of speculation. They apply concepts and skills to new contexts and learn to develop new interpretations to explain aspects of the past and present that are contested or not well understood. They are encouraged to be curious and imaginative in investigations and fieldwork, and to consider multiple perspectives about issues and events. They imagine alternative futures in response to social, environmental, civic and economic challenges that require problem solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on

their own lives and the lives of others. In so doing, students develop enterprising behaviours and capabilities and learn to apply decision-making processes including negotiation and conflict-resolution.

Personal and Social Capability

Students' personal and social capability is enhanced as they gain understanding about people, places, processes and phenomena. Through economic inquiry, collaboration and reflective practice, students develop an appreciation of the insights and perspectives of others, past and present; and an understanding of what informs their personal identity and sense of belonging, including place and their cultural and national heritage. Inquiry-based learning assists students to develop their capacity for self-management, directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values and questions appropriately.

As students work independently and collaboratively, they are encouraged to develop personal and interpersonal skills, behaviours and dispositions that enable communication, empathy, teamwork, negotiation and conflict resolution to maintain positive relationships. They learn and apply enterprising behaviours and capabilities such as leadership, resilience, goal-setting and advocacy skills and informed, responsible decision-making. In turn, students develop the capacity to achieve desired outcomes peacefully and to make a contribution to their communities and society more broadly.

Ethical Understanding

Students' capacity for ethical understanding is enhanced by the unique contexts offered through economic inquiry. Students investigate the ways that diverse values and principles have influenced human activity and recognise that examining the nature of evidence deepens their understanding of ethical issues. Students learn about ethical procedures for investigating and working with people and places, including with Aboriginal and Torres Strait Islander Peoples. Students critically explore ethical behaviour of people of different times and places that may be the result of differing standards and expectations and changing societal attitudes. They evaluate their findings about consumer choices, and about current geographical issues against the criteria of environmental protection, economic prosperity and social advancement, raising ethical questions about human rights and citizenship. Students discuss and apply ethical concepts such as equality, respect and fairness, and examine shared beliefs and values which support Australian democracy and citizenship.

As students develop informed, ethical values and attitudes as they explore different perspectives, ambiguities and ethical considerations related to social and environmental issues, they become aware of their own roles, rights and responsibilities as participants in their social, economic and natural world. They consider the consequences of personal and civic decisions, for individuals, society and other forms of life that share the environment.

Intercultural Understanding

Students develop intercultural understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs and ways of knowing. Students learn the importance of understanding their own and others' histories, recognising the significance of Aboriginal and Torres Strait Islander peoples' histories and cultures and the contribution of Australian migrants. They have opportunities to learn about the historic benefits and challenges of interacting with other countries and cultural groups over time, and come to understand the nature, causes and consequences of cultural interdependence, dispossession and conflict. They learn of Australia's economic and political relationship with other countries and the role of intercultural understanding for the present and future.

As students investigate the interconnections between people and the significance that places hold, they learn how various cultural identities, including their own, are shaped. Students come to see the critical role of shared beliefs and values in an evolving Australian identity. They reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life. They recognise similarities as well as differences within and across cultural groups, recognising the importance of practising empathy and learning to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. They demonstrate respect for cultural diversity and the human rights of all people and learn to facilitate dialogue to understand different perspectives.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

Business

A/T/M

Rationale

Business is the study of the essential planning requirements ranging from a small business to the broader roles of management, finance, human resource management, marketing, e-business, ethical practices, sustainability and the impacts of implications of the future business environment.

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the ways and the impact of change on the business environment.

Students develop the skills to create innovative solutions to business problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing business environment. Skills implicit in the study of Business empower students to communicate in a variety of contexts.

The study of Business enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally.

The Business course provides continuity with many pathways into tertiary and industry studies.

Goals

This course should enable students to:

- analyse business concepts, principles, processes, structures, assumptions, arguments and ideas
- analyse the relationship between decisions and their impact on the individual, society and environment
- understand the influence of historical, political and cultural contexts on Business
- analyse values and attitudes and evaluate the purpose and ethical dimensions of Business
- evaluate the significance and implications of Business within local, national and global contexts
- apply business knowledge and skills to create innovative solutions in changing contexts
- communicate in a range of modes and mediums for specific purposes and audiences
- synthesise perspectives, ideas and decisions to develop convincing arguments, judgements and recommendations

Unit Titles

- Changing Business Environment
- Relationship Management
- Planning for Current Context
- Business Challenges
- Independent Study
- Planning & Business Challenges

Organisation of Content

Changing Business Environment

In this unit, students study business and its dynamic environment.

Relationship Management

In this unit, students study the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity.

Planning for Current Context

In this unit, students study the range of tools and strategies utilised by business to plan for success.

Business Challenges

In this unit, students study the importance for business to be responsive to change from the internal and external environments.

