Business

A/T/M

Front Cover Art provided by Canberra College student Aidan Giddings

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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 scores across courses 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 nominees from colleges, professional bodies, universities, industry, parent/carer 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

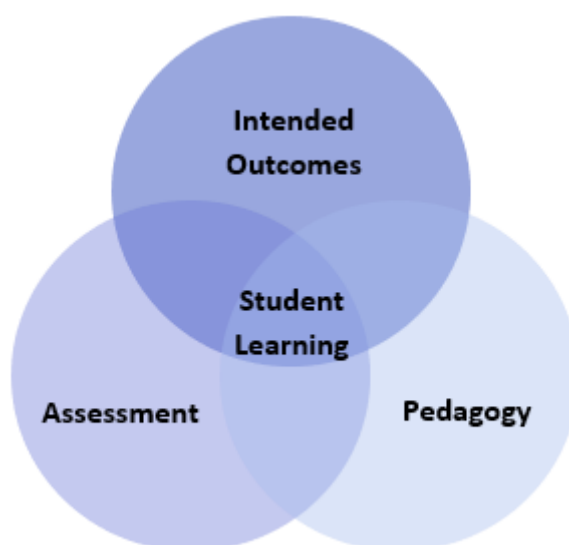Courses of study for the ACT Senior Secondary Certificate:

- 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, establishes a rich learning environment, and generates 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 understanding

- 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 Business information, concepts, and ideas. Students progressively learn to use a wide range of informational, persuasive, business, and financial texts in multiple modes. 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 topics in Business. 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 business, social and environmental futures to a range of audiences.

Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to business inquiries. They count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students collect data through methods such as surveys, and construct and interpret maps, models, diagrams, working with statistics and financial concepts and operations. They learn to analyse numerical data to make meaning of businesses and the business environment; to test relationships in patterns and between variables, such as profit and loss, to draw conclusions. Students make predictions and forecast outcomes based on business data information and represent their findings in numerical and graphical form. They use numeracy to understand the principles of financial management, and to make informed financial and business decisions. Students 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 business information using digital technologies. Students access and use digital technologies, as an investigative, creative, collaborative, planning and marketing tools. They seek a range of digital sources of information to resolve inquiry questions or challenges of relevance to business, being aware of intellectual property. They critically analyse evidence and trends and critique information 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, business, 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, business, 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 business 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 business scenarios from incomplete documentation, developing an argument using evidence, interpreting, and analysing business 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, business, 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 business 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 business 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 business 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 in exploring 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. They 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. Students 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 business relationships with other countries and the role of intercultural understanding for the present and future. They reflect on their own intercultural experiences and explore how businesspeople and businesses and customers, interact across cultural boundaries, considering how factors such as group membership, class, 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

With First Nations Australian people and enterprises actively engaging with the business world, students can appreciate the history of survival of and adaptation to the colonial experience. They can investigate the approaches to relationships, ownership, and communal life particular to First Nations Australian people and cultures, thus building intercultural competency for life and careers. As such this course 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

Young people aspiring to study and work in business will require an understanding of the most populous region in the world. In examining business activity and methodologies in the Asia, students will develop an understanding of the social, cultural, political, and economic links that connect Australia with Asia. In examining businesses, and business culture and practices in enterprises that straddle Australia and Asia, 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

An understanding of sustainable business practices vital for students who aspire to study and work in contemporary business. This key reportable performance criteria, marketing and product creation priority is vital to successful business activity today. 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

Students will study of the management of resources and the provision of goods and services, as well as the complexities of operating enterprises at the local, national, and global levels. They investigate ethical practices, including social responsibility and sustainability enabling them to engage with the world as responsible citizens and businesspeople. Students develop their knowledge and understanding of business structures. They develop an understanding of the principles and methods of marketing and advertising as central to business activity. Students develop the knowledge, understanding and skills to make business plans for specific contexts and markets. They develop an understanding of business leadership principles, and the ethical and regulatory contexts in which leadership occurs.

Overall, they develop the capacity to make informed business decisions for a range of business environments. Students develop the skills to think critically to create solutions to business problems individually and collaboratively. They will research, analyse, and synthesise information to justify their position with persuasive, logical and coherent arguments. They will consider ethical, sustainable, and financial factors from local, national, and global perspectives.

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

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.

