

# Business and Economics literature review

Senior syllabus redevelopment

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# Executive summary

## Syllabuses comprising the Business and Economics subject group

<b>Authority syllabuses</b>	<ul style="list-style-type: none"><li>• Accounting 2010</li><li>• Business Communication and Technologies 2012</li><li>• Business Management 2013</li><li>• Economics 2010</li><li>• Legal Studies 2013</li></ul>
<b>Authority-registered syllabuses</b>	<ul style="list-style-type: none"><li>• Business Studies 2014</li><li>• Tourism 2015</li></ul>
<b>VET qualifications</b> (Vocational education and training)	<ul style="list-style-type: none"><li>• BSB10115 Certificate I in Business</li><li>• BSB20115 Certificate II in Business</li><li>• BSB30115 Certificate III in Business</li><li>• SIT20112 Certificate II in Tourism</li><li>• SIT30112 Certificate III in Tourism</li></ul>

## Overview of methodology and findings

### Methodology

A qualitative methodology was used to establish key trends, themes and gaps from which recommendations emerged. A manual thematic analysis was undertaken for each of the subject group categories defined in the table above. The international jurisdictions were selected based on the reputations of Singapore and Finland as leaders in Business and Economics education, and New Zealand for its geographical proximity and exemplary direction provided for teachers.

### Findings

The findings are presented in relation to assessment and pedagogy followed by comments on the individual syllabuses in the subject group.

### Assessment

An emerging trend and significant finding is the growing use of external assessment both within Australian jurisdictions and internationally. Furthermore, where external assessment is in place, there is an accompanying body of information made available, to varying degrees, about the techniques used and the topics to be covered in addition to students being allowed to make choices about the questions they will answer from a selection provided. This allows greater flexibility to demonstrate knowledge in areas of strength. New South Wales is a good example of the personalisation of assessment through the provision of alternative questions. Victoria has 50% of assessment conducted externally. Western Australia adopts more frequent internal assessment that is also shorter than others are.

Internationally, Finland conducts all summative assessment after the completion of the course. It also uses formative observations and assessments throughout the subject, based on observations and non-written activities including self-assessment undertaken by students. Interestingly, students can ask to be exempt from attending instruction but still participate in instruction, and consideration is given for alternative methods for a student where one form may not be suitable for them. Core curriculums are measured by a pass or fail grade. In Singapore, the notable similarity is the range of choice provided in assessment. This trend is also evident in New Zealand, where there are both ongoing internal assessments with attributed credit and also final examinations which are conducted externally. Interestingly, papers are returned to students allowing them the opportunity to have marks reconsidered.

## **Pedagogy**

No one emerging trend was evident from the data; however some interesting and diverse methodologies were evident in other jurisdictions. In New South Wales, key competencies were evident, however, each syllabus had a priority focus, for example, employability skills are the focus in the Legal Studies syllabus. While clear direction is provided on the topics of study, expected outcomes and the competencies that drive the syllabus, less evident was the provision of pedagogical direction. Victoria provided strong pedagogical direction with 'Advice to teachers' in each syllabus which provided clear and deliverable activities for teachers to frame the syllabus upon. Of note was the integration of information and communication technology (ICT) across all the Victorian syllabuses. Western Australian pedagogy is driven by a series of general capabilities which explicitly lists the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century as: literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. In addition, Aboriginal and Torres Strait Islander histories and cultures, Asia and Sustainability feature as cross-curriculum priorities. The Business Management and Enterprise ATAR (Australian Tertiary Admission Rank) course developed by the Government of Western Australia School Curriculum and Standards Authority provides similar opportunity for Western Australian students to develop student capacity to be visionary in their thinking by demonstrating enterprising, innovation and creative capabilities.

Internationally, Finland is the least prescribed or assessment driven. What pedagogical direction that is provided is the importance of creating and supporting learning environments that are constructed and conducted by students themselves as independent learners and also collaboratively with peers. Individual learning styles are integrated into the learning opportunities and the design of the content. Singapore has a highly prescribed curriculum requiring and providing limited pedagogical information. Learning is organised through the inclusion of themes such as innovation and change, social and environmental responsibilities, information technology and ethical considerations. New Zealand provides clear and comprehensive pedagogical

direction before, during and after learning with an explicit integration and requirement for Indigenous perspectives.

## **Syllabuses in the subject group**

A brief summary of each Queensland syllabus in the subject group, together with some subject-specific recommendations follow.

### **Accounting Senior Syllabus 2010**

The Accounting Senior Syllabus 2010 offers teachers strong connection between teaching, learning and assessment. Increasing the pedagogical direction for teachers would improve this syllabus.

### **Business Communication and Technologies Senior Syllabus 2012**

The Business Communication and Technologies Senior Syllabus 2012 provides an overview of teaching, learning and assessment focuses. It is advised that further clarification be given in section 3.2 regarding the diverse range of pedagogies required to meet diverse student needs, to enhance their learning experiences and engage them in learning. More directly related pedagogical direction is recommended. In addition, given the overlap between this and other syllabuses, it may be considered for withdrawal.

### **Business Management Senior Syllabus 2013**

The Business Management Senior Syllabus 2013 provides the reader with overviews of the learning and assessment focus of the course. However, it lacks clarity in learning experiences and pedagogies appropriate for teaching the course. Further statements for teaching practices to meet the needs of disadvantaged groups through ensuring equitable access to educational programs and material resources for all students is imperative, as well as the inclusion of Aboriginal and Torres Strait Islander perspectives. It is advised that further clarification be given in section 3.2.5 regarding the diverse range of pedagogies needed to meet the diverse student needs to enhance their learning experiences and engage them in learning.

### **Economics Senior Syllabus 2010**

The Economics Senior Syllabus 2010 offers many strengths in its articulation of teaching, learning and assessment focuses for teachers of this subject. This syllabus provides the most detail around a pedagogical approach for teaching this subject through the inclusion of the inquiry process, however, this could be further expanded and built upon.

## Legal Studies Senior Syllabus 2013

The Legal Studies Senior Syllabus 2013 promotes the need of people to understand their legal rights and responsibilities. The inclusion of a detailed inquiry model in the legal studies context provides transparency in the pedagogical approach to teaching this subject.

## Business Studies Subject Area Syllabus 2014

The Business Studies Subject Area Syllabus (SAS) 2014 provides opportunities for students to experience business in a practical sense by developing knowledge, understanding and skills targeted for use in a range of business contexts. A potential strength of this program may be the utilisation of community connections in the teaching cycle. Appropriately utilised this opportunity will provide authentic, engaging and meaningful learning experiences beyond the school.

## Tourism Subject Area Syllabus 2014

The Tourism Subject Area Syllabus 2014 provides the opportunity for students to engage with one of the world's largest industries and explore the structure, scope and operation of sectors of travel, hospitality and visitor services. Given the tourism industry employs significant numbers of people across the various sectors the utilisation of community connections in the teaching cycle is a valuable experience for students.