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.

Planning & Business Challenges

This unit combines Business Challenges b and Planning for Current Context a.

Assessment

The identification of criteria within the achievement standards and assessment tasks types 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 in 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 C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing 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	Test	Research, Investigation and Analysis
	<p>A test may include the following:</p> <ul style="list-style-type: none"> • in-class essay/report • case study • extended response • multiple choice • short answer responses • interview 	<p>Suggested tasks:</p> <ul style="list-style-type: none"> • research assignment • e.g. business plan, written report, essay • oral presentation • seminar • digital presentation • business simulation • interview response • case study • portfolio of practical exercises • scenario/situation
Weighting in A/T 1.0 units	40 - 60%	40 - 60%
Weighting in A/T 0.5 units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 units	10 - 90%	10 - 90%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Suggested length of written tasks - A: 500-800 words, T: 1000 -1500 words, M: at the discretion of the teacher. However, these guidelines do not apply to the business plan task.
- Suggested length of an oral presentation - A: 5 - 8 minutes T: 8 – 10 minutes, M: at the discretion of the teacher.
- For the Independent Study 0.5 unit – The research task must be validated. A research task may be validated by an interview.

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 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 Business 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 and understanding	<ul style="list-style-type: none"> analyses the structure and operation of Business models and identifies the relationship between theory and practice analyses concepts, principles, data, trends and opportunities and identifies the impact of change locally, nationally and globally compares viewpoints, ideas and decisions to present a reasoned understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> explains the structure and operation of Business models and identifies the relationship between theory and practice explains concepts, principles, data, trends and opportunities and identifies the impact of change locally, nationally and globally explains viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> describes the structure and operation of Business models describes concepts, principles, data, trends and opportunities describes viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> identifies the structure and operation of Business models identifies concepts, principles, data, trends and opportunities identifies viewpoints, ideas and decisions and makes some reference to the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> identifies some structures and operation of Business models identifies some concepts, principles, data, trends and opportunities identifies viewpoints and ideas with little or no reference to the interdependence of individuals, business, and government
Skills	<ul style="list-style-type: none"> analyse information to draw evidence based conclusions to solve problems and create innovative solutions constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems and create solutions constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems constructs arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement standards for Business 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 and understanding	<ul style="list-style-type: none"> critically analyses the structure and operation of Business models and evaluates the relationship between theory and practice critically analyses concepts, principles, data, trends and opportunities and evaluates the impact of change locally, nationally and globally critically analyses the nature and purpose of Business and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes synthesises a variety of viewpoints, ideas and decisions to present a reasoned understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> analyses the structure and operation of Business models and analyses the relationship between theory and practice analyses concepts, principles, data, trends and opportunities and explains the impact of change locally, nationally and globally analyses the nature and purpose of Business and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes compares and analyses viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> explains the structure and operation of Business models and explains the relationship between theory and practice explains concepts, principles, data, trends and opportunities and describes the impact of change locally, nationally and globally explains the nature and purpose of Business and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and identifies values and attitudes compares and explains viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> describes the structure and operation of Business models and describes the relationship between theory and practice describes concepts, principles, data, trends and opportunities with some reference to the impact of change locally, nationally and globally describes the nature and purpose of Business with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts describes viewpoints, ideas and decisions and makes some reference to the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> identifies the structure and operation of Business models and identifies the relationship between theory and practice identifies concepts, principles, data, trends and opportunities with little or no reference to the impact of change locally, nationally and globally identifies the nature and purpose of Business with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts identifies viewpoints and ideas with little or no reference to the interdependence of individuals, business, and government
Skills	<ul style="list-style-type: none"> evaluates information to draw evidence based conclusions to solve problems constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate terminology and accurate referencing 	<ul style="list-style-type: none"> analyses information to draw evidence based conclusions to solve problems constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems constructs arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> describes information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement Standards for Business 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 and understanding	<ul style="list-style-type: none"> analyses the structure and operation of Business models and evaluates the relationship between theory and practice analyses concepts, principles, data, trends and opportunities and evaluates the impact of change locally, nationally and globally compares viewpoints, ideas and decisions to present a reasoned understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> explains the structure and operation of Business models and describes the relationship between theory and practice explains concepts, principles, data, trends and opportunities and describes the impact of change locally, nationally and globally explains viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> describes the structure and operation of Business models and identifies the relationship between theory and practice describes concepts, principles, data, trends and opportunities and describes the impact of change locally, nationally and globally describes viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> identifies the structure and operation of Business models with some reference to the relationship between theory and practice identifies concepts, principles, data, trends and opportunities with some reference to the impact of change locally, nationally and globally identifies viewpoints, ideas and decisions and makes some reference to the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> identifies the structure and operation of Business models with little or no reference to the relationship between theory and practice identifies concepts, principles, data, trends and opportunities with little or no reference to the impact of change locally, nationally and globally identifies viewpoints and ideas with little or no reference to the interdependence of individuals, business, and government
