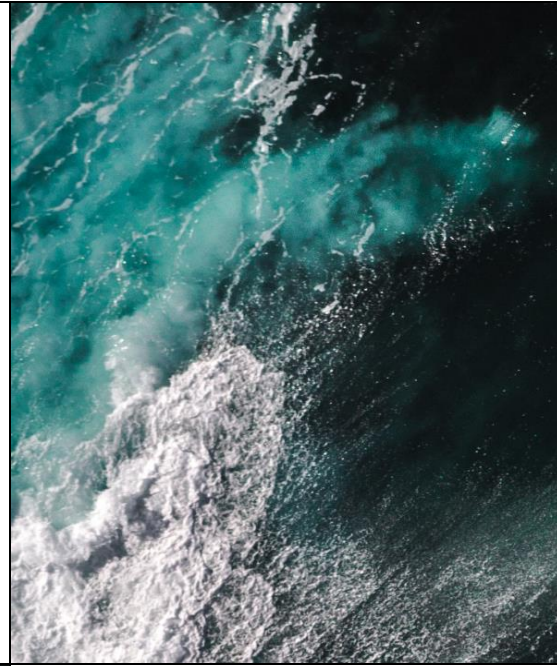


# COMMERCE FRAMEWORK



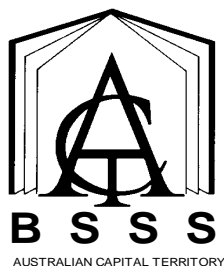
*From 2023*



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## COMMERCE FRAMEWORK

### Introduction

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

The capabilities include:

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

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

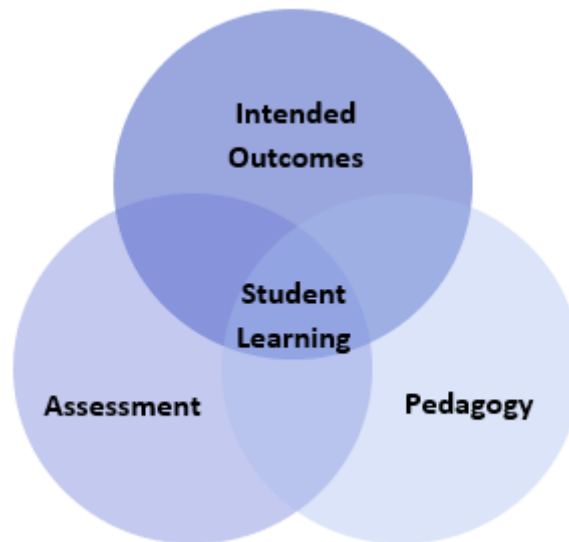
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

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

### Frameworks

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

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



## Underpinning beliefs

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

## Learning principles

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

## Rationale

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

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

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

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

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

## Goals

All courses based on this framework should enable students to:

- explain commerce concepts, theories, processes and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political and cultural contexts on commerce concepts, theories and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions

- critically analyse data using financial literacy to solve problems in commerce
- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence and conclusions to develop convincing arguments, judgements and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement.

## Content

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

### Understanding and Knowledge of:

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



## **Skills**

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

## **Teaching Strategies**

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

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

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

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

**Rubrics** 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 for assessing knowledge, understanding and skills  |
|---|
| <p>Tasks may include the following:</p> <ul style="list-style-type: none"><li>• in-class essay/report</li><li>• case study in an examination or take-home format</li><li>• examination using a mix of questions and response types</li><li>• collaborative projects</li><li>• market day</li><li>• policy debates in oral or written form</li><li>• research assignment, essay, report</li><li>• data collection and analysis, investigation</li><li>• inquiry based task</li><li>• business, marketing, or financial plan</li><li>• oral presentation, seminar</li><li>• round table policy discussion role play</li><li>• presentation, podcast, vodcast</li><li>• simulation, individually or collaboratively</li><li>• interview response/viva voce</li><li>• portfolio of practical exercises</li><li>• problem solving scenario individually or collaboratively</li></ul> |
| <p><b>Weighting:</b> no task to be weighted more than 40% in a 1.0 unit, or 60% in a 0.5 unit</p>   |

### Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three and a maximum of five assessment tasks.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each assessment item must enable students to demonstrate higher order thinking.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.
- Students are required to create a variety of disciplinary relevant texts in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.