Unit Titles

- Business Opportunities
- Business Marketing
- Leading a Business
- Business Finance and Planning
- Independent Study

Organisation of Content

Business Opportunities

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

Business Marketing

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

Leading a Business

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

Business Finance and Planning

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

Independent Study

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

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

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 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 for assessing knowledge, understanding and skills
Tasks may include the following: • in-class essay/report • case study in an examination or take-home format • examination using a mix of questions and response types • collaborative projects • market day • policy debates in oral or written form • research assignment, essay, report • data collection and analysis, investigation • inquiry based task • business, marketing, or financial plan • oral presentation, seminar • round table policy discussion role play • presentation, podcast, vodcast • simulation, individually or collaboratively • interview response/viva voce • portfolio of practical exercises • problem solving scenario individually or collaboratively
Weighting: No task to be weighted more than 40% in a 1.0 unit, or 60% in a 0.5 unit

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

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and Understanding	• analyses case studies or examples by selecting relevant commerce concepts and theories and applying them accurately • analyses the ethics and sustainability of commerce practices and examples to reach reasonable conclusions • creates plausible solutions to identified problems by using commerce concepts and theories • communicates own ideas about commerce using well-reasoned arguments to justify conclusions and recommendations using appropriate terminology	• explains case studies or examples using relevant commerce concepts and theories • explains the ethics and sustainability of commerce practices and examples coherently • creates possible solutions to identified problems by using research • communicates ideas using reasoned arguments about commerce to justify conclusions and recommendations using appropriate terminology	• describes case studies or examples and describes relevant commerce concepts and theories • describes ideas about the ethics and sustainability of commerce practices and examples accurately • explains possible solutions to identified problems derived from research • communicates relevant ideas to justify conclusions and recommendations about commerce using appropriate terminology	• describes relevant commerce case studies or examples and includes relevant simple commerce concepts • identifies ethical and sustainable ideas in relevant case studies • describes possible solutions to identified problems provided from research • communicates ideas to justify conclusions and recommendations about commerce using appropriate simple terminology	• identifies case studies and expresses ideas about commerce • identifies some general ideas about sustainability and ethics in expressing ideas about commerce • identifies possible solutions to problems • communicates ideas and recommendations about commerce
Skills	• applies research methods using a wide range of relevant commerce sources and systematic referencing • uses familiar mathematical methods to analyse evidence and/or graphic methods coherently represent evidence and ideas • reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve • reflects coherently on own learning about commerce concepts and links to their world	• applies research methods using reliable general sources and systematic referencing • uses familiar mathematical methods to acquire and organise evidence and/or graphic methods to represent evidence accurately • reflects on own learning habits, individual and collaborative work habits, and plausible strategies to improve • reflects on own learning about commerce concepts and links to their world	• uses relevant information from research in ideas and attempts systematic referencing • uses familiar mathematical methods to acquire data and/or graphic methods to explain and represent evidence • reflects on learning habits, individual and collaborative work habits, and some strategies to improve • reflects on learning about commerce concepts and links to their world	• describes information relevant to the question from research with minimal referencing • uses familiar mathematical and/or graphic methods to describe evidence • reflects on learning and work habits and notes better habits • reflects on commerce concepts and identifies links to the world	• identifies information related to a given question to with minimal referencing • identifies evidence from mathematical and/or graphic data in sharing ideas • reflects on learning and work habits • reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce A Course Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and Understanding	• analyses data, trends, case studies or examples by selecting relevant commerce concepts and theories and applying them accurately and contextually • analyses the sustainability and ethics of commerce ideas and enterprises to reach logical conclusions • creates well-founded solutions to identified problems using commerce concepts and theories accurately • communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• explains data, trends, case studies or examples and explains connection to commerce concepts and theories accurately • explains the relevant sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions • creates plausible solutions to identified problems using commerce concepts and theories • communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• describes data or trends, case studies or examples and describes relevant commerce concepts and theories • describes relevant ideas about the sustainability and ethics of commerce ideas and enterprises accurately • creates possible solutions to identified problems using research • communicates commerce ideas to justify conclusions and recommendations using appropriate terminology	• describes data and case studies or examples and includes simple, relevant commerce concepts • identifies the relevant sustainable and ethical ideas in commerce case studies • describes possible solutions to identified problems based on minimal research • communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology	• identifies commerce data from case studies of commerce contexts in expressing ideas about commerce • identifies general ideas about ethics and sustainability in expressing ideas about commerce • identifies possible solutions to problems • communicates commerce ideas and recommendations