Skills	<ul style="list-style-type: none"> analyse information to draw evidence based conclusions to solve problems and produce innovative solutions constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems and produce innovative solutions constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems and produce solutions constructs arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement Standards for Business 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 and understanding	<ul style="list-style-type: none"> critically analyses the structure and operation of Business models and evaluates the relationship between theory and practice critically analyses concepts, principles, data, trends and opportunities and evaluates the impact of change locally, nationally and globally critically analyses the nature and purpose of Business and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes critically analyses the types and forms of Business and evaluates representations and interpretations to explain Business issues synthesises a variety of viewpoints, ideas and decisions to present a reasoned understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> analyses the structure and operation of Business models and analyses the relationship between theory and practice analyses concepts, principles, data, trends and opportunities and explains the impact of change locally, nationally and globally analyses the nature and purpose of Business and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes analyses the nature, purpose and ethical dimensions of Business in personal, cultural, social and historical contexts and explains values and attitudes compares and analyses viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> explains the structure and operation of Business models and explains the relationship between theory and practice explains concepts, principles, data, trends and opportunities and describes the impact of change locally, nationally and globally explains the nature and purpose of Business and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and identifies values and attitudes explains the nature, purpose and ethical dimensions of Business in personal, cultural, social and historical contexts and describes values and attitudes compares and explains viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> describes the structure and operation of Business models and describes the relationship between theory and practice describes concepts, principles, data, trends and opportunities with some reference to the impact of change locally, nationally and globally describes the nature and purpose of Business with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts describes the nature, purpose and ethical dimensions of Business in personal, cultural, social and historical contexts and outlines values and attitudes describes viewpoints, ideas and decisions and makes some reference to the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> identifies the structure and operation of Business models and identifies the relationship between theory and practice identifies concepts, principles, data, trends and opportunities with little or no reference to the impact of change locally, nationally and globally identifies the nature and purpose of Business with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts identifies the nature, purpose and ethical dimensions of Business in personal, cultural, social and historical contexts with little to no reference to values and attitudes identifies viewpoints and ideas with little or no reference to the interdependence of individuals, business, and government
Skills	<ul style="list-style-type: none"> evaluates information to draw evidence based conclusions to solve problems and produce innovative solutions constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions, judgments and recommendations critically analyses and reflects with insight on ethical, social and environmental implications and consequences of Business practices in different contexts develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate terminology and accurate referencing 	<ul style="list-style-type: none"> analyses information to draw evidence based conclusions to solve problems and produce innovative solutions constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations analyses with insight on social, and environmental implications and consequences of Business practices in different contexts develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems and produce solutions constructs arguments to justify valid conclusions, decisions judgments and recommendations explains social, and environmental implications and consequences of Business practices in different contexts develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> describes information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic describes some social, and environmental consequences and implications of Business practices in familiar contexts uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations identifies minimal social, and environmental consequences of Business practices in familiar contexts uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement Standards for Business M Course – Years 11 and 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 and understanding	<ul style="list-style-type: none"> describes the nature and purpose of Business with independence describes basic concepts and principles with independence 	<ul style="list-style-type: none"> describes the nature of purpose of Business with assistance describes basic concepts and principles with assistance 	<ul style="list-style-type: none"> recounts the nature and purpose of Business with occasional assistance recounts basic concepts and principles with occasional assistance 	<ul style="list-style-type: none"> identifies the nature and purpose of Business with continuous guidance identifies concepts and principles with continuous guidance 	<ul style="list-style-type: none"> identifies the nature and purpose of Business with direct instruction identifies some concepts and principles with direct instruction
Skills	<ul style="list-style-type: none"> applies concepts and principles for decision making and problem-solving with independence communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence plans and undertakes independent Business inquiries with independence 	<ul style="list-style-type: none"> applies concepts and practices for decision making and problem-solving with assistance communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance plans and undertakes independent Business inquiries with assistance 	<ul style="list-style-type: none"> applies concepts and principles for decision making and problem-solving with occasional assistance communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with occasional assistance undertakes guided Business inquiries with occasional assistance 	<ul style="list-style-type: none"> applies concepts and principles for decision making and problem-solving with continuous guidance communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance undertakes guided Business inquiries with continuous guidance 	<ul style="list-style-type: none"> applies concepts and models with direct instruction communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction undertakes simple research on a topic with direct instruction

