

***Subject Area Syllabus and Guidelines***

# **Business Education**

**Level 4 to Beyond Level 6**

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Business Education Subject Area Syllabus and Guidelines

Level 4 to Beyond Level 6

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*Cover pictures show students of Mansfield State High School and St Rita's College.*

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# Introduction

Subject area syllabuses have been developed to cater for specialised student interests within the framework of a core and common curriculum in Queensland.

## The common curriculum and the subject areas

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The role of the common curriculum for Queensland schools is to provide a comprehensive education for all students during the compulsory years of schooling. It consists of the eight nationally agreed key learning areas:

- The Arts
- English
- Health and Physical Education (HPE)
- Languages other than English (LOTE)
- Mathematics
- Science
- Studies of Society and Environment (SOSE)
- Technology.

The Queensland curriculum for the compulsory years of schooling is based on an outcomes approach.

The core of the Queensland curriculum for the compulsory years of schooling consists of a selection of essential learnings expressed as ‘core learning outcomes’. ‘Discretionary learning outcomes’ describe what students know and can do beyond what is essential at a particular level.

Key learning area syllabuses describe core learning outcomes in developmental levels along learning continua for the 10 years of compulsory schooling. The common curriculum is conceptualised as a whole, rather than segmented into sections for different phases of schooling.

During the later years of compulsory schooling, many schools may offer their students subjects that allow them to engage in specialised studies in specific contexts. Syllabuses have been developed for five subject areas that are typically a focus of curriculum choice and specialisation. These are:

- Agricultural Education
- Business Education
- Home Economics Education
- Industrial Technology and Design Education
- Information and Communication Technology Education.

Through the experiences, challenges and opportunities associated with each subject area, students develop a unique range of knowledge, practices and dispositions. These can be described through learning outcomes that are specific to the subject area. In certain contexts, some learning outcomes from different key learning areas contribute to a subject area.

## Subject area syllabuses and guidelines

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Syllabuses and guidelines have been developed for five subject areas. Typically, schools will use the subject area syllabuses to plan a variety of courses of study that will provide particular students with specialised learning experiences in specific contexts.

Subject area strands are contextual. The strands are used to organise the learning outcomes in the syllabus. The strands contain two types of learning outcomes — ‘central learning outcomes’ and ‘supplementary learning outcomes’. The central learning outcomes describe the learnings that are considered fundamental to the subject area. It is recommended that these be the primary focus of a course of study developed for a subject area. Central learning outcomes consist of subject-area-specific learning outcomes and some core learning outcomes from different key learning areas. Supplementary learning outcomes are additional learning outcomes that could be considered for inclusion to enrich a course of study.

Central and supplementary learning outcomes have codes that identify the strand and developmental level to which they belong (see Outcomes section). If these learning outcomes have been selected from a key learning area syllabus, the key learning area code for that learning outcome is indicated in parentheses.

Subject area syllabuses describe learning outcomes from Level 4 to Beyond Level 6. Subject area syllabuses are not specifically associated with particular year levels of schooling; however, it is predicted that they will be used for planning courses of study in middle schools and lower secondary schools. These subject area syllabuses may also be used in other educational settings where there are specific student interests in the subject area, appropriate school resources and teacher expertise.

Subject area syllabuses cannot be regarded as alternatives to each other or to particular key learning areas. Each subject area syllabus contains different subsets of learning outcomes from different key learning areas, as well as learning outcomes that are specific to particular subject areas.

## Courses of study

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Courses of study are planned sets of learning experiences and assessment tasks that have a specified duration and location in a school’s overall curriculum offering. They may be units offered within a vertical timetable, a semester, a single year or multiple years. Courses of study may be developed from any of the subject area and/or key learning area syllabuses.

The time allocation for courses of study based on subject area syllabuses is a school-based decision.

Subject area syllabuses enable schools to plan courses of study that meet a variety of student needs and interests.

When planning courses of study, the following should be considered:

- the needs of students
- resources and staff
- the place and role of courses of study within the total school curriculum.

Further information is available in the Guidelines section.

# Rationale

## Nature of the subject area

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Business refers to enterprising endeavours undertaken in order to meet human needs and wants. In some instances, people undertake enterprises for the purpose of generating a profit. In other cases, not-for-profit enterprises are undertaken. Business impacts on and presents a range of challenges to individuals and members of groups and organisations in their roles as citizens, consumers, workers or entrepreneurs. These challenges may include:

- participating as a responsible citizen in business environments
- making consumer decisions to meet the needs and wants of self and others
- entering into contractual agreements and managing personal finances, investments and records
- owning or managing a business, enterprise or venture.

Business is influenced and regulated by governments. Governments may seek to regulate business and economic activity via legal and economic systems when markets are not operating effectively or when consumers are concerned about business practices.

The ways in which wealth and income in a society are distributed depend on the type of economic system in place. Economic systems influence how individuals, groups and societies use their scarce resources to meet their unlimited needs and wants. The nature of an economic system affects basic decisions about what to produce, how to produce it and how to allocate the proceeds of production. Businesses are influenced and regulated by the economic system. Understandings of the economic system are required in order to plan for and operate businesses successfully. Understandings of economics contribute to socially responsible and informed decision making within a dynamic economy.

In business, conflict can arise between the profit motive and social responsibility. Increasingly, consumers and governments require that businesses act responsibly by making informed decisions and using business practices that are socially, ethically, economically and environmentally responsible.

Individuals, groups and organisations use business practices to achieve their goals. Business practices refer to the ways people work in business environments. Business practices involve the use of innovation, entrepreneurial creativity, strategic planning, management, marketing, communication, and information and communication technologies.

Business practices continue to evolve. Information and communication technologies impact upon the ways people do business — for example, the ways that people interact, trade, and manage records. Information and communication technologies can be used to enhance business activities and produce high-quality outcomes.

To remain at the forefront of dynamic, diverse and competitive markets, businesses need to be responsive to consumer needs and wants, and be able to predict the possible and probable directions of the market.

Business Education focuses on business and economic systems, information procedures,

enterprise and ventures, and work environments. Business Education is important for students in the later years of compulsory schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens.

Understandings of business are drawn from the fields of accounting, law, economics, marketing, management, communications, industrial relations, human resources, information and communication technologies, and administration.

## Nature of learning in the subject area

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Business Education provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop some knowledge, practices and dispositions from the key learning areas of Technology and Studies of Society and Environment in a business context.

Business Education brings together theoretical understandings and practical applications in a range of business activities. Students respond to business challenges by working responsibly while using business practices.

Through Business Education, students develop an awareness of business within the home, school, local, national and global communities. They develop knowledge, practices and dispositions to critically analyse business situations, confidently meet their own and others' needs and wants, capitalise on business opportunities, make informed decisions, and participate responsibly in business situations.

## Contribution of the subject area to lifelong learning

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The Queensland school curriculum is designed to assist students to become lifelong learners. The overall learning outcomes of the curriculum contain elements common to all key learning areas and subject areas, and collectively describe the valued attributes of a lifelong learner.

A lifelong learner is:

- a knowledgeable person with deep understanding
- a complex thinker
- an active investigator
- a responsive creator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

The Business Education subject area provides many opportunities for students to develop the valued attributes of lifelong learners.

### Knowledgeable person with deep understanding

Learners understand the nature of business and economic systems, information procedures, enterprise and ventures, and work environments. They understand the roles of individuals, groups and organisations within these environments. They analyse and evaluate the role of business activities in relation to legal, economic, political and government systems. They understand how to participate in business environments as citizens, consumers, workers or entrepreneurs.

**Complex thinker**

Learners interpret, analyse and evaluate information to make business decisions. They select techniques to access, organise, present, transmit and assess information. They evaluate the effectiveness of business enterprise and ventures. Learners critically evaluate relationships and systems within work environments, and their individual and community rights and responsibilities. They use information and communication technologies when problem solving.

**Active investigator**

Learners investigate and analyse the use of business practices within society. They investigate the different roles people have when interacting within business contexts. They consider case studies and past experiences to identify the characteristics of responsible business practices. They analyse and evaluate information and provide the results to stakeholders.

**Responsive creator**

Learners identify needs and wants of individuals, groups and organisations in business contexts. They create, with imagination and originality, products and processes in response to business opportunities. They use innovation, entrepreneurial creativity, strategic planning, and management and marketing strategies to develop solutions to business challenges.

**Effective communicator**

Learners use a variety of genres, relevant business terminology, and information and communication technologies to communicate with a range of audiences including consumers and businesses. They organise, critically analyse and synthesise information from many sources for a range of purposes including budgeting, reporting and managing data and records. Learners develop effective communication and interpersonal skills and demonstrate these in real-life and lifelike business environments. They develop consultation and negotiation skills to resolve conflict.

**Participant in an interdependent world**

Learners work independently and collaboratively on business activities. They value positive attitudes and responsible behaviour when participating as citizens, consumers, workers or entrepreneurs. Learners understand that responsible business practices are essential to the successful operation of business. They challenge business practices that result in inequitable and socially unjust outcomes. They understand and develop a commitment to business practices that protect Australian and global resources.

**Reflective and self-directed learner**

Learners reflect on their own learning, decisions and actions in order to meet the diverse needs and wants of individuals, groups and organisations. They discern and initiate opportunities to transfer business knowledge, practices and dispositions to new situations. They reflect on and critically evaluate their own and others' values, beliefs and assumptions about business, and the impacts of business practices and decisions.

## Cross-curricular priorities

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The Business Education subject area incorporates and promotes the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

### Literacy

Literacy is a social practice that uses language for thinking and making meaning in cultures. It includes reading and writing, speaking and listening, viewing and shaping, often in combination in multimodal texts within a range of contexts. Critical thinking is also involved in these practices. Students seek and critically appraise information, make choices and use their literacy skills to become independent learners. They develop critical literacy by questioning the cultural and social practices embedded in various kinds of texts. Students learn about relationships between the contexts and audiences of those texts. They understand that literacy influences how people view themselves, their identities and their environments as well as providing ways to represent these views.

Literacy in the Business Education subject area involves reading, writing, speaking, listening, viewing and understanding information about business. Students use and develop literacy skills as they undertake business activities that have a clear purpose and intended audience. Business activities frequently have recognised and standardised structures that require the use of technical language specific to business environments, including presentation of financial statements, budgets and business plans. Students convey their ideas, opinions, plans and strategies using a variety of genres and modes.

Business courses of study provide opportunities for students to develop critical literacy skills. Students analyse information, detect bias, evaluate stereotyping and determine the relevance of information to make informed and responsible decisions.

### Numeracy

Numeracy is the demonstration of practices and dispositions that accurately, efficiently and appropriately meet the demands of typical everyday situations involving number, space, measurement and data.

Students develop numeracy as they complete business documents, prepare business plans and budgets, perform cost analyses, calculate profits, analyse numerical and statistical information, and complete and assess financial records. They use and design spreadsheets and formulae, prepare graphs and develop reports using numerical and statistical data.

### Lifeskills

Lifeskills is a term used to describe the knowledge, practices and dispositions considered necessary for people to function adequately in their current and changing life roles and situations. Demonstration of lifeskills takes place in two overlapping dimensions: practical performance of, and critical reflection on, those skills.

It is possible to identify at least four sets of lifeskills that enable students to participate in four life roles. The lifeskills, and related life roles, are:

- personal development skills — growing and developing as an individual
- social skills — living with and relating to other people
- self-management skills — managing resources
- citizenship skills — receiving from and contributing to local, state, national and global communities.

Students enhance their personal development skills in their roles as consumers, citizens, workers or entrepreneurs. They develop dispositions that enable them to adapt to change and be active, informed and responsible participants in business environments.

Students develop social skills when they work as team members, contribute to group decisions and communicate effectively with others. They investigate and understand that business environments have their own particular procedures, protocols and cultures.

Students use self-management skills to make decisions that affect themselves as consumers, citizens, workers or entrepreneurs. They manage time, resources, records and documentation, and accept individual responsibility for tasks. They develop the ability to make informed decisions related to the use and management of their personal financial resources.

Students develop citizenship skills to participate in community activities, enhance employment prospects and understand and advocate for responsible business practices.

### **Futures perspective**

A futures perspective involves knowledge, practices and dispositions that enable students to identify individual and shared futures. A futures perspective leads to insights and understandings about thinking ahead, and the roles of individuals and groups in envisioning and enacting preferred futures.

Students with insights and knowledge about the past and present consider the consequences of past and future actions. They take responsibility for their actions and decisions and are empowered to participate optimistically in processes of social innovation, recovery and renewal.

Students use case studies and scenarios of past and present contexts to analyse the impact of business decisions on their preferred future visions of living and working in Australia and the global community. They use this information to understand trends and to predict the possible and probable directions of business. They demonstrate a commitment to business practices that are socially just, ethical, and economically and environmentally sustainable.

## **Other curricular considerations**

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The Business Education subject area also incorporates work education.

### **Work education**

Work involves both the paid employment that people undertake and the unpaid work they perform within the groups, communities and societies to which they belong. It occurs with different types and groupings of people in different settings and is performed under many different conditions.

Work education involves **learning for work, learning about work and understanding the nature of work:**

- Learning for work involves developing work-related knowledge, practices and dispositions.
- Learning about work emphasises student understandings about work and the settings and conditions that characterise workplaces. It highlights the benefits of work to individuals and communities.
- Understanding the nature of work involves critically reflecting on and analysing the sociocultural, economic and political forces that influence the ways society values different kinds of work.

While work education includes providing opportunities for students to explore options for future education, training and paid employment, this is not its sole purpose; nor is it intended to focus exclusively on the development of vocationally oriented skills. Work education has a much broader role — that of preparing students for work in all the forms and contexts in which it occurs. This includes preparing students to participate effectively in paid and unpaid work, to understand the issues involved in balancing these different kinds of work (including family responsibilities), and to recognise the benefits to society of assisting workers to achieve this balance.

Students develop knowledge, practices and dispositions to identify and create opportunities to participate in paid, unpaid and voluntary work and perform work tasks. They have opportunities to develop positive attitudes and behaviours to participate fairly and responsibly in work settings. They develop confidence and self-trust when working in entrepreneurial and challenging workplaces.

Students learn about different types of work in dynamic business environments and understand the changing nature of paid, unpaid and voluntary work. They develop understandings about work including work related to the fields of accounting, law, economics, marketing, management, communications, industrial relations, human resources, information and communication technologies, and administration. They investigate roles, rights and responsibilities in workplaces, and the relationships that exist between these. They understand workplace practices and regulations needed to create safe and equitable workplaces.

Students reflect on the nature of work and workplace practices in dynamic and changing work environments. They analyse the factors and events that have influenced the nature of work and current workplace practices. Students understand and value the importance of human resources in promoting business growth in Australia.

## Understandings about learners and learning

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The following assumptions about learners and learning underpin the Business Education subject area.

### Learners

- Learners are unique individuals and thinkers with divergent views about the world.
- Learners have a broad range of knowledge, attitudes, values and experiences shaped by their gender, socioeconomic status and geographical location, and by other aspects of their background, all of which form part of their learning environment. Their prior knowledge and experiences influence the meaning they make of any new learning experience.
- Learners grow, develop and learn in different ways, in different settings and at different rates. By engaging in learning activities that match their needs, interests, understandings and individual learning styles, learners have opportunities to develop and extend their capabilities.