Skills	• applies research methods using a wide range of relevant commerce sources and systematic referencing • selects mathematical methods to analyse evidence and/or graphic methods to represent evidence and ideas coherently • reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve • reflects coherently on own learning about commerce concepts and links to their world	• applies research methods using relevant commerce sources and systematic referencing • uses familiar mathematical methods to organise data and/or graphic methods explain evidence and ideas coherently • reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve • reflects on own learning about commerce concepts and links to their world	• applies research methods using reliable general sources and systematic referencing • uses simple mathematical methods to acquire evidence and/or describes evidence accurately using mathematical or graphic methods • reflects on learning habits, individual and collaborative work habits, and some strategies to improve • reflects on learning about commerce concepts and links to their world	• describes information related to a given question using minimal sources with minimal referencing • uses simple mathematical and/or graphic methods as directed to describe evidence and ideas • reflects on learning and work habits and notes better habits • reflects on commerce concepts and identifies links to the world	• identifies information related to a given question to with minimal referencing • uses simple mathematical or graphic methods to identify evidence • reflects on learning and work habits • reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce T Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and Understanding	• 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 • analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach logical conclusions • creates well-founded solutions to identified problems using reliable research and commerce concepts and theories accurately • communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• explains data, trends, case studies or examples from relevant local, national, and global contexts by applying relevant commerce concepts and theories • explains the relevant universality, sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions • creates plausible solutions to identified problems informed by research using commerce concepts and theories • communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• describes data, trends, case studies or examples from relevant local, national, and global contexts and describes relevant commerce concepts and theories • describes the sustainability and ethics of commerce ideas and enterprises to reach a conclusion • creates plausible solutions to identified problems individually and collaboratively and explains relevant commerce concepts and theories • communicates commerce ideas to justify conclusions and recommendations using appropriate terminology	• describes some data, case studies or examples from relevant local, national, and global contexts and describes some relevant simple commerce concepts • identifies the sustainable and ethical features of commerce ideas and enterprises • describes possible solutions to identified problems individually and collaboratively using research • communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology	• identifies data from commerce case studies in expressing ideas about commerce • identifies ideas about sustainability and ethics in expressing ideas about commerce • identifies possible solutions to problems in expressing simple ideas about commerce • communicates simple commerce ideas and recommendations
Skills	• applies research methods using a wide range of relevant, commerce sources and accurate, systematic referencing • selects mathematical methods to analyse evidence and/or graphic methods to represent evidence coherently • reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve • reflects coherently on own learning about commerce concepts and links to their world	• applies commerce research methods using reliable general sources and systematic referencing • uses mathematical methods to acquire and organise evidence and/or graphic to explain evidence and ideas • reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve • reflects on own learning about commerce concepts and links to their world	• applies research methods using general sources and systematic referencing • describes evidence and ideas accurately using mathematical and/or graphic methods • reflects on learning habits, individual and collaborative work habits, and some strategies to improve • reflects on learning about commerce concepts and links to their world	• describes information derived from minimal sources with minimal referencing • describes evidence using mathematical or graphic methods • reflects on learning and work habits and notes better habits • reflects on commerce concepts and identifies features and links to their world	• identifies information related to the question with minimal referencing • identifies evidence from graphic and/ formats and/or by using mathematical • reflects on learning and work habits • reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce T Course Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and Understanding	• 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 • critically analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach well-researched and logical conclusions • creates insightful solutions to identified problems, informed by critical research using selected commerce concepts and theories accurately • communicates complex commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology in speaking and writing	• 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 • analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach logical conclusions • creates well-founded solutions to identified problems, informed by research using selected commerce concepts and theories accurately • communicates commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology	• explains data, trends, case studies or examples from relevant local, national ,and global contexts and by applying commerce concepts and theories • explains the relevant universality, sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions • creates plausible solutions to identified problems, informed by research using commerce concepts and theories • communicates commerce ideas to justify conclusions and recommendations using appropriate terminology	• describes data, simple trends and case studies or examples from relevant local national and global contexts and describes relevant simple commerce concepts and theories • describes the sustainable and ethical features of commerce ideas and enterprises • describes possible solutions to identified problems, using research • communicates simple commerce ideas to justify conclusions and recommendations using some simple terminology	• identifies data from a case study and related commerce ideas in expressing ideas about commerce • identifies sustainable and ethical features in expressing ideas about commerce • identifies possible solutions to problems in expressing ideas about commerce • communicates commerce ideas and recommendations
Skills	• applies research methods using a wide range of relevant, rigorous commerce sources critically, and employs accurate systematic referencing • selects mathematical methods to analyse evidence accurately and/or graphic methods to represent evidence coherently • reflects insightfully and coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve • reflects insightfully and coherently on own learning about commerce concepts and links their world	• applies research methods using relevant commerce sources and systematic referencing • selects mathematical methods to analyse evidence and/or graphic methods to represent evidence clearly • reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve • reflects on own learning about commerce concepts and understanding and links to their world	• applies research methods using reliable general sources and systematic referencing • uses mathematical methods to acquire and organise evidence and/or graphic method to explain evidence • reflects on learning habits, individual and collaborative work habits, and some strategies to improve • reflects on learning about commerce concepts and links to their world	• describes information related to a question and derived from minimal sources with minimal referencing • describes evidence using mathematical and/or graphic methods • reflects on learning and work habits and notes better habits • reflects on commerce concepts and identifies features of the world	• identifies information using research related to the question with minimal referencing • uses mathematical and/or graphic methods to identify evidence • reflects on learning and work habits • reflects on commerce concepts and the nature of the world