Changing Business Environment

Value 1.0

Changing Business Environment a

Value 0.5

Changing Business Environment b

Value 0.5

Unit Description

This unit is the foundation for understanding business and its dynamic environment.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> describe the characteristics of local, national and global business describe the continual changing nature of the business environment 	<ul style="list-style-type: none"> understand the characteristics of local, national and global business appreciate the continual changing nature of the business environment 	<ul style="list-style-type: none"> identify the characteristics of local, national and global business identify the continual changing nature of the business environment

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structure, operation and models		
<ul style="list-style-type: none"> examine change in the internal and external environment explain management strategies apply business skills, tools and processes compare and contrast organisational practices, procedures and structures 	<ul style="list-style-type: none"> analyse change in the internal and external environment and the impact on management strategies evaluate the effectiveness of management strategies apply business skills, tools and processes evaluate organisational practices, procedures and structures 	<ul style="list-style-type: none"> describe some management strategies apply business skills, tools and processes

A course	T course	M course
Concepts and principles		
<ul style="list-style-type: none"> • assess business operations, functions and processes in SME's, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • analyse business operations, functions and processes in SME's, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • identify business operations, functions and processes • describe basic mathematical concepts in business situations • apply relevant business ideas, practices, and concepts
Nature and purpose of business		
<ul style="list-style-type: none"> • examine the nature and role of business and enterprise • apply business and financial strategies to business situations 	<ul style="list-style-type: none"> • analyse the nature and role of business and enterprise, locally, nationally and/or globally • apply a range of business and financial strategies to business situations 	<ul style="list-style-type: none"> • identify key features of business and enterprise
Types and forms		
<ul style="list-style-type: none"> • describe types and forms of business activity and business issues 	<ul style="list-style-type: none"> • analyse types and forms of business activity and business issues 	<ul style="list-style-type: none"> • identify types and forms of business activity and business issues
Issues, perspectives and viewpoints		
<ul style="list-style-type: none"> • compare and contrast social and ethical responsibilities, current trends and changes • discuss economic and environmental implications and consequences • discuss the impact of government policies and legal requirements on business activity • identify the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • analyse social and ethical responsibilities, current trends and changes • analyse economic and environmental implications and consequences • evaluate the impact of government policies and legal requirements on business activity • evaluate the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • identify key issues, perspectives and viewpoints
Inquiry, research and investigation		
<ul style="list-style-type: none"> • conduct research and acquire business information on contemporary business issues from a variety of sources 	<ul style="list-style-type: none"> • conduct research and acquire business information on contemporary business issues from a variety of sources 	<ul style="list-style-type: none"> • identify key business issues

A course	T course	M course
<ul style="list-style-type: none"> organise information for actual business situations 	<ul style="list-style-type: none"> organise and evaluate information for actual and hypothetical business situations 	
Communication		
<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate using appropriate information and communication technologies

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from below.

Ethics and Business

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Ethical management structures, operations and business models, for example, environmental policies, implications for shareholders and stakeholders and the relationship between theory and practice.

The concepts and principles of ethics and business, including social corporate responsibility, corporate citizen, sustainability, environmental issues, government and non-government involvement and their significance.

The nature and purpose of the constantly changing ethical environment and the impact of this change locally, nationally and globally.

Issues, perspectives and viewpoints on ethics and business, for example exploitation of labour, fair trade, climate change, impacts of monopolies and oligopolies using historical or current events as case studies.

Simulate current business scenarios to apply and test ethical concepts.

Research and investigate factors that influence ethics in business and government, nationally and internationally. For example current ethical dilemmas.

Communicate incorporating a range of sources using appropriate terminology and referencing.

The Nature of Business (Small Business)

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

The nature of business structures, operations and models through including classification by size, industry and legal structure and the relationship between theory and practice.

Concepts and principles of the internal and external environment, the business life cycle and their significance to the Australian economy.

Nature and purpose of the changing dynamics of business in Australia for example the growth of e-business, disruptive technology, the sharing economy and the impact of these changes locally, nationally and globally.

Issues, perspectives and viewpoints on the role of business using historical or current events as case studies.

Simulate current business scenarios to apply and test business models.

Research and investigate key considerations in establishing a business and analyse the growth of significant Australian businesses.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Globalisation

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

The impact of globalisation on structures, operations and models including reasons for expansion and methods of international expansion and the relationship between theory and practice.

Concepts and principles of globalisation and their significance, for example key drivers and trends of globalisation.

Nature and purpose of globalisation and its impact on consumers, business and governments locally, nationally and globally.

Issues, perspectives and viewpoints on the ethical issues associated with globalisation using historical or current events as case studies.

Simulate current business scenarios to apply and test globalisation concepts.

Research and investigate the positive and negative impact of globalisation on a global industry using current events as case studies.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Entrepreneurship

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Potential structures, operations and models utilised by entrepreneurs and the relationship between theory and practice for example start-up finance vs traditional funding.