## VET qualifications

All of the Business and Economics Vocational Education and Training (VET) qualifications — BSB10115 Certificate I in Business, BSB20115 Certificate II in Business, BSB30115 Certificate III in Business, SIT20112 Certificate II in Tourism and SIT30112 Certificate III in Tourism — require comprehensive syllabuses to be developed with consistencies with those above, including more direction of teaching and assessment aligned with employment-relevant content.

## Summary of recommendations

Overarching recommendations for all syllabuses include the following (syllabus-specific recommendations are found above):

- It is recommended that a portion of each syllabus is examined externally. Information regarding the topics and types of external assessment should be made explicitly available. (Recommendation 1). Provide clarity in relation to external assessment — the time, assessment techniques, number of questions and length of responses, and topics of study within each part of the test. (Recommendation 8).
- It is recommended that students studying VET qualifications are able to sit external assessment that contributes credit towards an ATAR (Australian Tertiary Admission Rank) score. (Recommendation 2).

- It is recommended that, as per the New Zealand syllabuses, greater explicit pedagogical information and teacher practices be provided and embedded within the syllabuses. This may include the integration of resources already available such as the P–12 Curriculum, Assessment and Reporting Framework. (Recommendation 3). Exemplars of pedagogy should be included to promote the extensive, well-documented evidence that exists about the kinds of teacher practices that consistently have a positive impact on student learning. (Recommendation 17). Each syllabus should include exemplars of pedagogical approaches that suit the subject area. Much like the Economics, Legal Studies and Tourism SAS syllabuses that have documented inquiry models, other subjects could include suggested models. These pedagogies need to focus on students working in teams and developing good interpersonal and communication skills, rather than an existing siloed and competitive structure. (Recommendation 5).
- As a matter of urgency, VET qualifications need to have developed syllabus-style documents that provide exemplar teaching and assessment strategies that may be utilised by schools. (Recommendation 6).
- Using New Zealand as a model, develop pedagogies that promote evidence-based practices within the classroom. This development will provide further alignment with the P–12 Curriculum, Assessment and Reporting Framework. (Recommendation 9).
- Consideration be given to the requirements of employers in the development of assessment. Existing assessment processes focus on subject achievement only, when employers are looking for details about students' abilities to engage in future focused skills. (Recommendation 7).
- In developing the scope of learning, consideration should be given to exploring university pathways that exist for each of the syllabuses. This exploration could highlight essential topics of study, as well as to help develop conceptual statements that clarify for teachers what is taught. (Recommendation 10).
- It is recommended that syllabuses continue to provide both core and elective topics of study. The opportunity provided through elective topics is to create more contextualised learning for groups of students. It is recommended, however, that a robust core be developed for each syllabus with reduced electives to ensure a consistent foundation of knowledge is taught across schools facilitating greater depth of the syllabuses (Recommendation 11). Priority needs to be given to the depth in all future revisions of syllabuses. The capacity of students to have a deep enough understanding of key concepts and principles and to apply these in unseen and unfamiliar contexts is essential. (Recommendation 12).
- Elements of the 21st century skills should be integrated into the standards matrixes of each syllabus and incorporated into the core content explicitly. (Recommendation 13).
- When developing information about teaching and learning activities, 21st century skills should be highlighted. (Recommendation 14). Statements about each of the future focus skills should



be included to provide advice and guidance about pedagogical practices.

(Recommendation 15). Explicit exemplars of how 21st century skills are embedded into topics of study through learning opportunities, activities and teacher practice including inquiry and questioning models, plus feedback would help provide clarification on skills to teach, and how these may be taught and modelled within the learning environment. (Recommendation 16).

- Consideration should be given to the removal of the Business Communication and Technologies syllabus due to the significant overlap presented across Business SAS and relevant VET qualifications from the Business Services training package. (Recommendation 4).

# 1 Subject group: Significant emerging trends

## 1.1 Assessment

A range of assessment trends were evidenced across the Business and Economics syllabuses from across the jurisdictions reviewed as part of this study.

Of great interest to QCAA may be the external assessment processes undertaken across other states. The most significant trend was the articulation of what would be externally assessed. Details given included the assessment technique and the topic of study. Indications of differentiated assessment practices are also noted. This has been achieved through opportunities for students to select from a range of questions when extended written responses are required. This choice allows the student to demonstrate their knowledge and understanding of a topic, as well as the course objectives.

Another emerging trend is the ability for students studying Vocational Education and Training qualifications being able to sit for an external assessment that contributes credit towards an ATAR score.

## 1.2 Pedagogical approaches

Details of the pedagogical approaches used to guide teaching within the Business and Economics area is limited. The research highlighted that an inquiry model was a common approach utilised not only in Queensland, but also in other Australian and international jurisdictions.

New Zealand provided significant documentation around pedagogies. Areas of focus are research based and include statements on creating supportive learning environments, encouraging reflective thought and action, enhancing relevance of new learning, facilitating shared learning, making connections to prior learning and experience, and providing sufficient opportunity to learn.

Within Queensland, it is noted that there are numerous policy documents that promote the value of pedagogy. For example, the P–12 Curriculum, Assessment and Reporting Framework that promotes differentiated and explicit teaching for all students through a range of pedagogical frameworks.

## Trends across jurisdictions

Jurisdiction	1.1 Assessment	1.2 Pedagogical approaches
<b>Australian jurisdictions</b>		
<b>NSW</b>	<p>While there are no significant trends in assessment techniques, an emerging trend is the differentiation or personalisation of assessment across subjects, especially within the Higher School Certificate (HSC) assessment where alternative questions are provided.</p> <p>One significant trend is the inclusion of HSC examinations in VET. For students who have completed the vocational course they may complete the assessment and can receive up to two units towards the calculation of their ATAR.</p> <p>External exams have the content areas explicitly listed, the types of questions used and examples of marks allocation enabling students to further focus their studies.</p>	<p>Each syllabus contains a section on key competencies to enhance student learning including: collecting, analysing and organising information, and communicating ideas and information, reflect core processes of business research and case studies and are explicit in the objectives and outcomes of the syllabus. Each syllabus identifies specific areas of focus, for example, Legal Studies emphasises employability skills of planning and organising, learning and communicating, problem solving, self-management and working in teams. While topics, outcomes and content of what students will learn to do and learn about in the unit is clear, the pedagogy is less explicit. Competencies are therefore assumed to frame the learning and teaching of the syllabuses.</p>
<b>Vic.</b>	<p>The significant emerging trend from the Victorian Curriculum and Assessment Authority (VCAA) study designs reviewed is the focus on the school assessed course work and paralleled end of year external examination (a significant 50% of the total assessment) published by VCAA.</p>	<p>The significant emerging educational trend in pedagogy in this curriculum is the focus on ICT throughout the units. In addition each unit provides an <i>Advice for Teachers</i> section with detailed examples of learning activities, which can be used to frame delivery and pedagogy. For example, in Small Business Management to explain generic characteristics and apply them to a range of businesses, teachers might have students construct an A3 concept map, or poster, illustrating elements from the macro and operating environments impacting on small business, and use media articles to illustrate these impacts.</p>
<b>WA</b>	<p>ATAR courses provided by the WACE appear to have shorter, more frequent tests that contribute to the overall grade allocation for a unit of work. For example, the two units of work in Year 11 Economics ATAR have twelve items of assessment across the year.</p>	<p>The significant emerging trend pedagogically is the use of the representation of general capabilities which explicitly lists the following as the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understand and intercultural understanding. In addition, cross-curriculum priorities are listed as Aboriginal and Torres Strait Islander histories and culture, Asia and Australian's engagement with Asia and sustainability. These frame the delivery of the unit content.</p>