### Learning

- Learning is a lifelong process.
- Learning occurs within and across cultural contexts and social situations and is influenced by them.

- Learning is most effective when the learning environment is safe, supportive, enjoyable, collaborative, challenging and empowering.
- Learning is most effective when it involves active partnerships with students, parents/carers, peers, teachers, and school and community members.
- Learning contexts should acknowledge equity principles by being inclusive and supportive and by acknowledging and valuing diversity.
- Learning is enhanced and supported when teaching approaches are culturally sensitive.
- Learner-centred strategies are most effective in enabling learners to make informed choices and to take actions that support their own and others' wellbeing.
- Learning requires active construction of meaning and is effective when it is developed in meaningful contexts and accommodates, acknowledges and builds on prior knowledge.
- Learning is enhanced when learners have opportunities to reflect on their own thinking and learning.
- Learning is enhanced by the use of a range of technologies.

### **Learner-centred approach**

A learner-centred approach to learning and teaching views learning as the active construction of meaning, and teaching as the act of guiding and facilitating learning. This approach considers knowledge as being ever-changing and built on prior experience.

A learner-centred approach provides opportunities for students to practise critical and creative thinking, problem solving and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation, all of which contribute to the development and enhancement of conceptual understandings. A learner-centred approach also encourages students to reflect on and monitor their thinking as they make decisions and take action.

Business Education provides opportunities for students to learn with others and from others. They work as members of teams and develop respect for, and an appreciation of, the abilities of others. Students are encouraged to take responsibility for their activities and learn through reflection on, and evaluation of, the outcomes. They learn within real-life and lifelike business environments.

### **Equity in the curriculum**

The Queensland school curriculum is designed to challenge inequities by:

- acknowledging and minimising unequal outcomes of schooling for different groups of students
- identifying and minimising barriers to access, participation, active engagement, construction of knowledge and demonstrations of learning
- using the knowledge, practices and dispositions of all students as a basis for their learning and for enhancing the learning of others in the community
- developing understanding of, and respect for, diversity within and among groups
- making explicit the fact that knowledge is historically, socially and culturally constructed
- making explicit the relationship between valued knowledge and power relations
- identifying and promoting the capacity of the Business Education subject area to develop knowledge, practices and dispositions that empower students to challenge injustices and inequities.

The curriculum also provides opportunities for students to learn about equity and equity issues in the context of the subject area.

### **Student access and participation**

In an inclusive curriculum, consideration is given to the interrelationships between culture, language, ability, gender, sexual identity, location and socioeconomic circumstance, and their impact on students' perspectives and experiences, and therefore access to, and success in, the curriculum.

Students bring varied prior experiences to the classroom, some of which support their learning in Business Education, and others that may make this more difficult. Students' diverse experiences and their resultant perspectives of business need to be considered when planning.

The selection of concepts, contexts, contents and learning experiences needs to accommodate the diverse learning styles, interests and experiences of students if learning is to be maximised.

### **Learning about equity**

Students explore, express and challenge personal, group and societal values that reinforce and perpetuate inequities.

Through the learning activities in Business Education, students understand and appreciate diverse needs and perspectives, and learn to value and respect people, cultures and their environments. Students develop knowledge, practices and dispositions to critique social and political structures and power relations created through business activities that have the potential to work for or against individuals or groups.

Students develop understandings about the historical, societal, cultural, spiritual, political and economic constructions of and contexts in which business products and practices are created and valued, and the dynamic interrelationships that exist between these. This promotes understanding of the heterogeneity of practices, beliefs and values within and across cultural groups. This, in turn, empowers students to become lifelong learners and active and critical participants in interdependent societies.

# Outcomes

## Framework

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This syllabus provides a framework for planning learning activities and assessment opportunities through which students demonstrate what they know, and can do with what they know, in the Business Education subject area.

### Subject area outcomes

The subject area outcomes highlight the uniqueness of the Business Education subject area and its particular contribution to lifelong learning. In this subject area, students develop the knowledge, practices and dispositions necessary to:

- participate as informed and responsible citizens, consumers, workers and entrepreneurs
- interact effectively with individuals, members of groups or organisations in business contexts
- identify and meet the needs and wants of individuals, members of groups and organisations, and respond to business opportunities and challenges
- explore past, present and future business and economic activities to propose possible solutions to different issues and respond to challenges
- record, report, design and create business information and products, and communicate relevant details to stakeholders
- work individually and cooperatively to develop business plans and products
- participate in and evaluate the outcomes of business enterprise and ventures.

## Strands of the subject area

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The learning outcomes of the Business Education subject area are organised into four strands:

- Business and Economic Systems
- Information Procedures
- Enterprise and Ventures
- Work Environments.

Students develop their understandings of the concepts within the strands throughout the later years of compulsory schooling. Courses of study can be planned using learning outcomes from a single strand or from a number of strands. The use of information and communication technologies can enrich courses of study developed from learning outcomes in any of the strands.

## Business and Economic Systems

This strand focuses on business and economic systems. Students investigate types of business organisations and the systems that regulate business activity, including governments and the legal, political and economic systems. They analyse the impacts of these systems on business activity. Students use decision-making and problem-solving strategies to acquire high-quality goods and services and to become informed and responsible consumers. They investigate the complexities and interrelationships when goods and services are produced and distributed on local, national and global scales. Students identify, investigate and propose solutions to business challenges.

The organisers for this strand are:

- business environments
- nature of systems and subsystems
- production and markets
- resolution of business and economic issues.

## Information Procedures

This strand focuses on information procedures used to ensure accountability and to manage records effectively for personal, workplace, community and business purposes. Students respond to business challenges by recording, analysing, reporting and evaluating information. They complete, analyse, store and retrieve information and documentation needed for individuals, businesses and not-for-profit organisations to operate effectively. Students use the principles of record keeping and reporting relevant to the needs of particular individuals or organisations. Students use information and communication technologies to generate, manipulate, store, present and access information in business contexts for different audiences.

The organisers for this strand are:

- nature of information
- information management
- financial-record management
- techniques to manipulate information.

## Enterprise and Ventures

This strand focuses on running small business ventures and applying the knowledge, practices and dispositions needed for successful enterprise and ventures. Students use understandings of enterprise to propose solutions to business, economic, political or legal issues to produce positive outcomes. Students generate enterprising ideas, develop business proposals and plans, undertake ventures, and evaluate the outcomes.

The organisers for this strand are:

- entrepreneurial creativity
- management of an enterprise or venture
  - investigation
  - ideation
  - production
  - evaluation.

## Work Environments

This strand focuses on the roles and responsibilities of employers, workers and work-related agencies or groups. By investigating the changing nature of paid, unpaid and voluntary work, and the diversity of work environments, students prepare for entering the world of work. They understand the importance of human resources for business productivity. Students develop and demonstrate the knowledge, practices and dispositions needed for working with others and in teams. Students investigate the regulatory requirements that promote safe, non-discriminatory and fair conditions in the workplace.

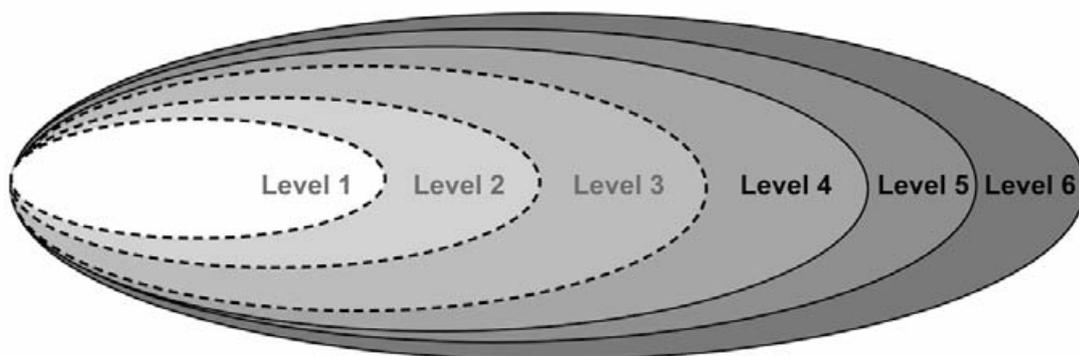
The organisers for this strand are:

- roles, rights and responsibilities in work environments
- changing nature of work
- work environments and legal processes.

## Levels

The levels outlined on the following pages indicate progressions of increasing sophistication and complexity in learning outcomes. This syllabus describes learning outcomes for Level 4, Level 5, Level 6 and Beyond Level 6. The sequencing of the learning outcomes is such that each level is ‘nested’ within the following level. Learning outcomes for successive levels are conceptually related to each other, forming a continuum rather than existing simply as a number of discrete entities.

A level statement is included for each level of each strand of the syllabus. The level statement summarises learning outcomes at each level and provides a framework for developing the central and supplementary learning outcomes.



**Progression of conceptual development of outcomes**

## Central learning outcomes

Central learning outcomes describe those learnings that are considered fundamental to a course of study based on a subject area syllabus. They describe what students know, and can do with what they know, as a result of planned learning activities. The central learning outcomes are presented in order of increasing complexity from Level 4 to Beyond Level 6. Students should be provided with multiple opportunities to demonstrate those learning outcomes selected for inclusion in a course of study. A course of study may include only some of the learning outcomes described in this syllabus.

Central learning outcomes may be of two types:

- subject-area-specific learning outcomes — these are specific to the subject area and are not described in the core learning outcomes of the key learning areas
- core learning outcomes — these are selected from antecedent key learning areas, in a subject area context, and are fundamental to the subject area. Core learning outcomes from the Technology key learning area are included. These learning outcomes are labelled to indicate their key learning area code and strand codes. For example, a core learning outcome from the *Years 1 to 10 Technology Syllabus* and Technology Practice strand will be coded as Tech TP.

### **Supplementary learning outcomes**

Supplementary learning outcomes describe what students know, and can do with what they know, beyond what is considered fundamental at a particular level. They indicate additional learnings considered desirable. The supplementary learning outcomes are included to assist teachers in broadening the understandings of those students who have already demonstrated central learning outcomes. Additional supplementary learning outcomes could be developed by schools or teachers. At Beyond Level 6 all learning outcomes are supplementary.

### **Relationship of outcome levels to year levels**

For the purposes of planning learning activities and assessment opportunities, outcome levels typically relate to years of schooling as follows:

- students demonstrating Level 4 outcomes are at the end of Year 7
- students demonstrating Level 6 outcomes are at the end of Year 10.

Some students will demonstrate learning beyond the typical levels described above. Other students will require more time to demonstrate their learning.

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Learning outcomes	
Business and Economic Systems	
<p>Organisers for learning outcomes in the Business and Economic Systems strand are:</p> <ul style="list-style-type: none"> <li>• business environments</li> <li>• nature of systems and subsystems</li> <li>• production and markets</li> <li>• resolution of business and economic issues.</li> </ul>	
Level 4	Level 5
<p><b>Level statement</b></p> <p><i>Students understand that organisations have different purposes and structures. They understand the logic of systems and subsystems. They explain how scarce resources are used to meet unlimited needs and wants. They understand consumer rights and responsibilities.</i></p> <p><b>Central learning outcomes</b></p> <p><b>BE 4.1</b> Students compare business organisations and analyse their purposes and structures.</p> <p><b>BE 4.2</b> Students identify and explain the logic of systems and subsystems. (Tech SYS 4.1)</p> <p><b>BE 4.3</b> Students explain how individuals, groups and societies allocate their scarce resources to meet their unlimited needs and wants.</p> <p><b>BE 4.4</b> Students explain consumer rights and responsibilities in obtaining products and services.</p> <p><b>Supplementary learning outcomes</b></p> <p><b>BE 4.5</b> Students outline how Australian industries link to global economic and ecological systems. (SOSE SRP 4.1)</p> <p><b>BE 4.6</b> Students participate in a classroom simulation of an economy and identify decisions needed, including what and how much to produce, how to distribute products, who will buy them and at what cost. (SOSE SRP 4.8)</p>	<p><b>Level statement</b></p> <p><i>Students understand business and economic activity and the systems that regulate the activity. They understand the structures, control and management of systems and subsystems. They understand the relationships between supply and demand, buyers, sellers and prices in markets. They develop strategies to obtain goods and services in business and economic contexts.</i></p> <p><b>Central learning outcomes</b></p> <p><b>BE 5.1</b> Students identify and investigate the need for systems to regulate business and economic activity.</p> <p><b>BE 5.2</b> Students explain the structures, controls and management of systems and subsystems. (Tech SYS 5.1)</p> <p><b>BE 5.3</b> Students investigate markets to determine the relationships between supply and demand, buyers, sellers and their influence on prices.</p> <p><b>BE 5.4</b> Students devise strategies to act in informed and responsible ways to obtain products and services in a range of business and economic contexts.</p> <p><b>Supplementary learning outcomes</b></p> <p><b>BE 5.5</b> Students evaluate the relationship between an ecological system and a government and/or an economic system. (SOSE SRP 5.1)</p> <p><b>BE 5.6</b> Students design models of the Australian economic system to demonstrate its relationship to global trade. (SOSE SRP 5.2)</p>

**Key:**

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<b>Learning outcomes</b>	
<b>Business and Economic Systems</b>	
<p>Organisers for learning outcomes in the Business and Economic Systems strand are:</p> <ul style="list-style-type: none"> <li>• business environments</li> <li>• nature of systems and subsystems</li> <li>• production and markets</li> <li>• resolution of business and economic issues.</li> </ul>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b></p> <p><i>Students understand the role of business practices in promoting the Australian economy. They understand the principles, structures, control and management of business and economic systems. They understand the global impacts of business operations. They evaluate the role of regulatory bodies.</i></p> <p><b>Central learning outcomes</b></p> <p><b>BE 6.1</b> Students reflect on and evaluate the effectiveness of business practices in promoting the Australian economy.</p> <p><b>BE 6.2</b> Students explain principles underlying complex systems in terms of structures, control and management. (Tech SYS 6.1)</p> <p><b>BE 6.3</b> Students describe the global impacts of production and marketing and propose strategies to manage these impacts.</p> <p><b>BE 6.4</b> Students evaluate the effectiveness of regulatory bodies in resolving business and economic issues.</p> <p><b>Supplementary learning outcome</b></p> <p><b>BE 6.5</b> Students develop and test a hypothesis concerning a relationship between global economic and ecological systems. (SOSE SRP 6.1)</p>	<p><b>Level statement</b></p> <p><i>Students understand profit motive and rationales for responsible business practices. They understand how to optimise the outcomes of systems. They propose possible, probable and preferred futures for business and economic activity. They understand the role of media in influencing business decisions.</i></p> <p><b>Supplementary learning outcomes</b></p> <p><b>BE B6.1</b> Students communicate reasons for businesses to work in ethical ways to protect resources.</p> <p><b>BE B6.2</b> Students identify internal and external relationships of systems in order to optimise and enhance beneficial impacts. (Tech SYS B6.1)</p> <p><b>BE B6.3</b> Students investigate business and economic activity, and describe preferred futures that reflect consideration of social, ethical and environmental responsibility.</p> <p><b>BE B6.4</b> Students evaluate the impact of media on consumers, business or community groups to propose effective operational strategies in business contexts.</p> <p><b>BE B6.5</b> Students predict the consequences of attempts to reform economic, political or ecological systems. (SOSE SRP D6.1)</p>

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<b>Learning outcomes</b>	
<b>Information Procedures</b>	
<p>Organisers for learning outcomes in the Information Procedures strand are:</p> <ul style="list-style-type: none"> <li>• nature of information</li> <li>• information management</li> <li>• financial-record management</li> <li>• techniques to manipulate information.</li> </ul>	
<b>Level 4</b>	<b>Level 5</b>
<p><b>Level statement</b></p> <p><i>Students understand sources and forms of information, and the purposes of information management. They manage financial records, and transform and transmit information for different audiences.</i></p> <p><b>Central learning outcomes</b></p> <p><b>IP 4.1</b> Students analyse sources and forms of information and match these to the requirements of design challenges. (Tech INF 4.1)</p> <p><b>IP 4.2</b> Students investigate methods and purposes of information management and use procedures to manage information.</p> <p><b>IP 4.3</b> Students identify types of source documents and classify accounts to prepare financial records.</p> <p><b>IP 4.4</b> Students apply techniques for transforming and transmitting information for different audiences. (Tech INF 4.2)</p>	<p><b>Level statement</b></p> <p><i>Students understand how changes in the nature of information influence design and production decisions. They evaluate methods of information management. They understand accounting principles and prepare financial reports. They select techniques to process, manage and present information.</i></p> <p><b>Central learning outcomes</b></p> <p><b>IP 5.1</b> Students explain how changes to sources, forms and management of information affect design and production decisions. (Tech INF 5.1)</p> <p><b>IP 5.2</b> Students analyse and evaluate the methods used to manage information.</p> <p><b>IP 5.3</b> Students apply accounting principles to record transactions and prepare simple financial reports.</p> <p><b>IP 5.4</b> Students compare and select techniques for processing, managing and presenting information for specific users. (Tech INF 5.2)</p>

**Key:**

- Tech — in Years 1 to 10 Technology Syllabus; Strand: INF — Information.