Concepts and principles of entrepreneurship and their significance.

Nature and purpose of entrepreneurship and its impact locally, nationally and globally.

Issues, perspectives and viewpoints on entrepreneurship using historical or current events as case studies for example initiatives supported by government and non-government agencies.

Simulate current business scenarios to apply and test entrepreneurial skills.

Research, investigate and implement or pitch a business idea that showcases entrepreneurial skills for example organising an event, fundraiser etc.

Communicate incorporating a range of sources using appropriate terminology and referencing.

A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Relationship Management

Value 1.0

Relationship Management a

Value 0.5

Relationship Management b

Value 0.5

Unit Description

This unit investigates the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> describe the use of media and communication skills to enhance and maintain relationships between business, customers and the wider environment describe the importance of data to support business relationships 	<ul style="list-style-type: none"> understand the use of media and communication skills to enhance and maintain relationships between business, customers and the wider environment understand the importance of data to support business relationships 	<ul style="list-style-type: none"> identify the use of media and communication skills to enhance and maintain relationships between business, customers and the wider environment identify the importance of data to support business relationships

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structure, operation and models		
<ul style="list-style-type: none"> examine change in the internal and external environment explain management strategies apply business skills, tools and processes compare and contrast organisational practices, procedures and structures 	<ul style="list-style-type: none"> analyse change in the internal and external environment and the impact on management strategies evaluate the effectiveness of management strategies apply business skills, tools and processes evaluate organisational practices, procedures and structures 	<ul style="list-style-type: none"> describe some management strategies apply business skills, tools and processes

A Course	T Course	M Course
Concepts and principles		
<ul style="list-style-type: none"> • assess business operations, functions and processes in SME's, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • analyse business operations, functions and processes in SME's, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • identify business operations, functions and processes • describe basic mathematical concepts in business situations • apply relevant business ideas, practices, and concepts
Nature and purpose of business		
<ul style="list-style-type: none"> • examine the nature and role of business and enterprise • apply business and financial strategies to business situations 	<ul style="list-style-type: none"> • analyse the nature and role of business and enterprise, locally, nationally and/or globally • apply a range of business and financial strategies to business situations 	<ul style="list-style-type: none"> • identify key features of business and enterprise
Types and forms		
<ul style="list-style-type: none"> • describe types and forms of business activity and business issues 	<ul style="list-style-type: none"> • analyse types and forms of business activity and business issues 	<ul style="list-style-type: none"> • identify types and forms of business activity and business issues
Issues, perspectives and viewpoints		
<ul style="list-style-type: none"> • compare and contrast social and ethical responsibilities, current trends and changes • discuss economic and environmental implications and consequences • discuss the impact of government policies and legal requirements on business activity • identify the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • analyse social and ethical responsibilities, current trends and changes • analyse economic and environmental implications and consequences • evaluate the impact of government policies and legal requirements on business activity • evaluate the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • identify key issues, perspectives and viewpoints
Inquiry, research and investigation		
<ul style="list-style-type: none"> • conduct research and acquire business information on contemporary business issues from a variety of sources 	<ul style="list-style-type: none"> • conduct research and acquire business information on contemporary business issues from a variety of sources 	<ul style="list-style-type: none"> • identify key business issues

A course	T Course	M Course
<ul style="list-style-type: none"> organise information for actual business situations 	<ul style="list-style-type: none"> organise and evaluate information for actual and hypothetical business situations 	
Communication		
<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate using appropriate information and communication technologies

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from below.

Ethics and Marketing

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Ethical code of practice applicable to shareholders and stakeholders and the relationship between theory and practice.

The concepts and principles of ethics and marketing.

The nature and purpose of the constantly changing ethical marketing environment and the impact of this change locally, nationally and globally.

Issues, perspectives and viewpoints on ethics and marketing, for example unethical marketing techniques using historical or current events as case studies.

Simulate current business scenarios to apply and test ethical concepts.

Research and investigate factors that influence ethics in marketing, including Government regulatory bodies, nationally and internationally. For example current ethical marketing dilemmas.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Media and Communication

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Understanding the impact of communication on business structures, operations and models including communication methods, scope, type, purpose and audience and the relationship between theory and practice.

Concepts and principles of communication and media including Public Relations, social networking and E-business and their significance.

Nature and purpose of public relations and its impact on consumers, business and governments locally, nationally and globally.

Issues, perspectives and viewpoints of social networking as communication tool using historical or current events as case studies.

Simulate current business scenarios to apply and test media and communication concepts.

Research and investigate the changing environment of Public relations for example the transition from traditional media to new technology.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Marketing

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Marketing structures, operations and models including the marketing planning process, the marketing mix and the product life cycle and the relationship between theory and practice.

Concepts and principles of marketing including marketing objectives, market segmentation and consumer profiles and their significance.