Achievement Standards for Commerce M Course Years 11 and 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	• describes commerce ideas with independence • describes case studies or examples of commerce ideas with independence • describe ethical or sustainable commerce practices with independence	• describes commerce ideas with occasional assistance • describes case studies of commerce ideas with occasional assistance • describe ethical or sustainable commerce practices with occasional assistance	• recounts commerce ideas with assistance • recounts case studies of commerce ideas with assistance • recounts ethical or sustainable commerce practices with assistance	• identifies commerce ideas with continuous guidance • identifies case studies of commerce ideas with continuous guidance • identifies ethical or sustainable commerce practices with continuous guidance	• identifies commerce ideas with direct instruction • identifies some examples of commerce in people's lives with direct instruction • identifies ethical or sustainable commerce practices with direct instruction
Skills	• identifies commerce data in graphic representations with independence • uses familiar mathematical methods with independence • applies concepts and principles for decision making and problem-solving with independence • communicates ideas using appropriate evidence, terminology, and accurate referencing with independence • plans and undertakes independent or collaborative commerce inquiries with independence • reflects on own learning to identify strengths with independence	• describes commerce data in graphic representations with occasional assistance • uses familiar mathematical methods with occasional assistance • applies concepts and practices for decision making and problem-solving with occasional assistance • communicates ideas using appropriate evidence, terminology, and accurate referencing with occasional assistance • plans and undertakes independent or collaborative commerce inquiries with occasional assistance • reflects on own learning to identify strengths with occasional assistance	• recounts commerce data in graphic representations with assistance • follows familiar mathematical methods with assistance • applies concepts and principles for decision making and problem-solving with assistance • communicates ideas using appropriate evidence, terminology, and accurate referencing with assistance • undertakes guided independent or collaborative commerce inquiries with assistance • undertakes guided reflection on own learning to identify successes with assistance	• identifies commerce data in graphic representations with continuous guidance • follows familiar mathematical methods with continuous guidance • applies concepts and principles for decision making and problem-solving with continuous guidance • communicates ideas using appropriate evidence, terminology, and accurate referencing with continuous guidance • undertakes guided independent or collaborative commerce inquiries with continuous guidance • undertakes guided reflection on own learning to identify successes with continuous assistance	• identifies commerce data in graphic representations with direct instruction • follows mathematical methods with direct instruction • applies concepts and models with direct instruction • communicates ideas using appropriate evidence, terminology, and accurate referencing with direct instruction • undertakes simple independent or collaborative research on a topic with direct instruction • undertakes reflection on own learning with direct instruction