<b>Learning outcomes</b>	
<b>Information Procedures</b>	
<p>Organisers for learning outcomes in the Information Procedures strand are:</p> <ul style="list-style-type: none"> <li>• nature of information</li> <li>• information management</li> <li>• financial-record management</li> <li>• techniques to manipulate information.</li> </ul>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b></p> <p><i>Students understand issues related to the ownership and control of information. They evaluate the ways information is managed in organisations. They recommend ways to improve financial operations. They use specialised techniques to present information.</i></p> <p><b>Central learning outcomes</b></p> <p><b>IP 6.1</b> Students analyse issues related to the ownership and control of information in societies. (Tech INF 6.1)</p> <p><b>IP 6.2</b> Students evaluate a plan or policy to judge the effectiveness of information management in an organisation.</p> <p><b>IP 6.3</b> Students complete and analyse financial records and make recommendations for future operations.</p> <p><b>IP 6.4</b> Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications. (Tech INF 6.2)</p>	<p><b>Level statement</b></p> <p><i>Students understand how changes in information can be capitalised on. They propose ways to enhance information management and operational strategies to improve profits. They use specialised techniques to present information in innovative ways.</i></p> <p><b>Supplementary learning outcomes</b></p> <p><b>IP B6.1</b> Students identify changes in the ways information is presented and used in societies, and describe how to capitalise on these changes to meet the needs of specific communities and groups. (Tech INF B6.1)</p> <p><b>IP B6.2</b> Students devise a plan or policy to maximise the effectiveness of information management in an organisation.</p> <p><b>IP B6.3</b> Students suggest ways to implement financial and operational strategies for improved profitability.</p> <p><b>IP B6.4</b> Students develop and use specialised techniques to present information in innovative ways. (Tech INF B6.2)</p>

**Key:**

- Tech — in Years 1 to 10 Technology Syllabus; Strand: INF — Information.

Learning outcomes	
<b>Enterprise and Ventures</b>	
<p>Organisers for learning outcomes in the Enterprise and Ventures strand are:</p> <ul style="list-style-type: none"> <li>• entrepreneurial creativity</li> <li>• management of an enterprise or venture                             <ul style="list-style-type: none"> <li>– investigation</li> <li>– ideation</li> <li>– production</li> <li>– evaluation.</li> </ul> </li> </ul>	
Level 4	Level 5
<p><b>Level statement</b>  <i>Students understand enterprising behaviour and the impact of enterprising behaviours on individuals, businesses and communities. They use consultative methods, detailed design proposals, practical expertise of others, and feedback to develop and manage an enterprise or venture.</i></p> <p><b>Central learning outcomes</b></p> <p><b>EV 4.1</b> Students investigate examples of people or groups acting in enterprising ways and consider the impact of enterprising activity on individuals, businesses or communities.</p> <p><b>EV 4.2</b> Students use consultative methods to gather knowledge, ideas and data when researching alternatives within design challenges. (Tech TP 4.1)</p> <p><b>EV 4.3</b> Students generate design ideas through consultation, and communicate these in detailed design proposals. (Tech TP 4.2)</p> <p><b>EV 4.4</b> Students identify and make use of the practical expertise of others when following production procedures to make products for specific users. (Tech TP 4.3)</p> <p><b>EV 4.5</b> Students gather feedback to gauge how well their design ideas and processes meet design challenges, and how effectively products meet the needs of specific users. (Tech TP 4.4)</p> <p><b>Supplementary learning outcomes</b></p> <p><b>EV 4.6</b> Students plan and manage an enterprise that assists a community or international aid project. (SOSE SRP 4.2)</p> <p><b>EV 4.7</b> Students identify the best financial products to manage class-raised funds. (SOSE SRP D4.7)</p>	<p><b>Level statement</b>  <i>Students understand the attributes and skills needed to be a successful entrepreneur. They understand the development of new and improved products and factors influencing production within their enterprise or venture. They make quality products and use predetermined criteria to judge the effectiveness of the enterprise or venture.</i></p> <p><b>Central learning outcomes</b></p> <p><b>EV 5.1</b> Students analyse a range of enterprises and ventures, and identify the common personal attributes and skills needed to be a successful entrepreneur.</p> <p><b>EV 5.2</b> Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products. (Tech TP 5.1)</p> <p><b>EV 5.3</b> Students generate design ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected. (Tech TP 5.2)</p> <p><b>EV 5.4</b> Students meet predetermined standards as they follow production procedures to make quality products. (Tech TP 5.3)</p> <p><b>EV 5.5</b> Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements. (Tech TP 5.4)</p>

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- Tech — in *Years 1 to 10 Technology Syllabus*; Strand: TP — Technology Practice.

Learning outcomes	
Enterprise and Ventures	
<p>Organisers for learning outcomes in the Enterprise and Ventures strand are:</p> <ul style="list-style-type: none"> <li>• entrepreneurial creativity</li> <li>• management of an enterprise or venture                             <ul style="list-style-type: none"> <li>– investigation</li> <li>– ideation</li> <li>– production</li> <li>– evaluation.</li> </ul> </li> </ul>	
Level 6	Beyond Level 6
<p><b>Level statement</b></p> <p><i>Students understand how to use opportunities within a marketplace to generate positive outcomes. They develop detailed plans for investigation, and consider options and resource management within their enterprise or venture proposals. They make products that meet detailed specifications, and understand methods used to evaluate commercial and industrial products and processes.</i></p> <p><b>Central learning outcomes</b></p> <p><b>EV 6.1</b> Students identify opportunities in a marketplace where enterprising behaviour could be used to generate positive outcomes.</p> <p><b>EV 6.2</b> Students formulate detailed plans for gathering knowledge, ideas and data and validate choices of information, sources and methods. (Tech TP 6.1)</p> <p><b>EV 6.3</b> Students generate design ideas and communicate these in design proposals that indicate various options and incorporate management strategies. (Tech TP 6.2)</p> <p><b>EV 6.4</b> Students negotiate and refine production procedures in making quality products that meet detailed specifications. (Tech TP 6.3)</p> <p><b>EV 6.5</b> Students identify methods for evaluating commercial or industrial products and processes, and use these to judge the appropriateness of their own processes and products. (Tech TP 6.4)</p>	<p><b>Level statement</b></p> <p><i>Students use enterprising approaches to overcome a business- or community-based problem. They use formal analyses in their investigations and develop detailed design proposals to illustrate innovation in their enterprise or venture. They manage production procedures that reflect commercial and industrial standards, and use a range of methods to assess their enterprise or venture.</i></p> <p><b>Supplementary learning outcomes</b></p> <p><b>EV B6.1</b> Students use enterprising behaviour to devise strategies for solving a business- or community-based problem.</p> <p><b>EV B6.2</b> Students develop formal analyses of knowledge, ideas and data to meet design challenges in innovative and enterprising ways. (Tech TP B6.1)</p> <p><b>EV B6.3</b> Students generate design ideas and communicate these in detailed design proposals that show evidence of innovation and include in-depth analysis of appropriateness. (Tech TP B6.2)</p> <p><b>EV B6.4</b> Students manage production procedures that reflect commercial or industrial standards in order to make innovative products. (Tech TP B6.3)</p> <p><b>EV B6.5</b> Students use a range of methods to judge whether their design ideas, production procedures and products are commercially or industrially feasible, and acceptable to the community. (Tech TP B6.4)</p>

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- Tech — in *Years 1 to 10 Technology Syllabus*; Strand: TP — Technology Practice.

<b>Learning outcomes</b>	
<b>Work Environments</b>	
<p>Organisers for learning outcomes in the Work Environments strand are:</p> <ul style="list-style-type: none"> <li>• roles, rights and responsibilities</li> <li>• changing nature of work</li> <li>• work environments and legal processes.</li> </ul>	
<b>Level 4</b>	<b>Level 5</b>
<p><b>Level statement</b></p> <p><i>Students understand the nature of different types of work. They understand past and present influences on workplace practices. They examine workplace practices and regulations needed for safe and equitable workplaces.</i></p> <p><b>Central learning outcomes</b></p> <p><b>WE 4.1</b> Students compare the nature of paid, unpaid and voluntary work.</p> <p><b>WE 4.2</b> Students describe past and present influences on workplace practices.</p> <p><b>WE 4.3</b> Students examine workplace practices and regulations required for safe and equitable environments.</p> <p><b>Supplementary learning outcome</b></p> <p><b>WE 4.4</b> Students classify values that underpin campaigns and organisations associated with human or environmental rights. (SOSE SRP 4.5)</p>	<p><b>Level statement</b></p> <p><i>Students understand the rights and responsibilities of employers and workers. They investigate the role of employer and employee groups in regulating business and work. They identify the expectations of different work arrangements and the nature of enterprise bargaining.</i></p> <p><b>Central learning outcomes</b></p> <p><b>WE 5.1</b> Students analyse the rights and responsibilities of employers and employees.</p> <p><b>WE 5.2</b> Students investigate the changing nature of employer, employee, union and work-related groups in regulating business and work activity.</p> <p><b>WE 5.3</b> Students examine the nature of enterprise bargaining and identify the contractual differences between different types of work arrangements.</p> <p><b>Supplementary learning outcomes</b></p> <p><b>WE 5.4</b> Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. (SOSE SRP 5.3)</p> <p><b>WE 5.5</b> Students report on the main features and principles of legal systems in Australia. (SOSE SRP 5.4)</p>

**Key:**

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<i>Learning outcomes</i>	
<b>Work Environments</b>	
<p>Organisers for learning outcomes in the Work Environments strand are:</p> <ul style="list-style-type: none"> <li>• roles, rights and responsibilities</li> <li>• changing nature of work</li> <li>• work environments and legal processes.</li> </ul>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b></p> <p><i>Students understand work force requirements in local, national and global environments. They predict the future of work. They propose strategies to create safe and equitable workplace practices.</i></p> <p><b>Central learning outcomes</b></p> <p><b>WE 6.1</b> Students investigate the types of work forces needed to meet demands of local, national or global work environments.</p> <p><b>WE 6.2</b> Students predict the nature of work in the future, and the likely impact of changes on individuals and community groups.</p> <p><b>WE 6.3</b> Students identify unsafe and inequitable workplace practices and propose strategies to improve workplace conditions.</p> <p><b>Supplementary learning outcomes</b></p> <p><b>WE 6.4</b> Students make practical suggestions for improving productivity and working conditions in an industry or business. (SOSE SRP 6.2)</p> <p><b>WE 6.5</b> Students communicate informed interpretations to suggest reforms to an economic, political or legal system. (SOSE SRP 6.4)</p> <p><b>WE 6.6</b> Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power. (SOSE SRP 6.5)</p>	<p><b>Level statement</b></p> <p><i>Students understand the skills and values associated with specific work contexts. They investigate their personal capacity to participate effectively in work. They understand the dynamics of working cooperatively and can suggest workplace changes to provide for equitable distribution of power.</i></p> <p><b>Supplementary learning outcomes</b></p> <p><b>WE B6.1</b> Students analyse the skills required to work in specific contexts, and reflect on values associated with different types of work.</p> <p><b>WE B6.2</b> Students evaluate their personal capacity to adapt to work environments.</p> <p><b>WE B6.3</b> Students examine examples of management structures used within organisations, and devise strategies to promote productive and cooperative work environments.</p> <p><b>WE B6.4</b> Students make practical suggestions for improving productivity and working conditions in an industry or business. (SOSE SRP 6.2)</p> <p><b>WE B6.5</b> Students suggest solutions to problems involving inequitable distribution of power and resources in a global context. (SOSE SRP 6.5)</p>

**Key:**

- SOSE — in Years 1 to 10 *Studies of Society and Environment Syllabus*; Strand: SRP — Systems, Resources and Power.

## Using learning outcomes to plan for learning and assessment

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Learning outcomes provide a framework for planning learning and assessment by describing what it is that students should know and be able to do with what they know. Using learning outcomes for planning involves:

- adopting a learner-centred approach to learning and teaching
- planning learning activities and assessment at the same time
- assisting students to work towards demonstrating their learning
- establishing clear expectations of student demonstrations as a basis for monitoring the progress of student learning.

The learning outcomes are sequenced conceptually in four progressive levels. This conceptual development is represented in the level statements for each strand. Learning outcomes at each level are qualitatively different from the corresponding learning outcomes at the levels before and after. This sequencing across levels helps teachers plan learning activities to cater for the range of developmental characteristics of students.

When planning units of work, teachers could select learning outcomes from within a strand, across strands, across levels or across subject areas and key learning areas. Assessment tasks provide opportunities for students to demonstrate their learning.

Planning should make provision for students to demonstrate learning in more than one context and on more than one occasion. Activities incorporating a variety of content and contexts should be organised to provide these opportunities. Planning for learning and planning for assessment are concurrent processes. Learning activities can be opportunities for teachers to gather evidence about students' demonstrations of learning.

## Central content

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The central learning outcomes and central content are the focus for planning learning activities and assessment tasks.

The organisation of content within a strand should not be considered hierarchical. Any of the content can be considered at any level; not all of the content need be selected at every level. Central content should be selected to suit students' needs, interests and abilities and to take account of their prior knowledge and experiences.

The central content of each strand is identified on the following pages.

## Central content

**Business and Economic Systems****Business environments**

- role of systems in regulating activity
- nature and purpose of business organisations
- systems and subsystems that regulate business and economic decisions; political and government decisions; judicial and legislative decisions
- business activity and the interrelationship of systems
- types of business organisations — characteristics (size, location, ownership structure, industry type)
- production, purchase and sale of goods
- Australian business and consumers within a global context.