Nature and purpose of identifying a target market to meet consumer needs through positioning and appropriate marketing mix at a local, national and global level.

Issues, perspectives and viewpoints of developing marketing strategies responding to changing consumer tastes using historical or current events as case studies.

Simulate current business scenarios to apply and test marketing concepts.

Research and investigate the effects marketing strategies have on consumers.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Market research

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Market research structures, operations and models including national and international market research agencies and the relationship between theory and practice.

Concepts and principles of market research including the role, primary and secondary, qualitative and quantitative, sampling methodology and their significance.

Nature and purpose of market research for example understanding consumer attitudes to products or services locally, nationally and globally.

Issues, perspectives and viewpoints based on data from the ABS using historical or current events as case studies.

Simulate current business scenarios to apply and test market research concepts.

Research and investigate how market research data can affect future planning.

Communicate incorporating a range of sources using appropriate terminology and referencing.

A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Planning for Current Context

Value 1.0

Planning for Current Context a

Value 0.5

Planning for Current Context b

Value 0.5

Unit Description

This unit investigates the range of tools and strategies utilised by business to plan for success.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> describe the interdependence of business functions describe the need to plan for the changing business environment 	<ul style="list-style-type: none"> understand the interdependence of business functions understand the need to plan for the changing business environment 	<ul style="list-style-type: none"> identify business functions identify the need to plan for the changing business environment

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structure, operation and models		
<ul style="list-style-type: none"> examine change in the internal and external environment explain management strategies apply business skills, tools and processes compare and contrast organisational practices, procedures and structures 	<ul style="list-style-type: none"> analyse change in the internal and external environment and the impact on management strategies evaluate the effectiveness of management strategies apply business skills, tools and processes evaluate organisational practices, procedures and structures 	<ul style="list-style-type: none"> describe some management strategies apply business skills, tools and processes
Concepts and principles		
<ul style="list-style-type: none"> assess business operations, functions and processes in SME's, large and global businesses apply mathematical concepts in business situations 	<ul style="list-style-type: none"> analyse business operations, functions and processes in SME's, large and global businesses apply mathematical concepts in business situations 	<ul style="list-style-type: none"> identify business operations, functions and processes describe basic mathematical concepts in business situations

A Course	T Course	M Course
<ul style="list-style-type: none"> • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • apply relevant business ideas, practices, and concepts
Nature and purpose of business		
<ul style="list-style-type: none"> • examine the nature and role of business and enterprise • apply business and financial strategies to business situations 	<ul style="list-style-type: none"> • analyse the nature and role of business and enterprise, locally, nationally and/or globally • apply a range of business and financial strategies to business situations 	<ul style="list-style-type: none"> • identify key features of business and enterprise
Types and forms		
<ul style="list-style-type: none"> • describe types and forms of business activity and business issues 	<ul style="list-style-type: none"> • analyse types and forms of business activity and business issues 	<ul style="list-style-type: none"> • identify types and forms of business activity and business issues
Issues, perspectives and viewpoints		
<ul style="list-style-type: none"> • compare and contrast social and ethical responsibilities, current trends and changes • discuss economic and environmental implications and consequences • discuss the impact of government policies and legal requirements on business activity • identify the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • analyse social and ethical responsibilities, current trends and changes • analyse economic and environmental implications and consequences • evaluate the impact of government policies and legal requirements on business activity • evaluate the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • identify key issues, perspectives and viewpoints
Inquiry, research and investigation		
<ul style="list-style-type: none"> • conduct research and acquire business information on contemporary business issues from a variety of sources • organise information for actual business situations 	<ul style="list-style-type: none"> • conduct research and acquire business information on contemporary business issues from a variety of sources • organise and evaluate information for actual and hypothetical business situations 	<ul style="list-style-type: none"> • identify key business issues

A Course	T Course	M Course
Communication		
<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate using appropriate information and communication technologies

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from below.

Financial Planning

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Finance structures, operations and models including financial markets, sources of finance and the relationship between theory and practice.

Concepts and principles of finance including the strategic role and objectives of financial management and their significance.

Nature and purpose of comparing debt and equity finance, ratio analysis and appreciating the risk on businesses locally, nationally and globally.

Issues, perspectives and viewpoints of ethical and legal aspects of finance using historical or current events as case studies for example corporate collapse.

Simulate current business scenarios to apply and test financial planning concepts.

Research and investigate the impact of financial malpractice of companies and the implications for shareholders.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Operations Management

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Operations management structures, operations and models including production methods, production planning, project management, quality control and the relationship between theory and practice.

Concepts and principles of operations management including cost and revenue, break-even analysis and the role of innovation and their significance.

Nature and purpose of operations management and the impact it has on each function of the business locally, nationally and globally.

Issues, perspectives and viewpoints associated with different production methods using historical or current events as case studies.