Business Opportunities   Value: 1.0

Business Opportunities a   **Value 0.5**
Business Opportunities b   **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the nature of businesses formed in response to economic, social, regulatory, local, national, or global contexts to understand the conditions that foster different businesses	• evaluate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts to understand the conditions that foster different businesses	• describe a range of businesses
• analyse a diverse range of business responses to the opportunities and challenges offered by the contemporary world	• critically analyse a diverse range of business responses to the opportunities and challenges offered by the contemporary world	• describe changes businesses made is response to problems and opportunities
• apply knowledge and mathematical skills to analyse numerical data that supports business decisions	• synthesize knowledge and mathematical skills to critically analyse numerical data that supports business decisions	• describe business activity numerically and graphically
• apply skills and knowledge to create solutions for business opportunities	• synthesise skills and knowledge to create solutions for business opportunities	• create ideas for business issues

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the nature of businesses formed in response to economic, social, regulatory, local, national, or global contexts to understand the conditions that foster different businesses, for example, sharing economy businesses, bricks and mortar versus digital businesses, Amazon, Lego, Canberra small businesses	• evaluate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts to understand the conditions that foster different businesses, for example, sharing economy businesses, bricks and mortar versus digital businesses, Amazon, Lego, Canberra small businesses	• describe a range of businesses
• analyse a diverse range of business responses to the opportunities and challenges offered by the contemporary world, including a social enterprise, an Australian First Nations enterprise and one operating in the Asia-Pacific region, for example, delivery businesses during covid lockdowns, climate change and energy businesses, Who Gives a Crap, Thank You, Tom's Shoes, Kakadu Plum	• critically analyse a diverse range of business responses to the opportunities and challenges offered by the contemporary world, including a social enterprise, an Australian First Nations enterprise and one operating in the Asia-Pacific region, for example, delivery businesses during covid lockdowns, climate change and energy businesses, Tokyo Treat, Intrepid Travel, Thank You, Tom's Shoes, Kakadu Plum	• describe changes businesses made is response to problems and opportunities
• apply knowledge and mathematical skills to analyse numerical data that supports business decisions, for example, interpreting data from graphs and tables on GDP, profit and loss, customer base	• synthesize knowledge and mathematical skills to critically analyse numerical data that supports business decisions, for example, interpreting data from graphs and tables on GDP, profit and loss, customer base	• describe business activity numerically and graphically
Contexts		
• analyse ethical and sustainability factors and issues in proposing solutions and drawing conclusions, for example, the triple bottom-line, fair-trade certification, supply chain monitoring, carbon footprint, sustainability metrics, sustainable development index	• evaluate ethical and sustainability factors and issues in proposing solutions and drawing conclusions, for example, the triple bottom-line, fair-trade certification, supply chain monitoring, carbon footprint, sustainability metrics, sustainable development index	• describe how businesses can help people and the environment

	A Course	T Course	M Course
Skills			
	• apply skills in communication and planning to support creative problem solving and project work	• apply skills in communication and planning to support creative problem solving and project work	• use communication skills to work well with others in projects
	• apply critical and creative thinking skills to business contexts and problem solving	• apply critical and creative thinking skills to business contexts and problem solving	
	• apply research methods using relevant business sources, and employs academic integrity	• apply research methods using relevant business sources critically, and employs academic integrity	• identify reliable information about business and employ academic integrity
	• apply communication skills and knowledge and understanding to present Business ideas using arguments to justify conclusions and recommendations using Business terminology	• synthesise communication skills and knowledge and understanding to present Business ideas using arguments to justify conclusions and recommendations using Business terminology	• use communication skills to share ideas
Reflection			
	• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle	• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle	• reflect on own individual and collaborative activities and learning to consider improvements
	• reflect on own place in relation to Business concepts and on links to their world, for example, yarning circles, Johns Reflection Cycle	• reflect on own place in relation to Business concepts and on links to their world, for example, yarning circles, Johns Reflection Cycle	

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 emphasise 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 10-11.

Business Marketing   Value: 1.0

Business Marketing a   **Value 0.5**
Business Marketing b   **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse marketing theories and principles to understand the intentions of businesses	• evaluate marketing theories and principles to understand the intentions of businesses	• describe marketing techniques
• analyse case studies of marketing campaigns to evaluate successes and failures	• critically analyse case studies of marketing campaigns to evaluate successes and failures	• describe examples of marketing campaigns
• apply critical thinking and mathematical skills to apply statistics that will support the analysis of marketing processes and product formulation	• synthesize critical thinking and mathematical skills to apply statistics that will support the analysis of marketing processes and product formulation	• use numeracy to measure the marketing processes
• apply skills and knowledge to create marketing campaigns	• synthesise skills and knowledge to create marketing campaigns	• create marketing campaigns