**Nature of systems and subsystems**

- concepts and components of business and economic systems (inflation, Consumer Price Index, economic rationalism, resource scarcity, importing and exporting)
- structure of business and economic systems
- controls within business and economic systems
- management of business and economic systems.

**Production and markets**

- resource scarcity and resource allocation
- unlimited needs and wants
- markets
- supply and demand
- buyers and sellers
- production, distribution and consumption
- productivity
- competition
- impact of production, distribution and marketing of goods and services.

**Resolution of business and economic issues**

- consumer legislation — consumer rights and responsibilities
- the law and youth
- strategies to operate effectively in business and economic contexts
- stakeholders involved in business and economic activities (owners, managers, developers, customers, environmentalists, government organisations regulating activity, financial institutions)
- skills to assist resolution of issues (negotiation, mediation, oral and written communication)
- budgeting, using credit wisely
- steps taken when acquiring particular goods and services (buying a motor vehicle, renting accommodation)
- business documents needed when buying goods or acquiring services.

## Central content

**Information Procedures****Nature of information**

- sources and forms of information
- management of information (copyright, intellectual property, privacy)
- production decisions related to the use of information (matching to needs of audience, presentation form, style)
- ownership and control of information
- ways information is presented and used in societies
- global trends in the presentation and use of information.

**Information management**

- documents and records
- purposes of information management
- methods for organising information (manual and electronic filing)
- techniques for accessing information
- the role of information management in accountability
- record keeping (minutes of meetings)
- plans or policies for information management.

**Financial-record management**

- nature of accounts
- types of source documents
- accounting principles (single-entry, double-entry, cash-only)
- manual and electronic record keeping
- financial reports for specific audiences and purposes
- simple control procedures (bank reconciliation, stocktaking and stock cards).

**Techniques to manipulate information**

- techniques for transmitting information (email, internet)
- techniques for transforming information (multimedia files, Microsoft Word documents)
- techniques for processing information (database)
- techniques for managing information (electronic file management)
- techniques for presenting information (web design, desktop publishing)
- equipment needed to manipulate information
- health and safety issues when using specialised equipment
- nature of specifications when manipulating information for business purposes.

## Central content

**Enterprise and Ventures****Entrepreneurial creativity**

- nature of enterprising activity
- enterprising people and groups — characteristics (resourceful, positive, flexible, innovative, opportunistic, determined and resilient)
- enterprising skills (skills to communicate, negotiate, collaborate, plan, manage resources and solve problems)
- regulations and innovation
- balancing profit motive with responsible behaviour.

**Management of an enterprise or venture**

- investigation — gathering knowledge, ideas and data to meet design challenges
  - sources of knowledge, ideas and data (familiar and unfamiliar): environments, specialists, experts, objects, people, internet, products of technology, libraries, online communities
- ideation — generating and communicating ideas to meet design challenges
  - ways of communicating design ideas: drawings (including annotated drawings), pictures, project folios, models and prototypes, design proposals, presentations, sketches, scaled drawings of different views, plans, computer-assisted drawings, use of technical terms
- production — making products to meet design challenges
  - production procedures: developed cooperatively; managed, described and informed by practical experience; meeting identified standards; sequenced and followed; negotiated and refined
- evaluation — judging the suitability of design ideas, processes and products, and meeting design challenges
  - evaluation of design ideas, processes and products: expressing thoughts and opinions, comparing initial design ideas and final products, testing and judging effectiveness in real-life or lifelike contexts, gaining feedback from others including specific users, using industrial and commercial standards or predetermined criteria
- impacts and consequences
  - past, present and future development of products of technology
  - related to aesthetic, cultural, economic, environmental, ethical, functional and social appropriateness for particular groups in society (local communities, Indigenous peoples)
  - effects of management decisions.

## Central content

**Work Environments****Roles, rights and responsibilities**

- paid, unpaid and voluntary work
- rights and responsibilities of employers and workers
- importance of human resources to business organisations
- workplace skills, behaviours, attitudes, values
- characteristics of contemporary work forces.

**Changing nature of work**

- individuals, groups or events contributing to contemporary working conditions
- changes in the nature of work
- impacts of technologies on work
- changing role of employer, employee, union and work-related groups (job networks)
- interpersonal skills and personal characteristics required for work, now and in the future
- strategies to manage personal careers.

**Work environments and legal processes**

- characteristics of safe and equitable work environments
- workplace practices and regulations that promote safe and equitable work environments (workplace health and safety, discrimination, harassment, dismissal, contracts)
- rights and responsibilities of employees and employers
- types of work arrangements
- skills for interacting effectively in work environments (cooperation, negotiation, communication, conflict resolution)
- nature of enterprise bargaining.

# Assessment

Assessment is the purposeful, systematic and ongoing collection of evidence for use in making judgments about students' learning. In this syllabus, the central learning outcomes are presented in levels of increasing sophistication and complexity to form continua of learning. The assessment focuses on monitoring demonstrations of learning to provide evidence of student progress in this subject area.

## Purposes of assessment

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Information obtained from assessment can be used for a variety of purposes, including providing feedback on students' learning and informing decision making about students' progress.

### Providing feedback

Assessment:

- provides ongoing feedback on the progress of individual students and groups of students throughout the learning and teaching process
- informs students, teachers, parents/carers, others in the community and/or school authorities about students' learning.

### Informing decision making

Assessment information helps teachers to:

- make decisions about student needs, the learning and teaching process, and resource requirements
- plan learning and teaching programs for individuals, classes and the whole school
- discuss future learning pathways with students and parents/carers
- make decisions about providing learning support to particular groups of students
- develop learning resources and curriculum materials.

## Principles of assessment

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For assessment to be effective, it should:

- focus on learning
- be comprehensive
- be valid and reliable
- take account of individual learners
- be an integral part of the learning and teaching process
- provide opportunities for students to take responsibility for their own learning and for monitoring their own progress
- reflect equity principles.

### **Focus on learning**

Assessment should focus on what students are expected to know and be able to do with what they know. Students should be made aware of what is being assessed, how and when they will be assessed, and how judgments will be made about their demonstrations of learning. Teachers may then use information from assessment to plan further learning.

### **Comprehensive range of evidence**

Judgments about students' demonstrations of learning should be based on a comprehensive range of evidence gathered and recorded over time. To collect such evidence, teachers need to provide multiple opportunities in a variety of contexts for students to demonstrate what they know and can do with what they know, and use a variety of assessment techniques and recording instruments. Because students have different learning styles, evidence should be gathered from various sources. (Examples of assessment techniques, recording instruments and sources are provided in table 1 on page 33.)

### **Valid and reliable evidence**

Assessment should provide valid and reliable evidence. It is essential that judgments about what students know and can do with what they know are based on a broad range of evidence gathered and recorded over time. Teachers' judgments should be consistent within their own classes for different students, for different assessment opportunities, and at different times. They should also be consistent with the judgments of other teachers in their own school and other schools.

### **Individual learners**

At any one time in their schooling, students could demonstrate their learning in different ways and at different levels. When planning assessment, teachers need to take account of the fact that each student will progress at a different rate across and within the subject area. They also need to take account of factors that influence students' learning — in particular, their prior knowledge, experiences and unique circumstances, and their social, emotional, physical, cognitive and linguistic development.

### **Integral part of learning and teaching process**

Assessment is an integral part of the learning and teaching process and should support students' learning. As teachers plan learning activities, they should also plan how they will monitor student progress. Learning activities can be used as opportunities to gather evidence about the progress of students' learning. Assessment opportunities should match the learning activities and teaching methods students have experienced. Assessment opportunities should be meaningful, interesting and challenging, and contribute to the development of students as lifelong learners.

### **Responsibility for own learning and self-monitoring**

Assessment should provide feedback and help students take responsibility for their own learning. This involves giving students opportunities to set their own learning goals, to monitor their progress in relation to their learning, and to gather information that they and others can use to make decisions about future learning. Opportunities also need to be provided for students and teachers to develop shared understandings about how learning might be demonstrated, and for students to explain in their own terms how they might demonstrate their learning.

## Equity principles

Assessment based on principles of equity enables students to demonstrate learning in ways that are sensitive to, and inclusive of, their circumstances. When planning and conducting assessment, teachers need to take account of students' learning styles, abilities, disabilities, gender, sexual identity, socioeconomic circumstances, cultural and linguistic backgrounds, and geographical locations. This includes:

- providing assessment opportunities that assist students, or groups of students, to overcome barriers that might limit their demonstrations of what they know and can do with what they know
- negotiating assessment with students so that they maximise their opportunities to demonstrate their learning.

## Process of assessment

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The process of assessment involves:

- providing students with opportunities to demonstrate what they know and can do with what they know
- gathering and recording evidence of students' learning
- using the evidence to make overall judgments about students' learning.

## Opportunities to demonstrate learning

Students should have multiple opportunities to demonstrate the learning that has been the focus of planned activities. Assessment opportunities need to be provided over time and in a range of contexts. Teachers can use learning activities as assessment opportunities, or design specific tasks that provide students with opportunities to demonstrate their learning.

## Gathering and recording evidence

Evidence about students' learning should come from several different sources and be gathered and recorded over time using a variety of assessment techniques and recording instruments. This evidence should be relevant to the learning being assessed and should be collected in a focused and systematic way.

## Sources of evidence

Using evidence from a variety of sources accommodates different learning styles, the different ways in which students may demonstrate learning, and learning that has taken place in different contexts. Sources of evidence can include learning activities as well as specifically designed assessment tasks. Examples of activities, tasks, products or processes that could be used as sources of evidence are shown in table 1.

### Assessment techniques

Assessment techniques include observation, consultation and focused analysis. Peer- and self-assessment can also be used to gather evidence about students' learning. Combinations of these techniques provide teachers with more comprehensive evidence on which to base judgments.

Assessment techniques should be selected to suit the context in which the learning is being demonstrated, and the type of evidence required. Teachers should familiarise students with the techniques through modelling and practice. Descriptions of these techniques are provided in table 1.

### Record keeping

Record keeping must support planning and be manageable and easily maintained. It must also provide accurate evidence drawn from a range of contexts.

Teachers need to keep records on observation, consultation, focused analysis and peer- and self-assessment. Several examples of recording instruments are listed in table 1.

A **student folio** is a useful way of collating and storing evidence about a student's learning. Folios are developed over time and can include evidence such as responses to assessment tasks, products from learning activities, annotated samples of work, anecdotal records, checklists, photographs or video/audio tapes. This collection of work provides an informative picture of a student's accomplishments. Materials for the folio could be selected by the student or the teacher, or by negotiation between the two.

The use of the folio will determine which materials are included. Examples of folios include working folios for ongoing feedback, documentary folios for making judgments, and show folios for reporting and comparing judgments.

**Table 1: Examples of ways to gather and record evidence from a variety of sources**

Sources of evidence	Assessment techniques	Recording instruments
<p>Students can provide evidence about what they know, and can do with what they know, in a variety of forms.</p> <ul style="list-style-type: none"> <li>• practical tasks such as record keeping, group tasks, constructed models, trade displays, simulations</li> <li>• oral tasks such as group discussions, debates, roleplays, interviews, persuasive speeches, seminar presentations</li> <li>• project folios including design briefs, concept maps, business plans, notes, management plans and procedures</li> <li>• diaries/journals/learning logs of items such as management processes, group consultations</li> <li>• written tasks such as short and extended responses, instructions, plans, explanations, reviews, creative writing, scripts, planning sheets, reports</li> <li>• computer-generated presentations/projects such as enterprise proposals, presentations</li> <li>• photographic, video/audio tape records of student demonstrations, explanations of processes</li> <li>• peer- and self-reflection through feedback from small or large group discussions or responses to evaluation questions.</li> </ul>	<p><b>Observation</b> Teachers observe students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of evidence about students' learning. Teacher observations can also be structured to gather particular kinds of information in relation to learning.</p> <p><b>Consultation</b> Teachers discuss student work with students, colleagues, parents/carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students' learning. Consultation can be used to verify the evidence gathered using other techniques. Some consultation may reveal a need for more detailed assessment.</p> <p><b>Focused analysis</b> Teachers examine in detail student responses to tasks or activities. This technique provides detailed evidence about students' learning.</p> <p><b>Peer- and self-assessment</b> Students use the above techniques to assess their own work and the work of their peers. Peer- and self-assessment allow teachers to take account of students' perceptions when gathering evidence.</p>	<p>Teachers can record their judgments about students' learning using a variety of instruments. Recording instruments include:</p> <ul style="list-style-type: none"> <li>• anecdotal records</li> <li>• teacher/student journals</li> <li>• folios</li> <li>• checklists</li> <li>• statements of anticipated evidence or criteria sheets</li> <li>• annotated work samples</li> <li>• audio and visual recordings (including photographic and video or multimedia)</li> <li>• test results over time</li> <li>• observation notes</li> <li>• feedback sheets</li> <li>• peer- and self-assessment sheets</li> <li>• profiles</li> <li>• progress charts.</li> </ul>

## **Making judgments about demonstrations of learning**

Judgments about what students know, and can do with what they know, are an integral and ongoing part of the assessment process. For example, throughout the assessment process, teachers make judgments about:

- students' responses to particular assessment tasks
- what students know and can do with particular content

Such judgments are part of the ongoing monitoring of student progress and inform planning for future learning activities and assessment opportunities. The criteria on which judgments are to be based should be drawn from students' learning and made known to students before tasks are undertaken so that the basis for judgments is clear.

Teachers make judgments about students' learning when satisfied that they have sufficient evidence. In making these judgments, teachers need to:

- analyse what it is that students are expected to know and be able to do with what they know
- consider how student learning has progressed
- use a range of evidence
- make judgments about what learning a student has demonstrated.

Some students may be able to demonstrate what they know and can do with what they know the first time they have an opportunity to do so. When they have additional opportunities that result in further demonstrations, they are considered to have demonstrated learning consistently. Other students may need more opportunities to demonstrate their learning before the same decision can be made. A judgment can be made when a consistent pattern of demonstrations has been established.

The exercise of each teacher's professional judgment is fundamental to the assessment process. Decisions should be based on explicit criteria, using a range of evidence to determine demonstrations of learning. Judgments about a student's demonstrations of learning should be made without reference to the performance of other students.

## Consistency of teacher judgments

To be consistent, teacher judgments about students' learning must hold true in later situations and be comparable with the judgments of other teachers.

An individual teacher's judgments need to be consistent:

- within their own classes for different students
- for different assessment opportunities at different times
- with those of other teachers in the same school (i.e. consistency within schools)
- with those of teachers in other schools (i.e. consistency among schools).