Simulate current business scenarios to apply and test operation management concepts.

Research and investigate the impact of effective operations management on a business.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Business Plan

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Business plan structure, operation and models as suggested by CPA Plan your own Enterprise and the relationship between theory and practice.

Concepts and principles of business planning including the Business profile, Marketing, Finance, Operations and their significance.

Nature and purpose of business planning and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of business planning using historical or current events as case studies for example SWOT analysis.

Create individual business plan.

Research and investigate a unique business idea for the purpose of preparing an individual business plan.

Communicate the business plan incorporating a range of sources using appropriate terminology and referencing.

A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Business Challenges

Value 1.0

Business Challenges a

Value 0.5

Business Challenges b

Value 0.5

Unit Description

This unit investigates the importance for business to be responsive to change from the internal and external environments.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> describe how change affects all aspects of business operations describe how established processes and models can give stability to a changing environment 	<ul style="list-style-type: none"> understand that change affects all aspects of business operations understand how established processes and models can give stability to a changing environment 	<ul style="list-style-type: none"> identify change in some aspects of business operations identify how some processes and models can give stability to a changing environment

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structure, operation and models		
<ul style="list-style-type: none"> examine change in the internal and external environment explain management strategies apply business skills, tools and processes compare and contrast organisational practices, procedures and structures 	<ul style="list-style-type: none"> analyse change in the internal and external environment and the impact on management strategies evaluate the effectiveness of management strategies apply business skills, tools and processes evaluate organisational practices, procedures and structures 	<ul style="list-style-type: none"> describe some management strategies apply business skills, tools and processes

A Course	T Course	M Course
Concepts and principles		
<ul style="list-style-type: none"> • assess business operations, functions and processes in SME’s, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • analyse business operations, functions and processes in SME’s, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • identify business operations, functions and processes • describe basic mathematical concepts in business situations • apply relevant business ideas, practices, and concepts
Nature and purpose of business		
<ul style="list-style-type: none"> • examine the nature and role of business and enterprise • apply business and financial strategies to business situations 	<ul style="list-style-type: none"> • analyse the nature and role of business and enterprise, locally, nationally and/or globally • apply a range of business and financial strategies to business situations 	<ul style="list-style-type: none"> • identify key features of business and enterprise
Types and forms		
<ul style="list-style-type: none"> • describe types and forms of business activity and business issues 	<ul style="list-style-type: none"> • analyse types and forms of business activity and business issues 	<ul style="list-style-type: none"> • identify types and forms of business activity and business issues
Issues, perspectives and viewpoints		
<ul style="list-style-type: none"> • compare and contrast social and ethical responsibilities, current trends and changes • discuss economic and environmental implications and consequences • discuss the impact of government policies and legal requirements on business activity • identify the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • analyse social and ethical responsibilities, current trends and changes • analyse economic and environmental implications and consequences • evaluate the impact of government policies and legal requirements on business activity • evaluate the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • identify key issues, perspectives and viewpoints

A Course	T Course	M Course
Inquiry, research and investigation		
<ul style="list-style-type: none"> conduct research and acquire business information on contemporary business issues from a variety of sources organise information for actual business situations 	<ul style="list-style-type: none"> conduct research and acquire business information on contemporary business issues from a variety of sources organise and evaluate information for actual and hypothetical business situations 	<ul style="list-style-type: none"> identify key business issues
Communication		
<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate using appropriate information and communication technologies

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from below.

Change Management

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Management structures, operation and models and the relationship between theory and practice for example the classical, scientific, behavioural, political and contingency approaches; organisational structures.

Concepts and principles of change management including leadership styles and their significance.

Nature and purpose of management processes and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of change management using historical or current events as case studies for example resistance to change.

Simulate current business scenarios to apply and test change management concepts.

Research and investigate contemporary business management.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Issues Facing Business

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Changing structures, operations and models currently implemented in business and the relationship between theory and practice for example, patterns and methods of consumption, business sustainability, flexible employment arrangements.

Concepts and principles that drive innovation in the internal business environment and their significance, for example 24hr work cycle, trends in society, use of leisure time.

Nature and purpose of adapting to the forces of the external environment and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of stakeholders using historical or current events as case studies.

Research and investigate the future directions for Australian business.

Communicate incorporating a range of sources using appropriate terminology and referencing.

Developing People

This elective overview should be used in conjunction with the grade descriptors when developing the more intensive learning plan.

Human resource structures, operations and models currently implemented in business and the relationship between theory and practice for example, the employment cycle.

Concepts and principles concerning the management and development of people and their significance.

Nature and purpose of employment trends and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of stakeholders using historical or current events as case studies for example work life balance, ageing population, technology, social media.

Simulate current business scenarios to apply and test human resource concepts.

