

ACT Board of Senior Secondary Studies

Public Consultation Report 2022

Shape Paper: Business A-T-M

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

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Topic	Comment	Course Development Team Response
Q2: Shape Paper Background: The background provides a clear sense of the disciplinary, systemic and national parameters under which the course will be written.	Agree 1. It would be difficult for all courses, such as accredited and modified, based on the framework to enable critical analysis. It should also be noted that the background of ACARA and Australian Curriculum are accurate, but do not include student backgrounds of international schools.	Noted 1. These elements are written to the highest standard required; the content descriptions will provide guidance in differentiation for A, T and M. These will be provided in the draft course document which will be available for public consultation in term three.
Q3: COURSE GOALS The "Aims of the Business Curriculum" section is clear about the intended learning and priorities, yet allows for flexibility.	Agree 1. Please consider - Programs of learning should also be developed in consultation with the students interests to support students central voice in ACT education. Please consider - An additional directed focus on Australian commerce, being both existing commodity dependencies and future opportunities in the Asia Pacific region, would benefit the future skill development of Australian students' transformation into educated employees. Please consider - Cross curriculum priorities of the development of commerce opportunities in Aboriginal and Torres Strait Islander and the difficulties of this due to cultural and historical contexts appear tacked on to meet the requirement. While the opportunities and complexities of Australian commerce with Asia are not explicitly seen. Sustainability is also obscured under ethics. The development of general intercultural understanding has not been made explicit within the background. This curriculum is to prepare students to participate, influence and innovate Australia's' business opportunities in the 21 centuries, the above points should be resolved. Please expand - As part of differentiation, students studying business will be seeking a job, a qualification, an apprenticeship/cadetship, a degree or a career. Please note that the development of collaborative work skills are essential for world ready students; however, this is not	Noted 1. These curriculum elements will be developed in the course content descriptions. They will be provided in the draft course document, which will be available for public consultation in term three. Please note that the new <i>Commerce Framework 2022</i> task type table allows for group tasks. Some of these elements cited, such as ethical thinking, are also required in the new Commerce achievement standards.

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	reflected in the competitive achievement ranking of scores and now additionally, grades. Development of student reflexivity and self-awareness is applauded. The course goals evidence the benefit of creatively, collaborative communication skills, cultural contextual empathy, financial and economic comprehension, sustainability, and ethics in a constantly changing and innovating industry. The ability to problem-solve innovatively is also mentioned. The course aims are clear	
	Agree 2. Not convinced that the para on presentation skills belongs here, it is a method for assessment - not the curriculum? Communication is the key, but in a digital world, it isn't all about presentation skills. I like the nod to the diversity stuff A bit wary of the mathematician statement (final sentence), I think the rest of the paragraph is sufficient and doesn't overstep Like the sustainability Love ethics (both marketing and business itself)	Noted. 2. The curriculum describes key knowledge, understanding and skills. Presentation skills are teachable skills and that falls within the curriculum remit. Presentation skills might encompass a range of presentation formats including online and digital. Business students require Mathematical skills to succeed and relevant skills should be explicitly taught.
Q4: The rationale for the course and unit structure is well-explained and well-justified	Agree 3. The rationale should include a focus on creative, collaborative, and oral skills, with data analytics comprehension.	Noted 3. The developers will vary the wording of the rationale
	Agree 4. "students apply ethical standards" (not methods) and test corporate social responsibility (this is the triple bottom line, profits, people, planet) This section doesn't mention the business environment (which it should, as the economic, political, social, legal, technological environments are key to analysing these things	Noted 4. The developers will vary the wording of the rationale. Already refers to the business environment.
Q5: The proposed units are conceptually distinct	Strongly agree 5. Thank you for giving the units clear title headings and allowing for colleges with 3 sessions in the The Shape of the ACT Senior Secondary Curriculum document.	5. Noted.

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	<p>Disagree</p> <p>6. More or less distinct. We don't really need the word "Business" in each heading - this is Business, it's known. Not sure that Opportunities makes sense? It really is the foundation subject - it covers nature (what is), environment (what and how), and then moves on to case studies. Also, it should be Planning & Finance - you don't get finance until after you've formulated a plan. It isn't clear how 'leadership' is distinguished from management (ie, regular management skills). Developing social media skills may be an access issue in Public schools. They tend to be blocked. The last part of Leading a Business involves budgeting and financial analysis - which should be part of planning and finance, so there is some cross over here.</p>	<p>6. The unit titles appear on the transcript, so it is best to make it as transparent as possible for the outside observer. Units may be delivered in any order, so there is no foundation unit.</p> <p>As there are many types of planning, not just that related to finance, it is not necessary to put them in that order. Contemporary research in curriculum in this area uses the term leadership with management as a subset of leadership.</p> <p>There are only 55 hours in a unit, so there should be a clear focus to make in manageable, leadership for leadership and finance for finance.</p> <p>As social media is a key element in contemporary businesses, obstacles will have to be overcome. Students may use simulated social media posts, or websites can be unblocked to meet curriculum requirements.</p>
<p>Q6: The unit descriptions are clear and provide for innovative approaches.</p>	<p>Agree</p> <p>7. Business opportunities should also include issues of business operations.</p>	<p>Noted</p> <p>7. Aspects of business operations are covered in every unit. A teacher may choose to develop a program of learning which focuses on Business Operations issues.</p>
	<p>Disagree</p> <p>8. There are parts that dictate what will be delivered. I think that the unit Leading a Business would be better suited if it had an industrial relations element, as this is an area that often distinguishes the level of success of businesses. I would have stuck entrepreneurship with Leading, not with planning.</p>	<p>Noted</p> <p>8. The curriculum will dictate elements to be delivered where it is required by the nature of the discipline or by policy, such as cross curriculum priorities. Industrial Relations is encompassed by the terms used in this unit description, e.g. 'regulatory requirements'. This will be more apparent in the content descriptions.</p>
<p>Q7: "Considerations", situates the course clearly in relation to curriculum priorities.</p>	<p>Strongly agree</p> <p>9. 8.2 Learning Principles 3 and 8, should be added to the Achievement standards. What we do not measure, is not valued by students.</p>	<p>Noted</p> <p>9. They are present in the Achievement Standards in the <i>Commerce Framework 2022</i> for implementation in 2023.</p>
	<p>Agree</p> <p>This seems fine.</p>	<p>Noted</p>

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Q8: This proposed course is distinct from other BSSS accredited courses.	Agree Social responsibility, economic understanding, accounting considerations and creativity allow this course to stand discrete but complimentary to politics, philosophy, sociology, psychology, legal, economics, accounting and media/arts/IT/design technologies.	Noted.
	Agree 10. Business finance is overlapping with Accounting	10. There is some overlap as to be expected in courses in the same Framework area. However, this is not to the extent of substantial duplication, as this unit will deal with the topic in much less depth and breadth than Accounting and in the context of the other units in Business.
	Agree I think so.	Noted