Strategies for ensuring consistency of teacher judgments include:

- ***sharing understandings about the learning***: Teachers discuss what students have to know and do to demonstrate their learning.
- ***collaborative planning***: Teachers work together to plan for learning and assessment, and to reach shared understandings about what is required for learning to be demonstrated. Collaborative planning in middle or secondary schools may involve teachers of the same year level, teachers of consecutive year levels, or teachers with subject expertise in two or more areas. Teachers might also plan collaboratively, especially for the transition from Year 7 to Year 8.
- ***common assessment tasks***: Teachers cooperatively plan and/or moderate assessment tasks focusing on the intended learning. This allows teachers to develop shared understandings about what students are expected to know and do with what they know.
- ***statements of anticipated evidence, or criteria sheets***: Teachers identify the properties, components or dimensions by which students' demonstrations of learning will be judged. In developing a common statement of anticipated evidence, or criteria sheet, teachers collaboratively analyse the intended learning to identify and record the anticipated evidence or criteria that will be used as the basis for judgments. Anticipated evidence could be identified in a design brief, criteria sheet, assessment task or verbal description.
- ***moderation processes (formal and informal)***: Teachers discuss and compare judgments made about students' work and associated demonstrations of learning. Formal moderation processes occur when school authorities require teachers from within or among schools to discuss the consistency of judgments about demonstrations of learning. Informal moderation occurs any time that teachers discuss and compare their judgments of students' work.
- ***samples of typical responses***: Teachers compile, and refer to, samples of student work that show how learning may be demonstrated. The samples could be annotated samples of student responses to selected assessment tasks.

## Reporting

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Reporting is the process of communicating timely, accurate information about students' learning. Its main purpose is to acknowledge and support student learning. Reporting may be formal or informal.

### Reporting to students and parents/carers

Teachers need to provide regular feedback to students and parents/carers about student learning and progress. This kind of reporting is an important and ongoing part of the learning and teaching process and can occur incidentally as well as in planned ways.

Students and parents/carers also need to be provided with information about student progress at certain points in time as identified by schools in their overall plans for learning, assessment and reporting.

### Reporting on student progress in relation to learning

Information reported to students and parents/carers as part of the ongoing learning and teaching process could include:

- explanations of particular assessment opportunities
- evidence about demonstrations of learning
- judgments about demonstrations of particular learning
- clarification of what students are expected to know, and be able to do with what they know, and how their learning could be demonstrated
- identification of future assessment opportunities and anticipated evidence.

Information reported to students and parents/carers at particular points in time could include:

- records of the learning previously demonstrated by the student
- descriptions of the learning that students have had opportunities to demonstrate since reporting last occurred
- statements about what students were expected to know, and do with what they know, to demonstrate their learning
- descriptions of the contexts in which learning and assessment have occurred
- records of the learning demonstrated by the students since the previous report
- information that is specific to individual students, such as the student's self-assessment, goals or future learning plans.

### Language, formats and modes of reporting

The language, formats and modes used for reporting should be meaningful and relevant to the proposed audience. Possible modes for reporting include:

- written reports (print or electronic)
- student–teacher conferences
- teacher–parent/carer interviews
- student-led three-way conferences (student, teacher and parents/carers)
- culminating presentations
- portfolios (print or electronic).

# Guidelines

## Planning courses of study

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Subject area syllabuses broaden the curriculum choice and specialisation for students during the later years of compulsory schooling — that is, during middle and lower secondary schooling. The Business Education subject area syllabus allows teachers to develop a variety of courses of study that meet the specific needs and interests of students.

Learning outcomes for a course of study should be selected on the basis of how best they complement each other and how they collectively fulfil the intent of the course of study. They may be selected from the Business Education subject area syllabus or combined with learning outcomes from other syllabuses. For example, a business course of study can be planned using the learning outcomes from:

- the *Business Education Subject Area Syllabus and Guidelines*
- the *Business Education Subject Area Syllabus and Guidelines* and a key learning area syllabus (or syllabuses)
- the *Business Education Subject Area Syllabus and Guidelines* and another subject area syllabus (or syllabuses).

The learning outcomes within subject area syllabuses are not mandated. Schools may develop courses of study using a subset of the learning outcomes described within the strands. Central learning outcomes, together with some or all of the supplementary learning outcomes, can be used to develop courses of study.

Decisions about learning outcomes selected for a course of study will be influenced by:

- school and school authority policies
- the place and role of the subject area course of study within the total school curriculum.

## Business courses of study

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Worthwhile business courses of study:

- provide opportunities for students to understand and use business practices that involve innovation, entrepreneurial creativity, strategic planning, management, communication, and information and communication technologies
- have links with business or industry people in the local community
- take account of legal requirements
- take account of the availability of school facilities and resources.

### Legal requirements

Business courses of study are conducted subject to a range of legislation and regulations. Courses of study in business must be planned taking account of legal requirements.

The underlying principle of legislation and regulations is protection for the people who work in the industry and for the consumers who use the products.

### Safety

All learning activities undertaken in this subject area must be planned and conducted with due regard for the safety of all concerned. The legal requirements to do so are described in the documents listed below.

Teachers and students must follow safe work practices in a designated area free of avoidable hazards. They must be provided with appropriate safety equipment. Students should not participate in activities until they have been advised of the risks involved and provided with demonstrations of correct procedures. Staff and facilities must have current accreditation or certification for proposed activities and relevant material safety data sheets (MSDS) must be available and used to identify risks and precautions. Whenever specific tools or equipment are used, teachers/supervisors must ensure their safe use as described in the manufacturer's instructions.

The standards for establishing and maintaining a safe workplace in Queensland are set by the *Workplace Health and Safety Act 1995*. This Act provides for a number of regulations, advisory standards and codes of practice that apply to specific industries — for example, Workplace Health and Safety Regulation 1997, and Workplace Health and Safety (Miscellaneous) Regulation 1995.

The Department of Education and the Arts has developed policies related to risk assessment and risk management. The *Department of Education Manual* is available on their website. The following modules are specifically for planning courses of study in business:

- HS-10-10 Office Machines and Equipment — Including the Use of Computers
- HS-10-11 Business Ventures.

To view copies of these modules, go to <http://education.qld.gov.au/corporate/doem/>, click on 'Health & Safety' at the top of the page, then 'HS-10-1 – HS-10-121'. Alternatively, go directly to <http://education.qld.gov.au/corporate/doem/healthsa/healthsa.html>.

### Examples of business courses of study

Multiple courses of study with different focuses can be developed from the Business Education subject area syllabus. The following are examples of courses of study that may be planned to meet the needs and interests of students and school communities. These examples provide some preliminary ideas for planning and illustrate the range of courses of study that can be planned.

- A **Business Education** course of study may include all the learning outcomes from all the strands within the syllabus — Business and Economic Systems, Information Procedures, Enterprise and Ventures, and Work Environments. This course would provide students with opportunities to develop a broad range of knowledge, practices and dispositions related to business.
- An **Entrepreneurial Creativity** course of study focuses on students generating and operating their own ventures. This course could be developed using outcomes from the strands of Information Procedures, Enterprise and Ventures, and Work Environments.
- A **Taking Stock** course of study focuses on students developing understandings about business and economic systems and involves them in managing a stock portfolio. The course could incorporate the Stock Market Game (<http://www/smgww.org/>).

- A **Business Information Technologies** course of study focuses on students using strategies and technologies that support business operations. The course could be developed using outcomes from the Information Procedures strand. Students may have opportunities to use a range of software packages that support business operations — for example, accounting packages, Microsoft Word, Microsoft Excel.
- Other courses of study could be **Accounting, Legal Studies, and Economics**.

## Planning learning and assessment

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An outcomes approach requires that students demonstrate what they know, and can do with what they know. In an outcomes approach there is a strong link between learning and assessment, and strategies for these should be planned together. Assessment involves the ongoing and systematic collection of information about students' demonstrations of learning.

Teachers are encouraged to monitor students' demonstrations of learning during everyday activities rather than at the end of a course of study. When planning, teachers should include opportunities for ongoing monitoring and gathering of information about students' demonstrations of learning. Feedback from assessment of these demonstrations, which may be diagnostic, formative or summative, leads to short-term or long-term revision of curriculum plans.

When planning for assessment, it is necessary to identify:

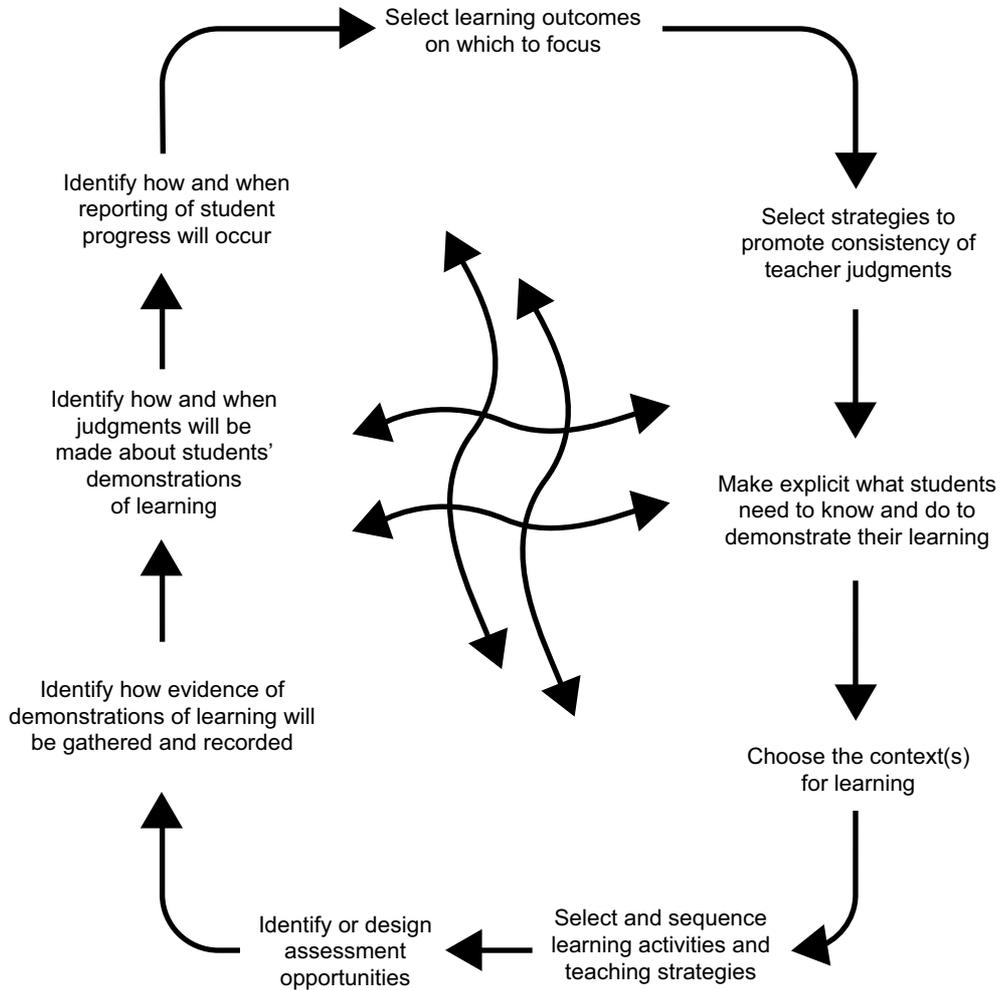
- suitable contexts in which students can demonstrate what they know and can do with what they know
- the anticipated evidence or criteria against which judgments can be made about whether students have demonstrated their learning.

### A model for planning units of work

Although individual teachers will approach planning in different ways, when teachers plan using learning outcomes, they:

- select learning outcomes on which to focus
- select strategies to promote consistency of teacher judgments
- make explicit what students need to know and do with what they know
- choose the context(s) for learning
- select and sequence learning activities and teaching strategies
- identify or design assessment opportunities
- identify how evidence of demonstrations of learning will be gathered and recorded
- identify how and when judgments will be made about students' demonstrations of learning
- identify how and when reporting of student progress will occur.

These features are an essential part of long-term planning (e.g. yearly or semester programs) and short-term planning (e.g. units of work). The essential features of the planning process are illustrated in the following model. The model highlights the dynamic and cyclic nature of planning using learning outcomes.



**Planning for learning, teaching, assessment and reporting**

**Planning with central learning outcomes**

The major considerations for planning learning opportunities and related assessment are the central learning outcomes.

Activities planned for students should have within them opportunities for student learning and the collection of information about students’ demonstrations of learning.

Activities should draw on the central content of the relevant strands.

## Elaborations

Elaborations are designed to help teachers understand the intent of the central learning outcomes. They provide examples of possible content and contexts for developing and demonstrating the learning outcomes.

<b>Business and Economic Systems</b>		
<p><b>BE 4.1</b> Students compare business organisations and analyse their purposes and structures.</p>	<p><b>BE 5.1</b> Students identify and investigate the need for systems to regulate business and economic activity.</p>	<p><b>BE 6.1</b> Students reflect on and evaluate the effectiveness of business practices in promoting the Australian economy.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>business organisations</b> <ul style="list-style-type: none"> <li>– types of businesses e.g. manufacturing, retail, marketing, service</li> <li>– businesses differ in size, location, scope e.g. small and medium enterprises, multinational companies, local, national and international groupings</li> </ul> </li> <li>• <b>business purposes</b> <ul style="list-style-type: none"> <li>– produce and sell goods and services</li> <li>– production efficiency and profit</li> </ul> </li> <li>• <b>business structures</b> <ul style="list-style-type: none"> <li>– types of structures e.g. public, private, partnership, sole trader, cooperatives, government departments, government business enterprises</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>compare business organisations</b> <ul style="list-style-type: none"> <li>– devise a table to record and compare the characteristics of different business organisations</li> <li>– search the websites of a number of business organisations to compare the organisations' characteristics</li> </ul> </li> <li>• <b>analyse purposes and structures</b> <ul style="list-style-type: none"> <li>– identify the purposes and structures of a range of business organisations e.g. fast-food outlets, accountancy firms, supermarket chains, home-based businesses</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>business and economic activities</b> <ul style="list-style-type: none"> <li>– types of activities e.g. banking and finance, investment, communication, transport, hospitality, legal, accounting, travel</li> </ul> </li> <li>• <b>need for systems to regulate activities</b> <ul style="list-style-type: none"> <li>– scarce resources allocated to satisfy needs and wants as well as possible</li> <li>– allocation of resources based on profit and consumer preferences</li> <li>– protection of parties directly and indirectly affected e.g. workers, employers, consumers, environments</li> <li>– government policy e.g. monetary policy, fiscal policy, employment policy, welfare policy</li> <li>– laws and regulations e.g. workplace health and safety, health regulations, consumer protection, unfair dismissal, trading hours</li> <li>– enforcement agencies e.g. Australian Competition and Consumer Commission, environmental protection agencies, offices of fair trading</li> <li>– business peak bodies, industry groups</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and investigate the need for systems to regulate</b> <ul style="list-style-type: none"> <li>– identify regulatory processes related to business and economic activities and the reasons for regulation</li> <li>– identify government policies influencing economic activity</li> <li>– construct a concept map to illustrate how a business interacts with regulatory systems</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>effective business practices</b> <ul style="list-style-type: none"> <li>– innovation and technology e.g. e-commerce</li> <li>– enterprise e.g. risk taking, being competitive, expanding markets, networking</li> <li>– effective management strategies</li> <li>– fair and safe work environments</li> <li>– skilled and diverse work force</li> <li>– productivity and efficiency improvements</li> <li>– appeal to markets and consumers</li> </ul> </li> <li>• <b>promoting the Australian economy</b> <ul style="list-style-type: none"> <li>– increases in range and quality of goods and services, employment and productivity</li> <li>– promotes Australia's unique cultural and natural heritage</li> <li>– increases opportunities for Australians to work internationally</li> <li>– increases government revenue to pay for community services</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>reflect on and evaluate the effectiveness of business practices</b> <ul style="list-style-type: none"> <li>– develop and use criteria to evaluate the effectiveness of an Australian business e.g. meeting needs and wants, profit margins, quality goods and services, efficiency, productivity, economic and environmental sustainability</li> <li>– identify examples of business practices having positive and negative impacts on individuals, business organisations, communities, environment</li> <li>– develop a futures scenario for business practices within the Australian economy</li> </ul> </li> </ul>