Jurisdiction	1.1 Assessment	1.2 Pedagogical approaches
<b>International jurisdictions</b>		
<b>Finland</b>	Summative formal course assessment occurs only upon completion of the course. This assessment must be diverse and not based only on written tests but also based on continuous formative observations of students and their studies. With permission, students may be granted the opportunity to study without participating in instruction. Grading of core curriculum is marked with a pass or fail.	The pedagogy emphasises the students' own active knowledge construction processes. Upper secondary schools are expected to create environments where students will be able to set their own objectives and work independently and collaboratively. Classrooms must provide opportunities for students to test and find working methods suitable for their own learning making this a facilitator model.
<b>Singapore</b>	While no significantly different assessment techniques emerged, there is the provision for choice of the questions that can be attempted, and clearly outlined topics that will be assessed are provided. For example, in paper 2 of Principles of Accounting Section A, students are required to answer two compulsory questions, one of which will be elements of managerial accounting. Section B provides flexibility of choice as students answer only two of four questions.	Pedagogical aspects are not explicit in the curriculum. However, given the highly prescriptive nature of the syllabus content, educators are given clear guidelines of how to execute learning in the classroom. For example, the posting of journals to ledgers has two objectives where teacher practice is based on modelling, although this is not explicitly stated.
<b>NZ</b>	The significant emerging trend in the assessment is the use of ongoing internal assessments where credits are awarded. The credits contribute to their overall result with numerous ongoing assessments to progress through the levels, of which there are three. The National Certificate of Educational Assessment (NCEA) also has a component of external examinations where it is known as one of the only systems in the world to return the marked examination papers to students, which then allows them the opportunity to have marks reconsidered.	The most significant flavour across the NZ curriculum is the inclusion of Indigenous perspectives. There are significant components of each syllabus examining teaching approaches to learning that promote strategies to be used before, during and after learning.

### 1.3 Implications for the revision of Queensland syllabuses in the subject group

If there is an intent for there to be external assessment, it is important that information relating to the examination be included within the syllabuses. This could include the overall test time, the assessment techniques to be used and the topics to be covered within the test.

Consideration should also be given to the development of teaching practices that may be appropriate for the learning environment within the context of each subject. For example, the use of Anita Archer's model 'I Do, We Do, You Do' may be highly appropriate in the Accounting context. These types of descriptions are already supported within such syllabuses such as Economics, Legal Studies and Tourism.

## 1.4 Recommendations

### Recommendation 1

It is recommended that a portion of each syllabus is examined externally. Information regarding the topics and types of external assessment should be made explicitly available.

### Recommendation 2

It is recommended that students studying VET qualifications are able to sit external assessment that contributes credit towards an ATAR (Australian Tertiary Admission Rank) score.

### Recommendation 3

It is recommended that, as per the New Zealand syllabuses, greater explicit pedagogical information and teacher practices be provided and embedded within the syllabuses. This may include the integration of resources already available such as the P–12 Curriculum, Assessment and Reporting Framework.

## 2 Subjects in the group: Overview, comparison and connections

### 2.1 QCAA syllabuses and VET qualifications

There exist high levels of consistency between the various syllabuses. The syllabuses all provide clear overviews of what is to be taught and how it will be assessed. Each of the authority and authority-registered syllabuses describe the dimensions and objectives students are expected to develop over the four-semester course of study. While each syllabus has variances in the titles of each dimension, the underpinning learning is similar and develops both lower and higher order thinking skills.

Each syllabus clearly states how the course of study is to be developed (core and elective units). Further clarification of what is to be taught is provided throughout each syllabus through the inclusion of suggested subject matter. There are some statements regarding focuses such as ICT and Aboriginal and Torres Strait Islander perspectives. However, further detail around pedagogical approaches that best suit the subject are highly recommended.

Many of the syllabuses do function as a standalone learning area. However, it is noted that studies in areas of finance are consistent across Accounting, Business Management, Business Communication and Technologies and the Business Study Area Specification (SAS). In analysing these, a significant overlap exists between Accounting (ES9) and Business Management (Financial Management) where the analysis and interpretation of financial information is presented. The most significant overlap exists between Business Communication and Technologies and Authority-registered Business and Vocational Education and Training (VET) qualifications from the Business Services Training Package. Topics such as Workplace Health Safety and Sustainability, Organisation and Work Team, Managing Workplace Information, Financial Administration exist as either core or elective studies within the Business Services Training package. Some crossover also appears in units of study from Business SAS with the VET Business Services Training package including communication skills, financial literacy and business technology.

A key focus in the syllabuses is assessment. There is a significant focus on the different purposes of assessment. Information in all syllabuses published by QCAA along with the standards matrix provide details to assist teachers to make on-balance judgments about the quality of learning demonstrated against the achievement standards.

## 2.2 Recommendations

### Recommendation 4

Consideration should be given to the removal of the Business Communication and Technologies syllabus due to the significant overlap presented across Business SAS and relevant VET qualifications from the Business Services training package.

### Recommendation 5

Each syllabus should include exemplars of pedagogical approaches that suit the subject area. Much like Economics, Legal Studies and Tourism SAS have documented inquiry models, and other subjects could include suggested models. These pedagogies need to focus on students working in teams and developing good interpersonal and communication skills, rather than an existing siloed and competitive structure.

### Recommendation 6

As a matter of urgency, VET qualifications need to have developed syllabus-style documents that provide exemplar teaching and assessment strategies that may be utilised by schools.

### Recommendation 7

Consideration needs to be given to the requirements of employers in the development of assessment. Existing assessment processes focus on subject achievement only, when employers are looking for details about students' abilities to engage in future-focused skills.

## 2.3 Comparable syllabuses from selected Australian and international jurisdictions

In analysing the syllabuses from selected Australian and international jurisdictions there was disparity in presentation of teaching, learning and assessment focuses within the syllabuses. There does exist high levels of comparability between the Australian jurisdictions in relation to teaching, learning and assessment, however, in some international jurisdictions there is greater emphasis on the teaching and learning.

Across the selected Australian jurisdictions, each provided details of the aims and objectives of the course of study. This helps to define the knowledge, understanding and skills needed to demonstrate success against the achievement standards. Similar to the QCAA syllabuses, detail is provided by New South Wales, Victoria and Western Australia on the content and suggested learning experiences for students. This information is essential for teachers in initial planning and programming of teaching and learning activities.

In contrast, international syllabuses reviewed provided similar detail in aims and objectives. This continued into descriptions of what should be taught. Both Finland and Singapore provided minimal information on ‘the how’ of teaching. In contrast, New Zealand provided great detail in how to teach with a focus on a number of evidence-based practices to support the learning of students.