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse marketing theories and principles to understand the intentions of businesses, for example, the Four Ps- product, price, promotion, place, product market segmentation theory, guerrilla advertising, branding theory	• evaluate marketing theories and principles to understand the intentions of businesses, for example, the Four Ps- product, price, promotion, place, product life cycle, market segmentation theory, social media marketing theories, branding theory, public relations	• describe marketing techniques

A Course	T Course	M Course
• analyse case studies of marketing campaigns and social enterprise marketing to evaluate successes and failures, for example, Roxy Jacenko influencer marketing, Sugar Deli, Her Kitchen Table, Canberra small businesses and marketing firms, When PR goes bad- Ball tampering and cricket	• critically analyse case studies of marketing campaigns and social enterprise marketing to evaluate successes and failures, for example, Roxy Jacenko influencer marketing, Sugar Deli, Her Kitchen Table, Canberra small businesses and marketing firms, When PR goes bad- Ball tampering and cricket	• describe examples of marketing campaigns
• apply critical thinking and mathematical skills to apply statistics that will support the analysis of marketing processes and product formulation, for example, market research techniques- qualitative and quantitative, price point analysis	• synthesize critical thinking and mathematical skills to apply statistics that will support the analysis of marketing processes and product formulation, for example, market research techniques- qualitative and quantitative, price point analysis	• use numeracy to measure the marketing processes

Context

• analyse ethical and sustainability factors in marketing, for example, in-built redundancy/product life cycle, greenwashing, truth in advertising, marketing to children, packaging issues, price point and ethics/sustainability	• evaluate ethical and sustainability factors in marketing, for example, in-built redundancy/product life cycle, greenwashing, truth in advertising, marketing to children, packaging issues, price point and ethics/sustainability	• describe misleading or unethical marketing

Skills

• apply communication and planning skills to support the creation of marketing campaigns and business solutions derived from principles and theories, for example, social media campaign, collaboration with influencers, TV ads, branding strategy	• apply communication and planning skills to support the creation of marketing campaigns and business solutions derived from principles and theories, for example, social media campaign, collaboration with influencers, TV ads, branding strategy	• create marketing campaigns using communication skills
• apply critical and creative thinking skills to marketing contexts and problem solving	• apply critical and creative thinking skills to marketing contexts and problem solving	

A Course	T Course	M Course
• apply research methods using relevant business sources critically, and employs academic integrity • apply communication skills and knowledge and understanding to present Business and marketing ideas using arguments to justify conclusions and recommendations using Business and marketing terminology	• apply research methods using relevant business sources critically, and employs academic integrity • synthesises communication skills and knowledge and understanding to present Business and marketing ideas using arguments to justify conclusions and recommendations using Business and marketing terminology	• identify reliable information about business and employ academic integrity • use communication skills to share ideas
Reflection		
• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle • reflect on own place in relation to Marketing concepts and on links to their world for example, yarning circles	• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle • reflect on own place in relation to Marketing concepts and on links to their world for example, yarning circles	• reflect on own individual and collaborative activities and learning to consider improvements

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 emphasise 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 10-11

Leading a Business   Value: 1.0

Leading a Business a   **Value 0.5**
Leading a Business b   **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the principles and theories related to leadership, and managing people, operations, and change to understand effective management and leadership practices	• evaluate the principles and theories related to leadership, and managing people, operations, and change to understand effective management and leadership practices	• describe leadership and management techniques and procedures
• analyse case studies of business leadership from contemporary local, national, or global businesses	• critically analyse case studies of business leadership from contemporary local, national, and global businesses	• describe case studies of business leadership
• apply critical thinking and mathematical skills to undertake work force planning and management decisions	• synthesize critical thinking and mathematical skills to undertake work force planning and management decisions	• use numeracy to describe business activity
• analyse enterprises and think creatively to propose viable solutions	• critically analyse enterprises and think creatively to propose viable solutions	• create ideas for business issues