## **Achievement Standards**

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

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

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

**Achievement Standards for Commerce A Course Year 11**

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

## Achievement Standards for Commerce A Course Year 12

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

## Achievement Standards for Commerce T Course Year 11

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

## Achievement Standards for Commerce T Course Year 12

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



**Achievement Standards for Commerce 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>   |
|------------------------------------|---|---|---|---|--|
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"> <li>describes commerce ideas with independence</li> <li>describes case studies or examples of commerce ideas with independence</li> <li>describe ethical or sustainable commerce practices with independence</li> </ul>  | <ul style="list-style-type: none"> <li>describes commerce ideas with occasional assistance</li> <li>describes case studies of commerce ideas with occasional assistance</li> <li>describe ethical or sustainable commerce practices with occasional assistance</li> </ul>   | <ul style="list-style-type: none"> <li>recounts commerce ideas with assistance</li> <li>recounts case studies of commerce ideas with assistance</li> <li>recounts ethical or sustainable commerce practices with assistance</li> </ul>  | <ul style="list-style-type: none"> <li>identifies commerce ideas with continuous guidance</li> <li>identifies case studies of commerce ideas with continuous guidance</li> <li>identifies ethical or sustainable commerce practices with continuous guidance</li> </ul>   | <ul style="list-style-type: none"> <li>identifies commerce ideas with direct instruction</li> <li>identifies some examples of commerce in people’s lives with direct instruction</li> <li>identifies ethical or sustainable commerce practices with direct instruction</li> </ul>  |
| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>identifies commerce data in graphic representations with independence</li> <li>uses familiar mathematical methods with independence</li> <li>applies concepts and principles for decision making and problem-solving with independence</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with independence</li> <li>plans and undertakes independent or collaborative commerce inquiries with independence</li> <li>reflects on own learning to identify strengths with independence</li> </ul> | <ul style="list-style-type: none"> <li>describes commerce data in graphic representations with occasional assistance</li> <li>uses familiar mathematical methods with occasional assistance</li> <li>applies concepts and practices for decision making and problem-solving with occasional assistance</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with occasional assistance</li> <li>plans and undertakes independent or collaborative commerce inquiries with occasional assistance</li> <li>reflects on own learning to identify strengths with occasional assistance</li> </ul> | <ul style="list-style-type: none"> <li>recounts commerce data in graphic representations with assistance</li> <li>follows familiar mathematical methods with assistance</li> <li>applies concepts and principles for decision making and problem-solving with assistance</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with assistance</li> <li>undertakes guided independent or collaborative commerce inquiries with assistance</li> <li>undertakes guided reflection on own learning to identify successes with assistance</li> </ul> | <ul style="list-style-type: none"> <li>identifies commerce data in graphic representations with continuous guidance</li> <li>follows familiar mathematical methods with continuous guidance</li> <li>applies concepts and principles for decision making and problem-solving with continuous guidance</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with continuous guidance</li> <li>undertakes guided independent or collaborative commerce inquiries with continuous guidance</li> <li>undertakes guided reflection on own learning to identify successes with continuous assistance</li> </ul> | <ul style="list-style-type: none"> <li>identifies commerce data in graphic representations with direct instruction</li> <li>follows mathematical methods with direct instruction</li> <li>applies concepts and models with direct instruction</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with direct instruction</li> <li>undertakes simple independent or collaborative research on a topic with direct instruction</li> <li>undertakes reflection on own learning with direct instruction</li> </ul> |

## **Moderation**

Moderation is a system designed and implemented to:

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

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

### **The Moderation Model**

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

### **Moderation by Structured, Consensus-based Peer Review**

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

### **Preparation for Structured, Consensus-based Peer Review**

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

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

### **The College Course Presentation**

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

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

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

**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 A - Framework Group

| Name                        | College   |
|-----------------------------|---|
| Professor Susanna Ho        | ANU   |
| Associate Professor Vinh Li | ANU   |
| Dr Timo Henckel             | ANU   |
| Dr Sorin Daniliuc           | ANU   |
| Leica Burt                  | Education Directorate Schools                   |
| Jason Paris                 | Catholic Education, Canberra & Goulburn Schools |
| Kylie Rose                  | Independent Schools                             |

## Appendix B - Common Curriculum Elements

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

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

## Appendix C - Glossary of Verbs

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