Assessment provided greater comparability between Queensland and other Australian jurisdictions. Each state syllabus reviewed provided details of the assessment techniques appropriate for the course. A number of states highlighted the external assessment component of the program. Details provided were explicit for both teachers and students and provide clarity on what needed to be studied, assessment techniques etc.

International syllabuses varied in detail. New Zealand provided the most comparability to Australia, however, determining learning outcomes was ambiguous. Both Finland and Singapore promoted external assessments but did not provide the clarity of any Australian curriculum.

The Economics and Business syllabuses are consistently found within the Social Sciences key learning area within the Australian and international jurisdictions reviewed. In no other jurisdiction was there a standalone Business and Economics learning area.

## Authority syllabus: Accounting 2010

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>Australian jurisdictions</b>		
<b>NSW</b>	N/A	N/A
<b>Vic.</b>	<p>The Victorian Certificate of Education (VCE) Study Design syllabus for Accounting follows a similar outline to the QCAA design. The scope of the program focuses on financial recording, reporting and decision-making processes of a sole proprietor small business.</p> <p>Aims for the program are stated early in the document and are aligned to the four units of study. The units of study outline specific content contained in areas of study. Each outcome is described in key knowledge and key skills.</p> <p>The types of assessment are listed for each individual area of study. School based assessments cover outcomes 1 and 2. Students will also participate in one external assessment produced by the VCAA and matched against Units 3 and 4.</p>	Accounting 2013–2017
<b>WA</b>	<p>The Accounting and Finance ATAR course developed by WACE (Western Australian Certificate of Education) provides similar opportunity for Queensland students in developing their understanding of the fundamentals on which accounting and financial management are based.</p> <p>The syllabus provides four clear learning outcomes (financial conceptual understanding, factors influencing financial decisions, financial systems, analysis and interpretation of financial information) for teachers to facilitate learning of students. These outcomes link with the grade descriptors provided for both Year 11</p>	Humanities and Social Sciences — Accounting and Finance



Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
	<p>and 12 students.</p> <p>There are some indications of pedagogy to ensure the teaching of literacy, numeracy, ICTs and other general capabilities. Beyond these, little information is provided on the pedagogies expected to teach accounting except that course content is divided into three areas — financial institutions and systems; recording, using and evaluating financial information; government and the community.</p> <p>The assessment section of the syllabus does not provide detail comparable to the QCAA syllabus. Within the school-based assessment section, information is provided on the design of tasks and appropriate weighting. Like other jurisdictions, an external examination representative of the final two units is completed along with a design brief of the task.</p>	
<b>International jurisdictions</b>		
<b>Finland</b>	N/A	N/A
<b>Singapore</b>	<p>The Principles of Accounting Higher 2 (Syllabus 9755) published by the Singapore Examination and Assessment Board provides a succinct outline of the learning and assessment expected. The document outlines topics and key knowledge and skills. The program identifies only two assessment instruments with specifics of the question type asked in the compulsory papers.</p> <p>A potential strength of the program is that in some assessments students are provided flexibility in deciding which questions they will answer. This idea promotes differentiated assessment by allowing students the option to answer a question that they feel is most likely to best reflect their learning.</p>	Principles of Accounting
<b>NZ</b>	<p>The Level 6–8 Accounting Program (30 January 2012) articulates why students may choose to study Accounting. The program is not prescriptive of content or context; instead, it provides flexibility for the teacher to explore the big ideas in accounting and accounting practices.</p> <p>A key strength of this program is the focus on pedagogical practices in teaching accounting as well as the inclusion of cultural perspectives, ethnic, and linguistic diversity. The program highlights the key pedagogical requirements for effective teaching of the senior accounting programme.</p> <p>The description of assessment is very limited with no exit standards provided. The syllabus contains some broad statements on the purpose of assessment.</p>	Social Sciences — Accounting

## Authority syllabus: Business Communication and Technologies 2012

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>Australian jurisdictions</b>		
<b>NSW</b>	N/A	N/A
<b>Vic.</b>	N/A	N/A
<b>WA</b>	N/A	N/A
<b>International jurisdictions</b>		
<b>Finland</b>	N/A	N/A
<b>Singapore</b>	N/A	N/A
<b>NZ</b>	N/A	N/A

## Authority syllabus: Business Management 2013

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>Australian jurisdictions</b>		
<b>NSW</b>	<p>The NSW Business Studies Stage 6 Syllabus 2010 aims to enable students to make judgments about the performance of a business in a dynamic business environment.</p> <p>Learning is highlighted through the development of broad objectives in knowledge and understanding, skills, and values and attitudes. The preliminary course covers units indicative of 120 hours of study, while the HSC course structure narrows the focus of students to the four key areas of study.</p> <p>Assessment of both the preliminary and HSC courses are similar in requirements. Assessment incorporates the knowledge and understanding of course content, stimulus-based skills, inquiry and research, and communication of business information, ideas and issues in appropriate forms. No more than 50% weighting may be allocated to tests and examinations with the remainder coming from the HSC examination. The HSC examination consists of a written paper of 100 marks. The paper consists of four sections that include objective/response, short answer questions, and multiple extended response questions.</p> <p>There are no statements of appropriate pedagogies that can be utilised by teachers to enhance the learning of students in the Business Studies Stage 6 Syllabus.</p>	Human Society and its Environment — Business Studies
<b>Vic.</b>	<p>The Business Management VCE Study Design 2014 recognises the wide variety of business organisations in contemporary Australian society. Learning is designed around broad course aims. The structure of the program is made up of four units:</p> <ul style="list-style-type: none"> <li>• Small Business Management</li> <li>• Communication and Management</li> <li>• Corporate Management</li> <li>• Managing People and Change</li> </ul> <p>Each unit of study deals with specific content and outcomes listed</p>	Business Management

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
	<p>as key knowledge and key skills within each area of study. Examples of learning activities are provided for each unit listed. They are based on an area of study and for each required outcome. These details are extensive, running from pages 42 to 63 of the study design.</p> <p>Reporting is based on satisfactory or not satisfactory completion of each unit. For Unit 1 and 2, levels of achievement are a matter of school decision, whilst Unit 3 and 4 are a combination of course work and the end of year examination.</p>	
<b>WA</b>	<p>The Business Management and Enterprise ATAR course developed by WACE provides similar opportunities to Queensland students for developing student capacity to be visionary in their thinking by demonstrating enterprising, innovative and creative capabilities.</p> <p>The syllabus provides clear learning outcomes for teachers to facilitate learning of students. These outcomes link with the grade descriptors provided for both Year 11 and 12 students.</p> <p>While some indication of pedagogy exists to ensure teaching of literacy, numeracy, ICTs and other general capabilities, there is no further indication of best practices in the delivery of the syllabus.</p> <p>School-based assessment section information is provided on the design of tasks and appropriate weighting (in this case three tasks). Like other jurisdictions, an external examination representative of the final two units is completed along with a design brief of the task.</p>	Humanities and Social Sciences — Business Management and Enterprise (ATAR Course)
<b>International jurisdictions</b>		
<b>Finland</b>	N/A	N/A
<b>Singapore</b>	<p>The Singapore Examinations and Assessment Board Management of Business is organised into six main sections:</p> <ul style="list-style-type: none"> <li>• Business and the environment</li> <li>• People in organisations</li> <li>• Marketing</li> <li>• Production</li> <li>• Business finance</li> <li>• Information for decision making.</li> </ul> <p>Learning is organised through the inclusion of themes such as innovation and change, social and environmental responsibilities, information technology and ethical considerations.</p> <p>For each of the six units of study, broad statements of content are provided and then more fine-grained specific information or questions are provided in the 'notes for guidance'.</p> <p>Assessment is structured around knowledge, application, analysis and evaluation. Students are required to undertake two assessment items both evenly weighted. Assessment techniques include short answer, response to stimulus (case study, data response) and an essay.</p> <p>There is no indication of teaching methodologies within the Management of Business Higher 2 (Syllabus 9756).</p>	Management of Business