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the principles and theories related to leadership, and managing people, operations, and change to understand effective management and leadership practices, for example, the employment cycle, leadership approaches and styles, production systems, quality control	• evaluate principles and theories related to leadership, and managing people, operations, and change to understand effective management and leadership practices, for example, the employment cycle, leadership approaches and styles, production systems, quality control	• describe leadership and management techniques and procedures
• analyse case studies of business leadership from contemporary local, national, or global businesses, for example, film studies- *The Intern* (2015), *Bombshell* (2019), Richard Branson, Sheryl Sandberg	• critically analyse case studies of business leadership from contemporary local, national, and global businesses, for example, film studies- *The Intern* (2015), *Bombshell* (2019), Richard Branson, Sheryl Sandberg	• describe case studies of business leadership
• apply critical thinking and mathematical skills to undertake work force planning and management decisions, for example, human resources operational data, labour turnover, retention strategies, WFH and productivity metrics	• synthesize critical thinking and mathematical skills to undertake work force planning and management decisions, for example, human resources operational data, labour turnover, retention strategies, Working from home and productivity metrics	• use numeracy to describe business activity
Contexts		
• analyse contemporary management practices for emerging challenges and opportunities, and in the context of intercultural, ethical, and regulatory requirements, for example, leading and management in the gig economy, four-day work week	• evaluate contemporary management practices for emerging challenges and opportunities, and in the context of intercultural, ethical, and regulatory requirements, for example, leading and management in the gig economy, four-day work week	• describe how business leaders can help people and the environment

A Course	T Course	M Course
Skills		
• apply critical thinking, creativity, and communication skills to create solutions to problems in leading a business, for example, the great resignation, flexible work arrangements, staff shortages, absenteeism skills gap • apply critical and creative thinking skills to leadership contexts and problem solving • apply research methods using relevant business sources critically, and employs academic integrity • apply communication skills and knowledge and understanding to present Business leadership and management ideas using arguments to justify conclusions and recommendations using Business leadership and management terminology	• apply critical thinking, creativity, and communication skills to create solutions to problems in leading a business, for example, the great resignation, flexible work arrangements, staff shortages, absenteeism skills gap • apply critical and creative thinking skills to leadership contexts and problem solving • apply research methods using relevant business sources critically, and employs academic integrity • synthesises communication skills and knowledge and understanding to present Business leadership and management ideas using arguments to justify conclusions and recommendations using Business leadership and management terminology	• create ideas for business issues • identify reliable information about business and employ academic integrity • use communication skills to share ideas
Reflection		
• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle • reflect on own place in relation to leadership concepts and on links to their world for example, yarning circles	• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle • reflect on own place in relation to leadership concepts and on links to their world for example, yarning circles	• reflect on own individual and collaborative activities and learning to consider improvements

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 emphasise 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 10-11.

Business Finance and Planning   Value: 1.0

Business Finance and Planning a   **Value 0.5**
Business Finance and Planning b   **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the principles and theories of business finance and planning to understand the functioning of enterprises	• evaluate the principles and theories of business finance and planning to understand the functioning of enterprises	• use a business planning process
• analyse concepts and methodologies of finance and entrepreneurship that underpin business planning	• critically analyse concepts and methodologies of finance and entrepreneurship that underpin business planning	
• apply knowledge of finance and planning and mathematical skills to create plans and make recommendations, including budgeting and financial analyses	• apply knowledge of finance and planning and mathematical skills to create plans and make recommendations, including budgeting and financial analyses	• use numeracy in business planning
• analyse case studies of business finance and planning in small, medium, or large businesses and think creatively to propose solutions to problems	• critically analyse case studies of business finance and planning in small, medium, and large businesses and think creatively to propose solutions to problems	• describe how businesses make plans

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the principles and theories of business finance and planning to understand the functioning of enterprises, for example, financial markets, cost of finance, cash flow, costs and revenue, financial statements, financial ratios	• evaluate the principles and theories of business finance and planning to understand the functioning of enterprises, for example, financial markets, cost of finance, cash flow, costs and revenue, financial statements, financial ratios	• use a business planning process
• analyse concepts and methodologies of finance and entrepreneurship that underpin business planning, including procurement, for example, the business plan, budgeting, break-even analysis	• critically analyse concepts and methodologies of finance and entrepreneurship that underpin business planning, including procurement, for example, the business plan, budgeting, break-even analysis	
• analyse case studies of business finance and planning in small, medium, or large businesses and think creatively to propose solutions to problems, for example, local Canberra small businesses, Dominos, Qantas, Apple	• critically analyse case studies of business finance and planning in small, medium, and large businesses and think creatively to propose solutions to finance and planning problems, for example, local Canberra small businesses, Dominos, Qantas, Apple	• use numeracy in business planning
Contexts		
• analyse business finance practices and case studies using ethical and sustainability perspectives and considering the regulatory environment, for example, triple bottom line, costs of regulatory compliance, tax regulations	• evaluate business finance practices and case studies using ethical and sustainability perspectives and considering the regulatory environment, for example, triple bottom line, costs of regulatory compliance, tax regulations	• describe sustainable and ethical business practices