<b>Business and Economic Systems</b>		
<p><b>BE 4.2</b> Students identify and explain the logic of systems and subsystems. (Tech SYS 4.1)</p>	<p><b>BE 5.2</b> Students explain the structures, controls and management of systems and subsystems. (Tech SYS 5.1)</p>	<p><b>BE 6.2</b> Students explain principles underlying complex systems in terms of structures, control and management. (Tech SYS 6.1)</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>systems and subsystems</b> <ul style="list-style-type: none"> <li>– systems in business and economic contexts e.g. management, operations, financial, legal, transport, government, information, retail, insurance, marketing, human resources</li> <li>– subsystems in business and economic contexts e.g. customer services, internal mail, payroll</li> </ul> </li> <li>• <b>logic of systems and subsystems</b> <ul style="list-style-type: none"> <li>– inputs, processes, outputs</li> <li>– function of components</li> <li>– components are organised to achieve a goal e.g. client services officer, computer and phone system are required to offer client services</li> <li>– organisation of components in systems and subsystems and the links between them e.g. a bank makes profit by receiving deposits, making loans, investing funds, earning interest</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and explain the logic of systems and subsystems</b> <ul style="list-style-type: none"> <li>– analyse the role of human and physical resources in a business system e.g. research the subsystems in a local business</li> <li>– identify how subsystems work together within a business system e.g. illustrate how departments within a large retail organisation interact</li> <li>– generate a flow chart to identify the logic of a system e.g. represent the flow of information across departments</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>structures</b> <ul style="list-style-type: none"> <li>– how components within the systems interact with each other e.g. circular flow of income and expenditure model and the sectors within the model</li> </ul> </li> <li>• <b>controls</b> <ul style="list-style-type: none"> <li>– role of controls in modifying inputs, processes, outputs</li> <li>– organisations establish structures to allocate, coordinate and control the work and responsibilities of individuals and groups in the organisation</li> <li>– internal controls, regulations and laws control the operation of systems and subsystems e.g. workplace health and safety, licensing, industrial relations, copyright</li> </ul> </li> <li>• <b>management</b> <ul style="list-style-type: none"> <li>– structures and controls within systems can be managed to optimise outputs e.g. electronic accounting for goods and services</li> <li>– government policy and regulations to ensure functioning of market</li> <li>– effective and efficient use of an organisation’s human and physical resources to achieve the organisation’s objectives</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>explain structures, controls and management</b> <ul style="list-style-type: none"> <li>– investigate a system or subsystem and identify the structures, controls and management e.g. workplace health and safety</li> <li>– compare the advantages and disadvantages of different controls e.g. different employment agreements that regulate workers’ conditions</li> <li>– describe the role of human resource management in managing a workplace</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>principles underlying complex systems</b> <ul style="list-style-type: none"> <li>– reasons some businesses and economies operate as complex systems e.g. size, variety of goods and services produced, range of geographic locations, work force characteristics, education and training, degree of competition, degree of specialisation, technology, theoretical underpinnings</li> <li>– complex systems need to work to agreed principles for effective operation e.g. transparency, values, accountability, profitability, social and ethical responsibilities</li> <li>– how complex systems are maintained and managed e.g. research and development, feedback and evaluation, quality assurance procedures, mission statements, appropriate management styles</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>explain principles underlying complex systems</b> <ul style="list-style-type: none"> <li>– identify and explain the relationships between component parts of complex systems</li> <li>– analyse how the structures, control and management within a system affect its operation e.g. develop a case study of an ecotourist resort</li> <li>– investigate the principles that guide decision making in a particular business e.g. ethically oriented cosmetic company</li> </ul> </li> </ul>

<b>Business and Economic Systems</b>		
<p><b>BE 4.3</b> Students explain how individuals, groups and societies allocate their scarce resources to meet their unlimited needs and wants.</p>	<p><b>BE 5.3</b> Students investigate markets to determine the relationships between supply and demand, buyers, sellers and their influence on prices.</p>	<p><b>BE 6.3</b> Students describe the global impacts of production and marketing and propose strategies to manage these impacts.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>resource allocation</b> <ul style="list-style-type: none"> <li>– resources are limited e.g. land, equipment, buildings, labour</li> <li>– needs and wants are unlimited and decisions are made about how to allocate resources e.g. choices are made to have some things and go without others</li> <li>– governments and societies also experience scarcity because wants exceed available resources</li> </ul> </li> <li>• <b>how individuals, groups and societies meet needs and wants</b> <ul style="list-style-type: none"> <li>– needs and wants are satisfied by the exchange of goods and services</li> <li>– individuals and groups use decision-making processes to make choices and allocate resources</li> <li>– governments and societies make decisions within an economic framework</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>explain how individuals, groups and societies allocate their scarce resources</b> <ul style="list-style-type: none"> <li>– identify types of resources</li> <li>– compare and contrast needs and wants of different people</li> <li>– identify factors that influence the allocation of resources e.g. access to resources, values, availability</li> <li>– investigate situations where resources are allocated to satisfy needs and wants e.g. construct personal budgets to illustrate how money may be allocated to acquire goods and services</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>markets</b> <ul style="list-style-type: none"> <li>– interaction of buyers and sellers</li> <li>– consumers buy goods and services from domestic and international markets</li> <li>– producers develop goods and services for domestic and international markets</li> <li>– level of competition in a market is influenced by the buyers and sellers</li> </ul> </li> <li>• <b>how supply and demand, and buyers and sellers, influence prices</b> <ul style="list-style-type: none"> <li>– shortage of goods or services may cause price increases and surplus goods may result in lower prices</li> <li>– decision making by buyers and sellers determines prices e.g. consumer preferences, technology, taxation, boycotts</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>investigate markets</b> <ul style="list-style-type: none"> <li>– research local markets and analyse the decisions buyers and sellers make when interacting in the marketplace e.g. lowest price, quality, meeting consumer needs and expectations, origin of product, producer’s reputation</li> <li>– observe and record price changes over a period of time e.g. prices of fruit and vegetables, petrol, clothing</li> <li>– identify factors contributing to a shortage or surplus of goods and services</li> </ul> </li> <li>• <b>analyse the relationships between supply and demand, buyers, sellers and their influence on prices</b> <ul style="list-style-type: none"> <li>– compare strategies for face to face shopping with online shopping</li> <li>– identify strategies used by producers to persuade consumers to buy goods and services e.g. advertising</li> <li>– examine how decisions by consumers influence the types of goods and services produced</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>production and marketing</b> <ul style="list-style-type: none"> <li>– factors enhancing global markets e.g. developments in transport and information communication technologies, de-regulation of international markets</li> <li>– structure of transnational corporations facilitates buying and selling on a global scale</li> </ul> </li> <li>• <b>impacts of production and marketing</b> <ul style="list-style-type: none"> <li>– globalisation impacts on different individuals and groups in different ways</li> <li>– positive impacts e.g. greater diversity of goods and services, increased efficiency in the production and distribution of goods and services, wider employment opportunities for some people</li> <li>– negative impacts e.g. unemployment, change in nature of local businesses, development of consumer cultures, ‘haves’ and ‘have nots’,</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>describe the impacts</b> <ul style="list-style-type: none"> <li>– investigate the impacts of globalisation on individuals, groups and communities</li> <li>– analyse the loyalties different business organisations have to shareholders, local community, nation, state, environment, work force</li> <li>– survey consumers at a local supermarket to determine attitudes to the range of goods produced globally, types of packaging, consistency and detail of labelling information</li> </ul> </li> <li>• <b>propose strategies</b> <ul style="list-style-type: none"> <li>– investigate how potential export markets utilise government export grants and support</li> <li>– devise marketing strategies that are relevant to local as well as global markets</li> <li>– develop economic production forecasts to predict the positive and negative impacts</li> </ul> </li> </ul>

<b>Business and Economic Systems</b>		
<p><b>BE 4.4</b> Students explain consumer rights and responsibilities in obtaining products and services.</p>	<p><b>BE 5.4</b> Students devise strategies to act in informed and responsible ways to obtain products and services in a range of business and economic contexts.</p>	<p><b>BE 6.4</b> Students evaluate the effectiveness of regulatory bodies in resolving business and economic issues.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>consumer rights and responsibilities</b></li> <li>– rights as described in laws and regulations e.g. faulty or unsafe goods, warranty, misleading advertising, negligence in the provision of services</li> <li>– responsibilities e.g. financial, legal, environmental</li> <li>– consumer support services e.g. legal aid, offices of fair trading, residential tenancies bond authorities, Australian Competition and Consumer Commission</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>explain rights and responsibilities</b></li> <li>– use graphic and written modes to describe the rights and responsibilities of consumers</li> <li>– develop case studies to describe the role of consumers and producers when buying and selling goods and services</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>informed and responsible ways to obtain products and services</b></li> <li>– relevant sources of information e.g. consumer groups and publications, buyers' guides, environment groups, social issues groups, special interest groups, governments</li> <li>– criteria to compare similar products and services to make informed decisions</li> <li>• <b>range of business and economic contexts</b></li> <li>– purchase of goods and services e.g. retail purchase, financial and contractual arrangements (employment, tenancy, hire)</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>devise strategies to act in informed and responsible ways</b></li> <li>– participate in roleplays involving the acquisition of goods or services</li> <li>– accurately complete and interpret documentation e.g. rental agreements, lay-by conditions</li> <li>– select the most effective strategies when obtaining goods and services, and resolving disputes e.g. roleplay the resolution of a conflict between a buyer and a seller</li> <li>– develop brochures, posters or web pages to illustrate effective negotiation strategies</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>– <b>regulatory bodies</b> e.g. shareholders, internal managers, investors, employees, community advocacy groups, Australian Consumers' Association, business organisations, unions, government (Australian Competition and Consumer Commission, Australian Taxation Office, Department of the Treasury, Australian Customs Service, offices of fair trading, courts and tribunals)</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate the effectiveness of regulatory bodies</b></li> <li>– investigate case studies of regulatory responses in business and economic contexts and make decisions about the effectiveness of the responses</li> <li>– research the regulatory powers of a particular body and develop a scenario as a problem to be solved e.g. purchase of faulty goods, the activities of a manufacturing company</li> </ul>

<b>Information Procedures</b>		
<p><b>IP 4.1</b> Students analyse sources and forms of information and match these to the requirements of design challenges. (Tech INF 4.1)</p>	<p><b>IP 5.1</b> Students explain how changes to sources, forms and management of information affect design and production decisions. (Tech INF 5.1)</p>	<p><b>IP 6.1</b> Students analyse issues related to the ownership and control of information in societies. (Tech INF 6.1)</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>sources of information</b> <ul style="list-style-type: none"> <li>– different sources of information e.g. bank accounts, reports, customer details, clients, past business records, cheque butts, business prospectuses, receipts, invoices, business registration details</li> <li>– how the source of information affects reliability, credibility, currency, bias</li> </ul> </li> <li>• <b>forms of information</b> <ul style="list-style-type: none"> <li>– how information is presented e.g. secured internet sites, web pages, brochures, multimedia</li> <li>– how the form of information affects communication and use</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse sources and forms of information</b> <ul style="list-style-type: none"> <li>– compare and contrast different sources and forms of information</li> <li>– identify what makes different forms of information suitable for particular purposes e.g. how business documents are constructed and presented</li> </ul> </li> <li>• <b>match sources and forms of information to design challenges</b> <ul style="list-style-type: none"> <li>– consider the requirements of the design challenges</li> <li>– select sources and forms of information to meet these requirements e.g. design simple spreadsheets to match personal budget requirements, design posters to promote school events</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>changes to sources, forms and management</b> <ul style="list-style-type: none"> <li>– reasons for change e.g. technological developments, changes in public policy, societal values, accessibility to equipment</li> <li>– changes e.g. accessibility to and volume of information, privacy issues, digital forms, e-commerce, SMS</li> <li>– how changes affect design and production decisions e.g. email with attachments can be used to present and transmit information, protection of intellectual property, online security systems</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>explain how changes affect design and production decisions</b> <ul style="list-style-type: none"> <li>– identify changes to the sources, forms and management of information used in business contexts</li> <li>– describe reasons for the changes e.g. paper-based marketing to web marketing</li> <li>– compare systems of information management and evaluate their effectiveness</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>issues related to ownership and control of information</b> <ul style="list-style-type: none"> <li>– who controls information e.g. Who has access and who is denied access? Who decides when and how information is presented?</li> <li>– reasons for the control of information e.g. security, privacy</li> <li>– how information can be manipulated e.g. statistical information interpreted to support both sides of an issue</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse issues</b> <ul style="list-style-type: none"> <li>– explain how the manipulation and control of information can affect society e.g. manipulation of accounting information controls who is affected by failures of large corporations, concentrated ownership of media outlets limits the opinions being presented</li> <li>– compare contemporary information systems with those of the past e.g. record-keeping systems and internal office communication systems</li> </ul> </li> </ul>

<b>Information Procedures</b>		
<p><b>IP 4.2</b> Students investigate methods and purposes of information management and use procedures to manage information.</p>	<p><b>IP 5.2</b> Students analyse and evaluate the methods used to manage information.</p>	<p><b>IP 6.2</b> Students evaluate a plan or policy to judge the effectiveness of information management in an organisation.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>information management</b> <ul style="list-style-type: none"> <li>– types of information e.g. personal, financial, educational</li> <li>– reasons for managing information/records e.g. accountability, ease of access, business/financial planning</li> </ul> </li> <li>• <b>procedures</b> <ul style="list-style-type: none"> <li>– accessing information from internet and storing sites in folders</li> <li>– developing directories/folders for storing electronic information</li> <li>– storing personal data on CD or DVD</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>investigate methods and purposes</b> <ul style="list-style-type: none"> <li>– compare different methods of storing, accessing and organising information e.g. prepare a budget using different methods, record and manage a sporting club's results and awards</li> <li>– use handwritten or electronic methods to record and store information e.g. share portfolio performance</li> </ul> </li> <li>• <b>use procedures</b> <ul style="list-style-type: none"> <li>– complete records with supporting documentation e.g. prepare budgets, monthly bank reconciliations</li> <li>– access stored information e.g. via internet or telephone</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>methods used to manage information</b> <ul style="list-style-type: none"> <li>– handwritten systems</li> <li>– electronic systems e.g. spreadsheets, postage books, transfers</li> <li>– advantages and disadvantages of methods</li> </ul> </li> <li>• <b>information to be managed</b> <ul style="list-style-type: none"> <li>– personal e.g. banking, budgeting, share portfolio</li> <li>– organisational e.g. records, databases</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse and evaluate the methods used</b> <ul style="list-style-type: none"> <li>– examine simple cash records e.g. of a community group, small to medium enterprises</li> <li>– compare income and expenditure records e.g. of two small businesses</li> <li>– compare annual reports e.g. of two government departments or government business enterprises</li> <li>– investigate the success of records of membership e.g. databases</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>plans and policies</b> <ul style="list-style-type: none"> <li>– ways to present information e.g. minutes of meeting, financial reports, annual reports, proposals, graphs, charts, memorandums</li> </ul> </li> <li>• <b>effective information management</b> <ul style="list-style-type: none"> <li>– accuracy, currency and comprehensiveness of information e.g. lists or databases of products, services, customers, clients or members</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate a plan or policy</b> <ul style="list-style-type: none"> <li>– identify and analyse the needs and wants of customers, clients or members</li> <li>– access records and make judgments about the information</li> <li>– propose strategies to improve operations</li> <li>– present findings and proposals</li> </ul> </li> </ul>