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>NZ</b>	<p>The Business Studies 2014 is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. The program is developed about three broad concepts:</p> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Citizenship</li> <li>• Sustainability.</li> </ul> <p>There is an extensive body of work produced around the teacher actions that promote student learning. The program identifies that teachers of Business Studies need to be both facilitator and teacher to model entrepreneurial behaviour.</p> <p>At each level (6–8) the same concepts are studied. The development of conceptual understanding is cumulative as students return to the same concepts in different ways. There is little information regarding assessment and how levels of achievement are awarded.</p>	Business Studies

## Authority syllabus: Economics 2010

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>Australian jurisdictions</b>		
<b>NSW</b>	<p>The Board of Studies NSW Economics Stage 6 Syllabus 2009 offers a distinctive program because of the range of problems and issues that it investigates and the skills that it develops. The program aims to develop knowledge, understanding and skills for effective economic thinking that contribute to socially responsible, competent economic decision-making in a changing economy.</p> <p>Across the two years of study, students are exposed to ten topics of study that include:</p> <ul style="list-style-type: none"> <li>• Introduction to economics</li> <li>• Consumers and business</li> <li>• Markets</li> <li>• Labour markets</li> <li>• Financial markets</li> <li>• Government in the economy</li> <li>• The global economy</li> <li>• Australia's place in the global economy</li> <li>• Economic issues</li> <li>• Economic policies and management.</li> </ul> <p>Included in the syllabus is a list of objectives and content to be addressed within each topic of study.</p> <p>Assessment of both the preliminary and HSC courses are similar in requirements. Assessment incorporates the knowledge and understanding of course content, stimulus-based skills, inquiry and research, and communication of economic information, ideas and issues in appropriate forms. No more than 50% weighting may be allocated to tests and examinations with the remainder coming from the HSC examination. The HSC examination consists of a written paper consisting of 100 marks. The paper consists of four sections that includes objective/response, short answer questions,</p>	Human Society and its Environment (Economics)

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
	<p>and multiple extended response questions.</p> <p>There are no statements of appropriate pedagogies that can be utilised by teachers to enhance the learning of students in the Economics Stage 6 Syllabus 2009.</p>	
<b>Vic.</b>	<p>The Economics VCE Study Design 2014 studies how individuals and societies use resources to satisfy needs. Learning is designed around broad course aims. The structure of the program is made up of four units:</p> <ul style="list-style-type: none"> <li>• Economic choices and consequences</li> <li>• Economic change: issues and challenges</li> <li>• Economic activity</li> <li>• Economic management.</li> </ul> <p>Each unit of study deals with specific content and outcomes listed as key knowledge and key skills within each area of study. Examples of learning activities are provided for each unit listed. They are based on an area of study and for each required outcome. These details are extensive, running from pages 41 to 59 of the study design.</p> <p>Reporting is based on satisfactory or not satisfactory completion of each unit. For Unit 1 and 2, levels of achievement are a matter of school decision, whilst Unit 3 and 4 are a combination of course work and the end of year examination, both receiving a 50% weighting.</p>	Economics
<b>WA</b>	<p>The WACE Economics course explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Learning outcomes are described broadly under headings of economic inquiry, operation of the economy and economic policy and action. Each unit of study highlights the key knowledge, understanding and skills needed to be successful.</p> <p>Assessment in Year 11 is school based, and external assessment is completed as part of the Year 12 ATAR course.</p>	Humanities and Social Science — Economics
<b>International jurisdictions</b>		
<b>Finland</b>	<p>The Economics (YH2) course is a compulsory course within the Social Studies curriculum. As the document describes all teaching, learning and assessment focuses for the breadth of curriculum, only minor details of the objectives of the course and content are provided.</p>	Social Studies — Economics (YH2)
<b>Singapore</b>	<p>The Singapore Examinations and Assessment Board Economics is divided into two courses (Higher 1 and Higher 2). Across both courses learning is organised into topics of study within each.</p> <p>Higher 1</p> <ul style="list-style-type: none"> <li>• Microeconomics</li> <li>• Macroeconomics</li> </ul> <p>Higher 2</p> <ul style="list-style-type: none"> <li>• Market System</li> <li>• Market failure and government intervention</li> <li>• National and international economy.</li> </ul> <p>For each of the units of study, broad statements of content are</p>	Economics

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
	<p>provided and then more specific information and statements of what candidates should be able to do.</p> <p>Assessment is structured around knowledge, ability to use tools for economic reasoning, reading critically and using evidence to make rational arguments. Students are required to undertake two assessment items, both extended writing tasks.</p>	
<b>NZ</b>	<p>The Economics syllabus 2013 examines the choices people make about the use of limited resources to satisfy unlimited wants. The program has a multitude of key concepts and big ideas in Economics that need to be covered.</p> <p>There is an extensive body of work produced around the teacher actions that promote student learning. The program identifies that teachers of Economics need to engage in an inquiry model.</p> <p>At each level (6–8) the same concepts are studied. The development of conceptual understanding is cumulative as students return to the same concepts in different ways.</p> <p>Within the document, reference is made to an economics standards matrix and literacy requirements for this course; however, requirements for students to exit at a satisfactory level are not clearly articulated.</p>	Social Sciences — Economics

## Authority syllabus: Legal Studies 2013

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>Australian jurisdictions</b>		
<b>NSW</b>	<p>The NSW Legal Studies Stage 6 Syllabus 2009 focuses on the way in which law is generated, how it is structured and how it operates in Australia and international contexts.</p> <p>Assessment of both the preliminary and HSC courses are similar in requirements. Assessment incorporates the knowledge and understanding of course content, research and communication. No more than 50% weighting may be allocated to tests and examinations with the remainder coming from the HSC examination. The HSC examination consists of a written paper consisting of 100 marks. The paper consists of four sections that include objective/response, short answer questions, and multiple extended response questions assessing core and elective units.</p>	Human Society and its Environment — Legal Studies
<b>Vic.</b>	<p>The VCE Legal Studies Study Design Syllabus 2010 investigates that the ways in which the law and the legal system relate to and serve individuals and the community.</p> <p>The syllabus provides a number of aims to be delivered within four units of study. Within each unit there are areas of study that include broad overviews. Further, the syllabus outcomes are matched with outcomes and learning activities for each area of study.</p> <p>As per previous VCAA syllabuses, little information is given on the pedagogy or assessment to be included as part of the course of study. Instead, information is given about the school decision-making of standards awarded for Units 1 and 2, and the external assessments supervised by VCAA for Units 3 and 4.</p>	Legal Studies