A Course	T Course	M Course
Skills		
• apply knowledge of finance and planning and mathematical skills to use financial data and business statistics to create plans and make recommendations, for example, financial ratios, break-even analysis, margins of safety, balance, sheet, profit and loss statement, cash flow • apply critical and creative thinking skills to financial and planning contexts and problem solving • apply research methods using relevant business sources critically, and employs academic integrity • apply communication skills and knowledge and understanding to present Business finance and planning ideas using arguments to justify conclusions and recommendations using Business finance and planning terminology	• apply knowledge of finance and planning and mathematical skills to use financial data and business statistics to create plans and make recommendations, for example, financial ratios, break-even analysis, margins of safety, balance, sheet, profit and loss statement, cash flow • apply critical and creative thinking skills to financial and planning contexts and problem solving • apply research methods using relevant business sources critically, and employs academic integrity • synthesises communication skills and knowledge and understanding to present Business finance and planning ideas using arguments to justify conclusions and recommendations using Business finance and planning terminology	• use numeracy in business planning and finance • identify reliable information about business and employ academic integrity • use communication skills to share ideas
Reflection		
• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle • reflect on own place in relation to planning and finance concepts and on their links their world for example, yarning circles	• reflect on own individual and collaborative activities and learning to consider improvements, for example, Kolb's Learning Cycle, Rolfe's Framework of Reflective Practice, Gibbs Reflective Cycle • reflect on own place in relation to planning and finance concepts and on their links their world for example, yarning circles	• reflect on own individual and collaborative activities and learning to consider improvements

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 emphasise 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 10-11.

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 or fourth 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
• analyse the principles and theories relevant to the chosen business topic	• evaluate the principles and theories relevant to the chosen business topic	• describe relevant ideas in business
• analyse case studies in the chosen business topic	• critically analyse case studies in the chosen business topic	• describe relevant case studies in business
• apply knowledge and mathematical skills to the chosen business topic	• apply knowledge and mathematical skills to the chosen business topic	• use numeracy skills in describing ideas and case studies in business
• apply skills and knowledge to create solutions and make proposals for the chosen business topic	• synthesise skills and knowledge to create solutions and make proposals for the chosen business topic	• develop an inquiry in business

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the principles and theories relevant to the chosen business topic • analyse case studies in the chosen business topic • analyse knowledge and understanding and apply mathematical skills to the chosen business topic	• evaluate the principles and theories relevant to the chosen business topic • critically analyse case studies in the chosen business topic • critically analyse knowledge and understanding and apply mathematical skills to the chosen business topic	• describe relevant ideas in business • describe relevant case studies in business
Contexts		
• analyse ethical and sustainability factors relevant to the chosen business topic	• evaluate ethical and sustainability factors relevant to the chosen business topic	• describe sustainable and ethical ideas in business projects
Skills		
• apply skills and knowledge to create solutions and make proposals for the chosen business topic • apply critical and creative thinking skills to problem solving • apply research methods using relevant business sources critically, and employs academic integrity • apply communication skills and knowledge and understanding to present Business ideas using arguments to justify conclusions and recommendations using Business terminology	• synthesise skills and knowledge to create solutions and make proposals for the chosen business topic • apply critical and creative thinking skills to problem solving • apply research methods using relevant business sources critically, and employs academic integrity • synthesises communication skills and knowledge and understanding to present Business ideas using arguments to justify conclusions and recommendations using Business terminology	• use numeracy skills in describing ideas and case studies in business • identify reliable information about business and employ academic integrity • use communication skills to share ideas

A Course	T Course	M Course
Reflection		
• reflect on own learning to consider improvements • reflect on own place in relation to chosen concepts and on links to their world	• reflect on own learning to consider improvements • reflect on own place in relation to chosen concepts and on links to their world	• reflect on own learning to consider improvements

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 emphasise 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 10-11.

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 or 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.

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 or fourth 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 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

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

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
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

Condition 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 to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

College:	
Course Title:	Business
Classification/s:	A T M
Accredited From:	2023
Framework:	Commerce