<b>Information Procedures</b>		
<p><b>IP 4.3</b> Students identify types of source documents and classify accounts to prepare financial records.</p> <p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>source documents</b> <ul style="list-style-type: none"> <li>– types of documents e.g. purchase orders, tax invoices, cheques, receipts, petty cash records</li> <li>– components of various documents e.g. supplier’s name, quantity and description of goods, amount, payment procedures, GST, discount details, date</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>classify accounts</b> <ul style="list-style-type: none"> <li>– complete a variety of business documents e.g. record transactions that are processed manually or electronically, complete simple petty cash books and vouchers, write cheques and receipts for transactions, complete tax invoices and adjustment notes</li> <li>– record and analyse simple cash records for small organisations</li> <li>– prepare simple balance sheets</li> </ul> </li> </ul>	<p><b>IP 5.3</b> Students apply accounting principles to record transactions and prepare simple financial reports.</p> <p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>accounting principles</b> <ul style="list-style-type: none"> <li>– accounting equation</li> <li>– accounting methods and controls used to check records for errors e.g. trial balances, bank reconciliations, stock cards, physical stock takes</li> <li>– double entry</li> </ul> </li> <li>• <b>simple financial reports</b> <ul style="list-style-type: none"> <li>– purposes of business reports e.g. to report, accountability, compliance</li> <li>– types of business reports e.g. profit and loss statements, balance sheets, bank statements, cash receipts, payments summaries, payrolls, BAS</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>record transactions</b> <ul style="list-style-type: none"> <li>– update inventory details e.g. stock cards</li> <li>– complete a set of journals and ledgers</li> </ul> </li> <li>• <b>prepare simple financial reports</b> e.g. income statement (profit and loss statement), balance sheets, a simple BAS with GST received, GST paid and net result</li> </ul>	<p><b>IP 6.3</b> Students complete and analyse financial records and make recommendations for future operations.</p> <p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>financial records</b> <ul style="list-style-type: none"> <li>– financial factors influence business decisions e.g. pricing levels, interest rates, competition, share markets</li> <li>– non-financial factors influence business decisions e.g. legal requirements, new or declining markets, new technologies, government policies</li> <li>– purposes of reporting e.g. shareholder interest, boards of trustees, improvements in business practices</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>complete and analyse records</b> <ul style="list-style-type: none"> <li>– record transactions and process either manually or electronically</li> <li>– analyse statistics, business reports and other information</li> <li>– investigate changes in local communities that could impact on business organisations and expected profits</li> <li>– analyse how external influences affect decisions e.g. increased wages, longer shopping hours, restricted parking</li> </ul> </li> <li>• <b>make recommendations for future operations</b> <ul style="list-style-type: none"> <li>– use a report genre to frame and communicate recommendations</li> <li>– use models of business reports to develop recommendations for a particular context</li> <li>– develop a futures wheel that communicates causes and consequences</li> </ul> </li> </ul>

<b>Information Procedures</b>		
<p><b>IP 4.4</b> Students apply techniques for transforming and transmitting information for different audiences. (Tech INF 4.2)</p>	<p><b>IP 5.4</b> Students compare and select techniques for processing, managing and presenting information for specific users. (Tech INF 5.2)</p>	<p><b>IP 6.4</b> Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications. (Tech INF 6.2)</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>techniques for transforming information</b> e.g. PowerPoint, web pages, multimedia, graphical images and diagrams</li> <li>• <b>techniques for transmitting information</b> e.g. emails and attachments, memos, information statements, press releases, websites, posters, faxes</li> <li>• <b>audiences</b> e.g. self, clients, financial advisers</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>apply techniques for transforming and transmitting information</b></li> <li>– identify audience needs e.g. interview clients or target audiences</li> <li>– consider which techniques match the audiences' needs e.g. communicate business plans, develop electronic brochures, develop online surveys and email as attachments</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>techniques to process, manage and present information</b></li> <li>– written, oral or numeric information can be represented graphically</li> <li>– management of information involves storage and retrieval e.g. electronically, manually</li> <li>– the ways information can be manipulated to enhance its appearance e.g. colours, fonts, importing images</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>compare and select techniques</b></li> <li>– identify the needs of specific users</li> <li>– analyse the advantages and disadvantages of different techniques</li> <li>– select techniques to meet the needs of specific users</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>specialised techniques</b></li> <li>– ways to manage, organise and present information e.g. development of online ordering forms that allow integration with databases</li> <li>• <b>detailed specifications</b></li> <li>– techniques are determined by specifications e.g. publishing of information in documents may be determined by printing costs and templates</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>use specialised techniques</b></li> <li>– identify and use techniques that match detailed specifications e.g. create folios of marketing materials using appropriate software, develop web pages incorporating images to promote local enterprises</li> </ul>

<b>Enterprise and Ventures*</b>		
<p><b>EV 4.1</b> Students investigate examples of people or groups acting in enterprising ways and consider the impact of enterprising activity on individuals, businesses or communities.</p>	<p><b>EV 5.1</b> Students analyse a range of enterprises and ventures, and identify the common personal attributes and skills needed to be a successful entrepreneur.</p>	<p><b>EV 6.1</b> Students identify opportunities in a marketplace where enterprising behaviour could be used to generate positive outcomes.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>nature of enterprise</b> <ul style="list-style-type: none"> <li>– characteristics of entrepreneurs</li> <li>– motives of entrepreneurs e.g. profit, community interest</li> <li>– roles of entrepreneurial people and groups e.g. invent a new product, start a new business, expand existing business, raise funds, create employment</li> </ul> </li> <li>• <b>impact of enterprising activity</b> <ul style="list-style-type: none"> <li>– individuals e.g. self-employment, self-fulfilment</li> <li>– business e.g. employ others, profits, innovative ideas, new products, increased markets such as exports</li> <li>– communities e.g. improve living standards</li> <li>– protection of the environment</li> <li>– provision of facilities</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>investigate enterprising people and groups</b> <ul style="list-style-type: none"> <li>– describe the characteristics of successful entrepreneurs e.g. analyse case studies of well-known entrepreneurs</li> <li>– field trip to a successful small business and identify roles e.g. management, production, human resources, marketing</li> </ul> </li> <li>• <b>evaluate the impact of enterprising activity</b> <ul style="list-style-type: none"> <li>– interview community entrepreneurs to discover how they contribute to the community</li> <li>– investigate entrepreneurs and identify characteristics that may have made them successful</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>skills and attributes needed to be a successful entrepreneur</b> e.g. record keeping, marketing, management, leadership, communication skills, risk management, creativity, working independently and in teams</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse the skills entrepreneurs use</b> e.g. strategies to lead others, manage risks, work in teams, keep records and communicate</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>opportunities in the marketplace</b> <ul style="list-style-type: none"> <li>– opportunities for enterprising action in the local community e.g. identifying a specific need</li> <li>– restrictions on enterprising activity e.g. ethics, economic and environmental regulations</li> <li>– organisations that provide advice on opportunities and restrictions</li> <li>– features of different markets e.g. local, national, global communities</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify opportunities in the marketplace</b> <ul style="list-style-type: none"> <li>– analyse the potential impact of a specific entrepreneurial activity e.g. short- and long-term impacts such as financial, environmental, social</li> <li>– examine case studies that use alternative forms of action to generate positive outcomes</li> <li>– compare how local and global businesses maximise opportunities</li> </ul> </li> </ul>

\* Students use the learning outcomes from the Technology Practice strand, as described in the *Years 1 to 10 Technology Syllabus*, in the context of business education.

<b>Enterprise and Ventures*</b>		
<p><b>EV 4.2</b> Students use consultative methods to gather knowledge, ideas and data when researching alternatives within design challenges. (Tech TP 4.1)</p>	<p><b>EV 5.2</b> Students analyse links between the knowledge, ideas and data gathered to meet design challenges, and the design and development of new and improved products. (Tech TP 5.1)</p>	<p><b>EV 6.2</b> Students formulate detailed plans for gathering knowledge, ideas and data and validate choices of information, sources and methods. (Tech TP 6.1)</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>consultative methods</b> e.g. interviews, surveys, discussions, focus groups, questionnaires, online community discussions, teleconferences, meetings, professional advice</li> <li>• <b>alternatives within design challenges</b> <ul style="list-style-type: none"> <li>– ideas, options</li> <li>– advantages and disadvantages of particular ideas and options</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>use consultative methods</b> <ul style="list-style-type: none"> <li>– gather information using various methods e.g. interview people who design similar products, survey people who will use the products, question people who can provide professional advice, discuss design options with others</li> <li>– use resources that specialists have developed to gather information e.g. internet, email or online communities, brochures, journals</li> </ul> </li> <li>• <b>research alternatives within design challenges</b> <ul style="list-style-type: none"> <li>– analyse and compare ideas and information gathered through consultation</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>links between information gathered and the design and development of products</b> <ul style="list-style-type: none"> <li>– knowledge, ideas and data inform development of products e.g. data about potential users</li> <li>– new materials, products, techniques e.g. accounting packages for small enterprises</li> <li>– ways of developing products to meet new or emerging needs</li> </ul> </li> <li>• <b>ways to analyse links between information gathered and the development of products</b> <ul style="list-style-type: none"> <li>– identify the knowledge, ideas and data that are reflected in the design and development of products and those that are not reflected</li> <li>– consider how well the product design and development match the knowledge, ideas and data gathered e.g. conduct SWOT and PMI analyses</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse the links between information and the development of products</b> <ul style="list-style-type: none"> <li>– analyse how information about the users’ needs influences the development of new products</li> <li>– survey groups of people in a particular community to determine their needs and wants e.g. define a range of products which could be provided by the school’s business section</li> <li>– consult with people who design products to discover how their knowledge of the needs of the community affects their design work</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>detailed plans for gathering knowledge, ideas and data</b> <ul style="list-style-type: none"> <li>– information from a range of sources enhances accuracy and reliability</li> <li>– detailed plans may identify possible sources of information, methods of collecting data and timelines for gathering information</li> </ul> </li> <li>• <b>ways to validate choices of information, sources and methods used to gather information</b> <ul style="list-style-type: none"> <li>– consult experts about the validity of information gathered and the methods used</li> <li>– investigate the reliability of the source e.g. Who has produced the data? What qualifications does the group hold?</li> <li>– cross-reference with information gathered from other sources</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>formulate detailed plans for gathering knowledge, ideas and data</b> <ul style="list-style-type: none"> <li>– develop an action plan by identifying sources, collection methods, timelines</li> </ul> </li> <li>• <b>validate choices, sources and methods</b> <ul style="list-style-type: none"> <li>– evaluate the sources of data and the relevance to the design challenge</li> <li>– identify constraints that impact on the choice of sources and methods e.g. time, cost</li> <li>– provide evidence that the information is accurate, current and from a respected source</li> </ul> </li> </ul>

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<b>Enterprise and Ventures*</b>		
<p><b>EV 4.3</b> Students generate design ideas through consultation, and communicate these in detailed design proposals. (Tech TP 4.2)</p>	<p><b>EV 5.3</b> Students generate design ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected. (Tech TP 5.2)</p>	<p><b>EV 6.3</b> Students generate design ideas and communicate these in design proposals that indicate various options and incorporate management strategies. (Tech TP 6.2)</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>strategies that lead to the generation of design ideas</b> e.g. brainstorming, negotiations, discussions, gathering opinions about design proposals, detailed design proposals</li> <li>– communicate design ideas</li> <li>– provide background information about the design challenge, product purpose, intended users</li> <li>– show considerations of resources, timelines, product specifications, production procedures</li> <li>• <b>ways to communicate design ideas</b> e.g. annotated diagrams, written descriptions, models, prototypes, sketches, scale drawings</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>generate design ideas through consultation</b></li> <li>– consult with others to develop and refine ideas e.g. with a student team, end-users or other experts</li> <li>– consult with the teacher or other students to discuss alternative design proposals e.g. for a business enterprise</li> <li>– visit experts to discuss how they plan and design their projects</li> <li>• <b>communicate design ideas in detailed design proposals</b></li> <li>– select and use appropriate ways to communicate the details of design proposals</li> <li>– use annotated sketches to communicate ideas for a product</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>factors influencing the production of selected options</b></li> <li>– human and physical resources e.g. knowledge, time, skills, equipment, technical expertise, availability of materials</li> <li>– considerations of appropriateness e.g. aesthetics, culture, environment, function, social impact</li> <li>– economic factors e.g. cost, sustainability</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>generate and select design ideas</b></li> <li>– devise a range of options</li> <li>– analyse ideas and select the preferred options using strategies e.g. SWOT and PMI analyses</li> <li>– record consultations with clients/users to confirm that design ideas reflect needs and wants</li> <li>– identify impacts and consequences of different ideas</li> <li>– keep anecdotal records and notes of discussions</li> <li>– explain why a design idea was accepted or rejected</li> <li>• <b>communicate design proposals</b></li> <li>– develop written proposals, oral presentations, diagrams, visual presentations, folios</li> <li>– develop sketches, flow charts, drawings, plans, procedures</li> <li>– describe the materials required; methods of production or implementation; sequence of action</li> <li>– use correct and suitable symbols, graphics and language for the intended audience</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>options within design proposals</b></li> <li>– resources</li> <li>– production techniques</li> <li>• <b>management strategies</b></li> <li>– strategies to manage resources e.g. people, time, materials, equipment</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>incorporate management strategies</b></li> <li>– plan to minimise waste</li> <li>– prepare budgets</li> <li>– develop workable timelines by consulting team members</li> <li>– observe and refine workplace procedures</li> <li>– minimise negative impacts of particular practices e.g. negative impacts on the environment</li> <li>– formulate checklists to ensure that the processes used are appropriate e.g. workplace health and safety</li> </ul>