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>WA</b>	<p>The Politics and Law Year 11 and 12 ATAR course developed by WACE offers a clear purpose for students considering study. Clear outcomes in political and legal inquiry guide teachers to facilitating learning as students work towards the various grade descriptors. These outcomes link with the grade descriptors provided in both Year 11 and 12 syllabuses available from the website.</p> <p>While some indication of pedagogy is given to ensure teaching of literacy, numeracy, ICTs and other general capabilities, there is little information on how to develop the inquiry skills needed to solve problems, make decisions and analyse the law within the documents.</p> <p>School-based assessment section information is provided on the design of tasks and appropriate weighting (in this case three tasks). Like other jurisdictions, an external examination representative of the final two units is completed along with a design brief of the task.</p>	Humanities and Social Sciences — Politics and Law
<b>International jurisdictions</b>		
<b>Finland</b>	<p>The Citizens and Law (YH3) course is a specialisation course within the Social Studies curriculum. As the document describes all teaching, learning and assessment focuses for the breadth of curriculum, only minor details of the objectives of the course and content are provided. In essence, the program aims to provide students with the basic knowledge of Finnish law and teach them to uphold their rights and attend to simple legal transactions themselves.</p>	Social Studies Specialisation Course — Citizens and Law (YH3)
<b>Singapore</b>	N/A	N/A
<b>NZ</b>	<p>The Legal Studies Syllabus explores the role of law in society and NZ's laws and legal system. The program investigates how laws are applied in everyday life, and how laws relate to and are affected by the changing needs and values of society.</p> <p>Key concepts such as law, democracy and government and justice are studied with additional sub-concepts also provided. The concepts, principles, systems and processes are applied to specific issues and cases to promote the usefulness of the law and developing this as a field of study.</p> <p>A range of information is provided about effective pedagogy in general, and effective pedagogy in Social Sciences is included within the syllabus.</p> <p>Little detail is provided on assessment generally. Instead, learning objectives at various levels and how these could be assessed using Legal Studies National Certificate of Educational Achievement (NCEA) unit standards are given.</p>	Social Sciences — Legal Studies

## Authority-registered syllabus: Business Studies 2014

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>Australian jurisdictions</b>		
<b>NSW</b>	N/A	The Business Services Curriculum Framework is the closest comparison point though teaching, learning and assessment is VET based. Reviewers have included this detail as the program does include a HSC examination at Stage 6 level that could be considered by QCAA as an additional contribution towards ATAR scores.
<b>Vic.</b>	N/A	The VCE VET Business program delivers a VET program. Of significance is the opportunity either for students to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Business through a scored assessment as one of the student's best four studies or as a fifth or sixth study.
<b>WA</b>	<p>Administration and Management is an endorsed program that enables a student to be recognised for the significant learning encompassed within activities such as:</p> <ul style="list-style-type: none"> <li>• representation on youth advisory committees</li> <li>• recreational or sporting club management</li> <li>• production of the school magazine or year book</li> <li>• events management (e.g. school ball, netball carnival, Blue Light disco)</li> <li>• school council and executive officer duties on school and/or community committees (e.g. National Youth Committee, hockey club secretary).</li> </ul>	Authority developed and endorsed program — Administration and Management
<b>International jurisdictions</b>		
<b>Finland</b>	N/A	N/A
<b>Singapore</b>	N/A	N/A
<b>NZ</b>	N/A	N/A



## Authority-registered syllabus: Tourism 2015

Jurisdiction	Teaching, learning and assessment focuses	Subject group / learning area
<b>Australian jurisdictions</b>		
NSW	N/A	N/A
Vic.	N/A	N/A
WA	N/A	N/A
<b>International jurisdictions</b>		
Finland	N/A	N/A
Singapore	N/A	N/A
NZ	N/A	N/A

## 2.4 Recommendations

### Recommendation 8

Provide clarity in relation to external assessment — the time, assessment techniques, number of questions and length of responses, topics of study within each part of the test.

### Recommendation 9

Using New Zealand as a model, develop pedagogies that promote evidence-based practices within the classroom. This development will provide further alignment with the P–12 Curriculum, Assessment and Reporting framework.

## 2.5 Connections with the Australian Curriculum

Syllabus type	Syllabus	Path	AC subject
<b>Authority syllabuses</b>	• Accounting 2010	Yes	No
	• Business Communication and Technologies 2012	Yes	No
	• Business Management 2013	Yes	No
	• Economics 2010	Yes	No
	• Legal Studies 2013	Yes	No
<b>Authority-registered syllabuses</b>	• Business Studies 2014	Yes	No
	• Tourism 2015	Yes	No

## 2.6 Recommendations

There are currently no senior secondary Australian Curriculum courses aligned with Economics and Business syllabuses published by QCAA.

## 3 Learning expectations

### 3.1 Scope of learning across Australian and international jurisdictions

The Economics and Business syllabuses provide significant scope of learning in comparison to most international jurisdictions. In contrast, the syllabuses when reviewed against other Australian jurisdictions provide similar breadth and depth through the topics of study. There are even greater levels of consistency when looking at the VET courses, mainly due to the requirements of the qualifications as identified within the training packages.

While undertaking this literature review, it was noted that in general the syllabuses documents from within Australia provided greater flexibility in learning. A number of the syllabuses contained both core and elective topics. The opportunity to study both core and elective topics allows greater flexibility for teaching and learning. This allows teachers to develop programs that suit their school's context and meet the educational needs of their students and that extend and challenge students appropriately. In contrast, the syllabuses from international jurisdictions were more prescriptive. It was noted that in some jurisdictions, studies in units later within the course cannot be undertaken without prior units of study. This in a sense creates prerequisites to ensure students have every opportunity to meet the dimensions and standards of the course of study.

The prescription continued into how learning is described. It was noted that some of the international jurisdictions provided fine-grained content statements. In comparison, each of the Australian jurisdictions provided broad outcome statements with varying levels of conceptual statements.

Overall, while there is variability across Australian and international jurisdictions in relation to both breadth and depth, careful consideration needs to be given to curriculum design. At present the requirement of teachers to cover a breadth of curriculum topics and for students to develop a mastery of declarative and procedural knowledge of the topics limits the depth of study in many cases. A smaller number of subjects that promote cross-disciplinary, team based problem solving may better prepare students and meet the goals stated within the Advancing Queensland Action Plan.