Research and investigate the flexibility required for the future Australian workplace for example outsourcing, obsolescence, restructuring.

Communicate incorporating a range of sources using appropriate terminology and referencing.

A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 10-12.

Independent Study

Value 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

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.

Unit Description

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.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> describe how change affects all aspects of business operations describe how established processes and models can give stability to a changing environment 	<ul style="list-style-type: none"> understand that change affects all aspects of business operations understand how established processes and models can give stability to a changing environment 	<ul style="list-style-type: none"> identify change in some aspects of business operations identify how some processes and models can give stability to a changing environment

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structure, operation and models		
<ul style="list-style-type: none"> examine change in the internal and external environment explain management strategies apply business skills, tools and processes 	<ul style="list-style-type: none"> analyse change in the internal and external environment and the impact on management strategies evaluate the effectiveness of management strategies apply business skills, tools and processes 	<ul style="list-style-type: none"> describe some management strategies apply business skills, tools and processes

A Course	T Course	M Course
Concepts and principles		
<ul style="list-style-type: none"> • assess business operations, functions and processes in SME's, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • analyse business operations, functions and processes in SME's, large and global businesses • apply mathematical concepts in business situations • apply relevant business ideas, practices, and concepts 	<ul style="list-style-type: none"> • identify business operations, functions and processes • describe basic mathematical concepts in business situations • apply relevant business ideas, practices, and concepts
Nature and purpose of business		
<ul style="list-style-type: none"> • examine the nature and role of business and enterprise • apply business and financial strategies to business situations 	<ul style="list-style-type: none"> • analyse the nature and role of business and enterprise, locally, nationally and/or globally • apply a range of business and financial strategies to business situations 	<ul style="list-style-type: none"> • identify key features of business and enterprise
Types and forms		
<ul style="list-style-type: none"> • describe types and forms of business activity and business issues 	<ul style="list-style-type: none"> • analyse types and forms of business activity and business issues 	<ul style="list-style-type: none"> • identify types and forms of business activity and business issues
Issues, perspectives and viewpoints		
<ul style="list-style-type: none"> • compare and contrast social and ethical responsibilities, current trends and changes • discuss economic and environmental implications and consequences 	<ul style="list-style-type: none"> • analyse social and ethical responsibilities, current trends and changes • analyse economic and environmental implications and consequences 	<ul style="list-style-type: none"> • identify key issues, perspectives and viewpoints
A Course	T Course	M Course
<ul style="list-style-type: none"> • discuss the impact of government policies and legal requirements on business activity • identify the impact of beliefs and values on business activity 	<ul style="list-style-type: none"> • evaluate the impact of government policies and legal requirements on business activity • evaluate the impact of beliefs and values on business activity 	

A Course	T Course	M Course
Inquiry, research and investigation		
<ul style="list-style-type: none"> conduct research and acquire business information on contemporary business issues from a variety of sources organise information for actual business situations 	<ul style="list-style-type: none"> conduct research and acquire business information on contemporary business issues from a variety of sources organise and evaluate information for actual and hypothetical business situations 	<ul style="list-style-type: none"> identify key business issues
Communication		
<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate in ways that are suitable for the business environment and for the purpose and audience, including the use of appropriate information and communication technologies 	<ul style="list-style-type: none"> communicate using appropriate information and communication technologies

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives that have not been studied previously.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective that have not been studied previously.

A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Implementation Guidelines

The following table outlines the standard 1.0 units and electives in each unit.

	Changing Business Environment	Relationship Management	Planning for Current Context	Business Challenges	Independent Study
Electives	<ul style="list-style-type: none"> Ethics and business The nature of business (small business) Globalisation Entrepreneurship 	<ul style="list-style-type: none"> Ethics and marketing Media and communication Marketing Marketing research 	<ul style="list-style-type: none"> Financial planning Operations management Business plan 	<ul style="list-style-type: none"> Change management Issues facing business Developing people 	<ul style="list-style-type: none"> Advanced research Research project

- Units 1 - 4 may be delivered in any order
- Unit 5 may be delivered after the student has completed a minimum of two standard 1.0 units
- For a standard 1.0 unit, a student must study a minimum of TWO electives
- For a half-standard 0.5 unit, a student must study a minimum of ONE elective.

Prerequisites for the course or units within the course:

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. 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.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

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 over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of 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 (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into 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 through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all 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 the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Stephen Matley	Narrabundah College
Lindy Braithwaite	Radford College
Marianne Geoghegan	St Edmund's College
Kylie Figge	St Mary MacKillop College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and 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
	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	

Appendix D – 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 in order 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	Analysis that engages with criticism and existing debate on the issue
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 used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, 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

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **independent study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent study units can be proposed by a student and negotiated with their teacher, but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Business
Classification/s:	A T M
Accredited from:	2017
Framework:	Commerce 2015