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<b>Enterprise and Ventures*</b>		
<p><b>EV 4.4</b> Students identify and make use of the practical expertise of others when following production procedures to make products for specific users. (Tech TP 4.3)</p>	<p><b>EV 5.4</b> Students meet predetermined standards as they follow production procedures to make quality products. (Tech TP 5.3)</p>	<p><b>EV 6.4</b> Students negotiate and refine production procedures in making quality products that meet detailed specifications. (Tech TP 6.3)</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>practical expertise of others</b> <ul style="list-style-type: none"> <li>– people with specialised knowledge or equipment</li> <li>– research techniques</li> <li>– documentation of the designs and processes of others</li> </ul> </li> <li>• <b>specific users</b> <ul style="list-style-type: none"> <li>– identified individuals or groups for whom the product will meet a need/desire</li> <li>– demographic description of a target group by features such as age, gender, occupation e.g. self-employed, generation X/Y, professionals, self-funded retirees, adolescent girls</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and make use of practical expertise of others</b> <ul style="list-style-type: none"> <li>– identify individuals and groups in the community with expertise</li> <li>– consult people with practical expertise</li> <li>– seek assistance from experts about procedures</li> <li>– observe experts at work</li> <li>– engage mentors for skill development</li> <li>– request feedback and advice</li> </ul> </li> <li>• <b>follow production procedures to make products for specific users</b> <ul style="list-style-type: none"> <li>– follow production procedures as detailed in the design proposals</li> <li>– integrate points for feedback from users</li> <li>– organise market research/test groups</li> <li>– meet product specifications as detailed in the design proposals</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>predetermined standards</b> <ul style="list-style-type: none"> <li>– design briefs or proposals</li> <li>– client specifications</li> <li>– government standards</li> <li>– industrial and commercial standards of quality and performance</li> <li>– desired effects e.g. aesthetic appeal, innovation, cost effectiveness</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>follow production procedures</b> <ul style="list-style-type: none"> <li>– implement design and production steps</li> <li>– manage resources within constraints e.g. finances, equipment, time</li> </ul> </li> <li>• <b>make quality products that meet predetermined standards</b> <ul style="list-style-type: none"> <li>– identify the predetermined standards or client specifications e.g. functionality, authenticity</li> <li>– monitor procedures to reflect standards and modify procedures if required</li> <li>– create aesthetic appeal e.g. visual design elements and use of colour</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>reasons to negotiate and refine production procedures</b> <ul style="list-style-type: none"> <li>– minimise waste</li> <li>– enhance product quality</li> <li>– meet timelines and budget requirements</li> <li>– accommodate unforeseen circumstances</li> </ul> </li> <li>• <b>ways to negotiate and refine production procedures</b> <ul style="list-style-type: none"> <li>– team consultation and feedback</li> <li>– trials of production procedures</li> <li>– timelines for production</li> <li>– processes that streamline the production</li> <li>– production can be systematised by breaking it into stages</li> <li>– products may be modified to allow different or more simple methods of manufacture</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>negotiate and refine production procedures</b> <ul style="list-style-type: none"> <li>– consult and negotiate with others to refine production procedures in progress</li> <li>– identify and implement alternative production procedures to solve problems as the plan is implemented</li> </ul> </li> <li>• <b>make quality products that meet detailed specifications</b> <ul style="list-style-type: none"> <li>– identify the specifications required in design proposals</li> <li>– implement production procedures to meet these specifications</li> <li>– achieve accuracy, quality</li> </ul> </li> </ul>

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<b>Enterprise and Ventures*</b>		
<p><b>EV 4.5</b> Students gather feedback to gauge how well their design ideas and processes meet design challenges, and how effectively products meet the needs of specific users. (Tech TP 4.4)</p>	<p><b>EV 5.5</b> Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements. (Tech TP 5.4)</p>	<p><b>EV 6.5</b> Students identify methods for evaluating commercial or industrial products and processes, and use these to judge the appropriateness of their own processes and products. (Tech TP 6.4)</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>how to gather feedback</b> e.g. simple surveys, interviews, product comparisons, people’s reactions to a product, team members’ critiques, self-reflection, observations</li> <li>• <b>how to develop tools for gathering and interpreting feedback</b> <ul style="list-style-type: none"> <li>– open or closed questions</li> <li>– compilation and interpretation of data</li> <li>– collate data and identify key messages e.g. record data in tables, calculate percentages, graph data</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>gather feedback about design ideas, processes or products</b> <ul style="list-style-type: none"> <li>– develop a list of criteria to measure the effectiveness of their design e.g. cost of production, quality of the product or enterprise, conditions of production, profitability, management of resources</li> <li>– gauge how well design ideas, processes and products meet design challenges</li> <li>– gauge how effectively products meet the needs of specific users</li> <li>– analyse if resources could have been better invested in a different enterprise</li> <li>– survey the rest of the class, or another class, about the success or otherwise of the enterprise or product</li> <li>– write a brief report comparing the final product or the outcome of the enterprise with the plan</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>how to use predetermined criteria to modify or improve processes and products</b> <ul style="list-style-type: none"> <li>– strengths and weaknesses of a process or product in relation to the criteria</li> <li>– recommendations for change on the basis of the criteria</li> <li>– similarities and differences between the design ideas and the final processes and products</li> <li>– determining how well users’ needs are met</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>use predetermined criteria</b> <ul style="list-style-type: none"> <li>– identify the criteria</li> <li>– use criteria established by the teacher or others</li> <li>– generate criteria to test their processes, products or services</li> <li>– devise criteria for the purpose of judging and improving documentation</li> <li>– devise criteria for improving production methods and product performance</li> </ul> </li> <li>• <b>judge how well the processes or products match the criteria</b> <ul style="list-style-type: none"> <li>– rate the product</li> <li>– describe strengths and weaknesses of processes</li> <li>– carry out product tests</li> <li>– conduct market research</li> <li>– consider a range of ways to evaluate their designs and recognise that the most appropriate design depends on the criteria used to develop the design</li> </ul> </li> <li>• <b>use judgments to make recommendations for changes</b> <ul style="list-style-type: none"> <li>– modify a part of a process that could be strengthened</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>methods for evaluating commercial or industrial products and processes</b> <ul style="list-style-type: none"> <li>– product tests and trials</li> <li>– interviews with users</li> <li>– market research e.g. telemarketing, surveys, focus groups</li> <li>– consultations with experts</li> <li>– independent evaluations</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify methods for evaluating</b> <ul style="list-style-type: none"> <li>– select and use methods e.g. for reliability, feasibility</li> <li>– validate methods for evaluating their own products and processes</li> </ul> </li> <li>• <b>make judgments about the appropriateness of their own processes and products using data gathered</b> <ul style="list-style-type: none"> <li>– decide if the processes for conceptualising and making the products have achieved the goals</li> <li>– analyse the data collected during evaluations and draw conclusions about the success of the products</li> <li>– make judgments in devising evaluation criteria in relation to aesthetics, culture, economics, environment, ethics, function, society</li> <li>– ask advice from experts, parents/carers, teachers about documentation, production methods and product performance</li> <li>– compare their documentation, production processes or product performances to those of commercial companies</li> <li>– use their own criteria to evaluate commercial companies’ documentation, production methods and product performance</li> </ul> </li> </ul>

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<b>Work Environments</b>		
<p><b>WE 4.1</b> Students compare the nature of paid, unpaid and voluntary work.</p>	<p><b>WE 5.1</b> Students analyse the rights and responsibilities of employers and employees.</p>	<p><b>WE 6.1</b> Students investigate the types of work forces needed to meet the demands of local, national or global work environments.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>paid work</b> <ul style="list-style-type: none"> <li>– legally binding, formal agreements between employers and employees</li> <li>– payment for work in required hours</li> <li>– legislative requirements</li> <li>– duty of care</li> <li>– health and safety</li> </ul> </li> <li>• <b>unpaid work</b> <ul style="list-style-type: none"> <li>– household work e.g. cooking</li> <li>– carer services</li> </ul> </li> <li>• <b>voluntary work</b> <ul style="list-style-type: none"> <li>– volunteers give unpaid help in the form of time, services or skills</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>compare paid, unpaid and voluntary work</b> <ul style="list-style-type: none"> <li>– organise a panel of speakers to gain opinions about why people choose paid and unpaid work e.g. benefits and disadvantages</li> <li>– investigate statistics to identify trends in paid and unpaid work</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>rights of employers</b> <ul style="list-style-type: none"> <li>– expect workers to follow codes of conduct, procedure manuals and adhere to responsibilities</li> </ul> </li> <li>• <b>responsibilities of employers</b> <ul style="list-style-type: none"> <li>– provide safe work environments, train staff, pay staff according to agreements, payment of wages, sick leave and other award entitlements, prevention of and strategies to address workplace bullying and discrimination</li> </ul> </li> <li>• <b>rights of employees</b> <ul style="list-style-type: none"> <li>– to be paid for work completed, fair and proper recruitment and selection procedures, workplace free from sexual harassment or unlawful discrimination, adherence to industrial relations legislation, the right to join a union</li> </ul> </li> <li>• <b>responsibilities of employees</b> <ul style="list-style-type: none"> <li>– to work required hours, arrive on time, good attendance record, follow occupational health and safety rules, follow reasonable and lawful instructions, do a fair day’s work for a fair day’s pay, behave on the job in a way that reflects well on the employer, co-workers and self</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse the rights and responsibilities of employers and employees.</b> <ul style="list-style-type: none"> <li>– visit workplaces to interview paid workers and employers</li> <li>– read a code of conduct and identify employer expectations</li> <li>– analyse video case studies of workplace practices and comment on expectations e.g. workplace discrimination</li> <li>– invite apprentices to explain their rights and responsibilities as paid workers</li> </ul> </li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>demands of local, national or global work environments</b> <ul style="list-style-type: none"> <li>– complex, fast-changing and competitive business and economic environment</li> <li>– managing relationships with customers, suppliers, partners, owners, colleagues and work forces that are culturally and geographically diverse</li> <li>– organisations that are structured and managed in new ways</li> </ul> </li> <li>• <b>types of work forces</b> <ul style="list-style-type: none"> <li>– ethnically, culturally and geographically diverse</li> <li>– transitory and competitive</li> <li>– well-educated, multi-skilled and increasing numbers of female participants</li> <li>– flexible and adaptable</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>investigate the types of work forces needed to meet demands in local, national or global environments</b> <ul style="list-style-type: none"> <li>– explore case studies of workplace environments to determine rights and responsibilities of employers and workers</li> <li>– analyse students’ work experiences in comparison to work practices of the past</li> <li>– investigate skills needed to prepare for work in the future</li> <li>– investigate the impact of unfair and poor working conditions on world communities</li> </ul> </li> </ul>

<b>Work Environments</b>		
<p><b>WE 4.2</b> Students describe past and present influences on workplace practices.</p>	<p><b>WE 5.2</b> Students investigate the changing nature of employer, employee, union and work-related groups in regulating business and work activity.</p>	<p><b>WE 6.2</b> Students predict the nature of work in the future, and the likely impact of changes on individuals and community groups.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>influences on workplace practices</b></li> <li>– past e.g. industrial revolution, the 8-hour day (1856), growth and decline of trade unionism, Commonwealth Court of Conciliation and Arbitration (<i>Commonwealth Conciliation and Arbitration Act 1904</i>), Harvester judgment (1907)</li> <li>– present e.g. Australian Industrial Relations Commission, enterprise bargaining, outsourced labour in a global economy, technological change including online communication and e-commerce, particular groups, companies and individuals that have influenced the development of workplace practices or cultures</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>describe influences on workplace practices</b></li> <li>– using ICTs, develop timelines that describe how particular people, groups and events have made differences to workplace practices</li> <li>– write newspaper articles on current workplace practices and make references to contemporary and historical influences</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>changing nature of work activity</b></li> <li>– characteristics of work activity e.g. technological advances, short timelines, rapid communication, short-term goals, short-term work arrangements</li> <li>– the way people at work interact has changed over time e.g. changes in leadership and management styles</li> <li>– documentation governing how groups at work interact has changed e.g. codes of conduct, workplace health and safety</li> <li>– trade unions have influenced how groups interact in the workplace</li> <li>– social justice principles apply to work environments</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>investigate the changing nature of groups in regulating business and work activity</b></li> <li>– identify skills required in changing work environments e.g. using ICTs</li> <li>– analyse case studies and identify strategies for managing change</li> <li>– interpret brochures, pamphlets and work-related documentation</li> <li>– interview guest speakers to determine the views of different workplace groups e.g. employers associations, trade unions, managers</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>the nature of work in the future</b></li> <li>– lifelong employment and corporate career ladders will diminish</li> <li>– job tenure will become less common for some groups of workers</li> <li>– non-standard employment will continue to rise e.g. part-time, temporary, casual and self-employed work</li> <li>– people’s need for flexibility will be one of the key drivers of part-time and self-employed work</li> <li>• <b>impact of changes on individuals and community groups</b></li> <li>– many people feel their jobs are less secure than in the past</li> <li>– some temporary and casual workers are more likely to suffer job insecurity, low pay and poor working conditions</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>predict the nature of work in the future and likely impact of changes</b></li> <li>– use futures ‘tools’ including timelines, futures wheels, space/time grids</li> <li>– use case studies of specific workplaces and industries to identify patterns of change</li> <li>– envision possible, probable and preferred options regarding the nature of work and make personal decisions based on the impacts</li> </ul>

<b>Work Environments</b>		
<p><b>WE 4.3</b> Students examine workplace practices and regulations required for safe and equitable environments.</p>	<p><b>WE 5.3</b> Students examine the nature of enterprise bargaining and identify the contractual differences for different types of work arrangements.</p>	<p><b>WE 6.3</b> Students identify unsafe and inequitable workplace practices and propose strategies to improve workplace conditions.</p>
<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>workplace practices and regulations for safe and equitable environments</b></li> <li>– state and Commonwealth legislation regulates workplace health and safety and other workplace activity e.g. <i>Workplace Health and Safety Act 1995, Anti-Discrimination Act 1991, Human Rights and Equal Opportunity Commission Act 1986, Freedom of Information Act 1982, Privacy Act 1998</i></li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>examine workplace practices and regulations</b></li> <li>– interpret sections of workplace legislation</li> <li>– survey level of satisfaction with safety or fair treatment at work and report findings</li> <li>– observe, identify and report on hazards in a work environment</li> <li>– analyse a video presentation related to safety or equity issues at work</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>nature of enterprise bargaining</b></li> <li>– negotiations</li> <li>– management</li> <li>– employees (union and non-union members)</li> <li>– limitations of agreements</li> <li>– types of agreements e.g. awards, trade-union negotiated agreements, private contracts</li> <li>– types of issues e.g. minimum standards to protect workers, right to negotiate and bargain</li> <li>• <b>contractual differences</b></li> <li>– work arrangements e.g. full time, part time, permanent, contract</li> <li>– benefit entitlements e.g. sick leave, holiday</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>examine the nature of enterprise bargaining</b></li> <li>– identify the purpose of enterprise bargaining and its impacts on workers</li> <li>– investigate power relationships when workplace agreements are negotiated</li> <li>– track media coverage of an industry’s enterprise bargaining experiences or industrial dispute</li> <li>– participate in a mock mediation session to determine fair working conditions</li> <li>• <b>identify the contractual differences for different types of work arrangements</b></li> <li>– interpret an award or a negotiated agreement to identify the rights and responsibilities agreed upon</li> <li>– investigate rights and responsibilities when employed as a casual worker, part time, full time or on trial/probation</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>• <b>unsafe and inequitable workplace practices</b> e.g. misleading job advertisements, unpaid trial work, mistreatment of apprentices and trainees, harassment, discrimination, unfair dismissal, misinformation on types of work arrangements</li> <li>• <b>strategies to improve conditions</b> e.g. reports to supervisors, documentation about workplace concerns, formal complaints or grievances, assistance from unions</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify unsafe and inequitable practices</b></li> <li>– examine workplace practices and regulations that demand safe and equitable environments</li> <li>– identify examples of unscrupulous workplace practices</li> <li>– interpret case studies to identify inequitable working arrangements</li> <li>• <b>propose strategies to improve workplace conditions</b></li> <li>– write a persuasive letter to propose improvements in working conditions</li> <li>– conduct a meeting to discuss a workplace health and safety issue and develop recommendations for improvements</li> <li>– roleplay the resolution of a workplace dispute between two employees and propose strategies to improve the workplace</li> </ul>

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