## Authority syllabus: Accounting 2010

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Australian jurisdictions</b>			
<b>NSW</b>	N/A	N/A	N/A
<b>Vic.</b>	<p>The scope of learning is limited to the financial recording, reporting and decision-making processes of a sole proprietor small business.</p> <p>Areas of study include:</p> <ul style="list-style-type: none"> <li>• Going into business</li> <li>• Recording financial data and reporting accounting information</li> <li>• ICT in accounting</li> <li>• Evaluation of business performance</li> <li>• Recording financial data</li> <li>• Balance day adjustments and reporting and interpreting accounting information</li> <li>• Extension of recording and reporting</li> <li>• Financial planning and decision making.</li> </ul>	<p>All four units of study are considered core units.</p> <p>There are no prerequisites for entry in Units 1, 2 and 3. However, students must undertake unit 3 prior to unit 4.</p>	<p>Each unit identifies specific content contained in the area of study and is designed to enable students to achieve a set of outcomes for the unit.</p>
<b>WA</b>	<p>The Western Australian program provides similar depth of study in Accounting through further depth given by the inclusion of finance, as well as government and the community.</p> <p>Units of study include:</p> <ul style="list-style-type: none"> <li>• Financial institutions</li> <li>• Financial systems and fundamental principles</li> <li>• Recording, processing and communicating financial information</li> <li>• Evaluating financial information for planning, coordinating, controlling and investing</li> <li>• The role and influence of government and other bodies</li> <li>• The influence of social, environmental and ethical factors</li> </ul> <p>As students progress through each unit of study, topics are revisited and greater complexity is added.</p>	<p>All four units of study are considered core units. Notional time allocation is 55 hours per unit of work.</p> <p>The Year 12 Syllabus structures units to be delivered as a pair with increasing cognitive complexity evident in the critical thinking and communication requirements. This means teachers can move between the two units of study simultaneously.</p>	<p>Each unit identifies specific content and includes knowledge, understanding and skills. The conceptual statements are sorted under the headings: financial institutions and systems, recording, using and evaluating financial information, and government and the community.</p>

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>International jurisdictions</b>			
<b>Finland</b>	N/A	N/A	N/A
<b>Singapore</b>	<p>The scope of 9755 H2 Principles of Accounting is similar to that of the current QCAA Senior Syllabus. The program aims to engage students in 'hands-on' experiences in developing the understanding of concepts, principles and practices of Accounting in a range of business types.</p> <p>The syllabus outlines topics of study including:</p> <ul style="list-style-type: none"> <li>• The theoretical framework</li> <li>• The accounting system</li> <li>• Accounting books and adjustments</li> <li>• Accounting for organisations</li> <li>• Financial reporting and interpretation</li> <li>• Elements of managerial accounting.</li> </ul>	The syllabus outline is highly prescriptive containing six topics of study. There is no written statement indicating that any units are elective.	While each topic of study has some conceptual statements, further elaborations on learning are described through fine-grained content statements for each topic, then concept.
<b>NZ</b>	The NZ Curriculum states learning objectives to describe the intended outcomes for the subject.	Learning appears to be organised under three levels (6–8) where each learning objective is repeated. There is no indication given of the content/context, though extensive information is provided on how they will teach, who they are teaching and why it is important that students learn it.	Learning is described initially in broad learning objectives, however each of these is narrowed to broader contextual statements and then into fine-grained indicators and further elaborations on how these could be contextualised within the learning environment.

## Authority syllabus: Business Communication and Technologies 2012

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Australian jurisdictions</b>			
<b>NSW</b>	N/A	N/A	N/A
<b>Vic.</b>	N/A	N/A	N/A
<b>WA</b>	N/A	N/A	N/A
<b>International jurisdictions</b>			
<b>Finland</b>	N/A	N/A	N/A
<b>Singapore</b>	N/A	N/A	N/A
<b>NZ</b>	N/A	N/A	N/A

## Authority syllabus: Business Management 2013

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Australian jurisdictions</b>			
<b>NSW</b>	<p>The Business Studies Stage 6 Syllabus provides very similar course scope to the existing QCAA Business Management Syllabus. Key units of study include:</p> <ul style="list-style-type: none"> <li>• Nature of business</li> <li>• Business management</li> <li>• Business planning</li> <li>• Operations</li> <li>• Marketing</li> <li>• Finance</li> <li>• Human resources.</li> </ul>	<p>All units of study must be completed. The preliminary course is a prerequisite for the completion of the HSC course.</p>	<p>Learning is initially described in broad outcomes with conceptual statements made to clarify areas of study within topics. Further, within the syllabus more fine-grained descriptors are provided in clearly stated learning intentions.</p>
<b>Vic.</b>	<p>At an initial glance the VCAA Business Management course does not provide the same breadth or depth as the QCAA program. The VCAA syllabus is made up of four units of study:</p> <ul style="list-style-type: none"> <li>• Small business management</li> <li>• Communication and management</li> <li>• Corporate management</li> <li>• Managing people and change.</li> </ul>	<p>All units of study are core. There are no prerequisites for Units 1, 2 and 3. Students must have undertaken Unit 3 prior to undertaking Unit 4.</p>	<p>Learning is initially described in broad outcomes with conceptual statements made to clarify areas of study within topics.</p>
<b>WA</b>	<p>The WACE Business Management and Enterprise syllabus provides similar depth of study in Business Management though further depth is given in the outcomes statements that include business concepts, business in society and innovation and operations. Units of study include:</p> <ul style="list-style-type: none"> <li>• Political and legal, economic, socio-cultural and technological</li> <li>• Marketing management</li> <li>• People management</li> <li>• Operations management</li> <li>• Strategic management.</li> </ul>	<p>Learning is consistently organised under three key headings environments, management and people.</p>	<p>Learning is initially organised by broad course outcomes to help facilitate achievement. More in-depth detail of unit content is provided in unit content sections.</p>
<b>International jurisdictions</b>			
<b>Finland</b>	N/A	N/A	N/A
<b>Singapore</b>	<p>The Management of Business Higher 2 (Syllabus 9756) provides some consistencies in breadth and depth of curriculum. The syllabus content is divided into six main sections:</p> <ul style="list-style-type: none"> <li>• Business and the environment</li> </ul>	<p>There is no comment made regarding elective units of study. Therefore, all units are considered core and must be covered within the course.</p>	<p>While each topic of study has some conceptual statements, further elaborations on learning are described through fine-grained content statements for each topic, then the</p>

Jurisdiction	Scope of learning	How learning is organised	How learning is described
	<ul style="list-style-type: none"> <li>• People in organisations</li> <li>• Marketing</li> <li>• Production</li> <li>• Business finance</li> <li>• Information for decision making.</li> </ul>		concept.
<b>NZ</b>	<p>The Business Studies program is designed around five themes that encompass business knowledge, content and concepts including:</p> <ul style="list-style-type: none"> <li>• Business formation</li> <li>• Functions of business</li> <li>• People in business</li> <li>• Business management</li> <li>• Business environment.</li> </ul> <p>The program does offer significant breadth and depth in each area across both small and large businesses. The explanatory notes help to provide further clarity through the contexts for learning.</p>	There is no comment made regarding elective units of study. Therefore, all units are considered to be core and must be covered within the course.	The learning objectives are explained against standards; however, these are not fine-grained statements rather they are broad comments.

## Authority syllabus: Economics 2010

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Australian jurisdictions</b>			
<b>NSW</b>	<p>The Economics in the Stage 6 curriculum covers significant breadth and depth across the two years of study.</p> <p>During the Preliminary course students are exposed to topics of study that include:</p> <ul style="list-style-type: none"> <li>• Introduction to economics</li> <li>• Consumers and business</li> <li>• Markets</li> <li>• Labour markets</li> <li>• Financial markets</li> <li>• Government in the economy.</li> </ul> <p>During the HSC course students investigate the impact of the global economy on the Australian economy by studies in:</p> <ul style="list-style-type: none"> <li>• The global economy</li> <li>• Australia's place in the global economy</li> <li>• Economic issues</li> <li>• Economic policies and management.</li> </ul>	<p>All topics of the course are core.</p> <p>To complete the HSC course, the completion of the preliminary course is a prerequisite.</p>	<p>Learning is initially described in broad outcomes with conceptual statements made to clarify areas of study within topics.</p> <p>Further, within the syllabus more fine-grained descriptors are provided in clearly stated learning intentions. For example, 'students will be able to calculate an equilibrium position for an economy using leakages and injections'.</p>

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Vic.</b>	<p>The VCAA Economics syllabus provides similar levels of scope and breadth to the QCAA syllabus. Four units of study are undertaken across two years including:</p> <ul style="list-style-type: none"> <li>• Unit 1 — Economics: choices and consequences</li> <li>• Unit 2 — Economic change: issues and challenges</li> <li>• Unit 3 — Economic activity</li> <li>• Unit 4 — Economic management.</li> </ul>	<p>All units of study are core.</p> <p>There are no prerequisites for Units 1, 2 and 3. Students must have undertaken Unit 3 prior to undertaking Unit 4.</p>	<p>Learning is initially described in broad outcomes with conceptual statements made to clarify areas of study within topics.</p>
<b>WA</b>		<p>All units of study are compulsory. There is no indication that units must be completed in sequence, or if students can enter and complete just Units 3 and 4.</p>	<p>Each unit identifies specific content and includes knowledge, understanding and skills.</p>
<b>International jurisdictions</b>			
<b>Finland</b>	<p>The Economics (YH2) program provides significant breadth and depth in examining both micro and macroeconomics issues from the perspectives of consumers, business and states.</p> <p>Content to be covered includes:</p> <ul style="list-style-type: none"> <li>• Sources of income</li> <li>• Economic activity and business enterprises</li> <li>• Economic fluctuations and disturbances</li> <li>• Monetary policy</li> <li>• Public economy and economic policy</li> <li>• Finland and international trade.</li> </ul>	<p>All learning is core learning.</p>	<p>Learning is described as broad objectives only. There are no conceptual statements or fine-grained statements within the syllabus.</p>
<b>Singapore</b>	<p>The breadth and depth of learning in the Economics Higher 1 syllabus is limited to only two units — macroeconomic and microeconomics.</p> <p>The scope of learning within the Singapore Economics Higher 2 syllabus is limited with only three units of study including Market system, Market failure and government intervention, national and international economy.</p> <p>Overall while there appears to be a limited breadth of study, the depth of study is quite significant.</p>	<p>All learning is core.</p>	<p>While each topic of study has some conceptual statements, further elaborations on learning are described through fine-grained content statements for each topic, then concept.</p>

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>NZ</b>	Learning in the Economics syllabus is based on several big ideas and provides significant breadth through thirteen ideas.	There is no indication whether all thirteen big ideas need to be covered as they appear to be interwoven through the learning objectives.	Learning is described as indicators that provide fine-grained statements such as: 'students describe and explain economics processes'.

## Authority syllabus: Legal Studies 2013

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Australian jurisdictions</b>			
<b>NSW</b>	<p>The Legal Studies structure provides both breadth and depth of study. In the preliminary course study includes:</p> <ul style="list-style-type: none"> <li>• Core Part 1: The legal system <ul style="list-style-type: none"> <li>- Basic legal concepts</li> <li>- Sources of contemporary Australian law</li> <li>- Classification of law</li> <li>- Law reform</li> <li>- Law reform in action</li> </ul> </li> <li>• Core Part 2: The individual and the law <ul style="list-style-type: none"> <li>- Your rights and responsibilities</li> <li>- Resolving disputes</li> <li>- Contemporary issues: the individuals and technology</li> </ul> </li> <li>• Core Part 3: Law in Practice (may be integrated with Part 1 and/or 2).</li> </ul> <p>The HSC course of study includes:</p> <ul style="list-style-type: none"> <li>• Core Part 1: Crime <ul style="list-style-type: none"> <li>- The nature of crime</li> <li>- The criminal investigation process</li> <li>- The criminal trial process</li> <li>- Sentencing and punishment</li> <li>- Young offenders</li> <li>- International crime</li> </ul> </li> <li>• Core Part 2: Human rights <ul style="list-style-type: none"> <li>- The nature and development of human rights</li> <li>- Promoting and enforcing human rights</li> <li>- Contemporary issue</li> </ul> </li> <li>• Part 3: Elective options.</li> </ul>	<p>The Year 11 course consists of compulsory units of work, while year 12 has a combination of both core and elective units of study. Students in Year 12 must study two of the following elective units:</p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environmental protection</li> <li>• Family</li> <li>• Indigenous people</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>	<p>Learning is initially described in broad outcomes with conceptual statements made to clarify areas of study within topics. Further, within the syllabus more fine-grained descriptors are provided in clearly stated learning intentions. For example, 'students learn to distinguish between customs, rules, laws, values and ethics'.</p>



Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Vic.</b>	<p>The scope of learning in law covers extensive areas of study.</p> <p>The course is organised into four units, each with areas of study as outlined below:</p> <ul style="list-style-type: none"> <li>• Unit 1 — Criminal Law in Action <ul style="list-style-type: none"> <li>- Area of Study 1 — Law in society</li> <li>- Area of Study 2 — Criminal law</li> <li>- Area of Study 3 — The criminal courtroom</li> </ul> </li> <li>• Unit 2 — Issues in civil law <ul style="list-style-type: none"> <li>- Area of Study 1 — Civil law</li> <li>- Area of Study 2 — The civil law in action</li> <li>- Area of Study 3 — The law in focus</li> <li>- Area of Study 4 — A question of rights</li> </ul> </li> <li>• Unit 3 — Law-making <ul style="list-style-type: none"> <li>- Area of Study 1 — Parliament and the citizen</li> <li>- Area of Study 2 — The constitution and the protection of rights</li> <li>- Area of Study 3 — Role of the courts in law-making</li> </ul> </li> <li>• Unit 4 — Resolution and justice <ul style="list-style-type: none"> <li>- Area of Study — Dispute resolution methods</li> <li>- Area of Study — Court processes and procedures, and engaging in justice.</li> </ul> </li> </ul>	<p>All four units of study are considered core units.</p> <p>There are no prerequisites for entry in Units 1, 2 and 3, however students must undertake unit 3 prior to unit 4.</p>	<p>Each unit identifies specific content contained in the area of study and is designed to enable students to achieve a set of outcomes for the unit.</p>
<b>WA</b>	<p>The WACE Politics and Law ATAR Syllabus has four compulsory units of study. The units provide for both breadth and depth of coverage as learning is developed through three content areas within each unit:</p> <ul style="list-style-type: none"> <li>• Political and legal systems</li> <li>• Political and legal issues</li> <li>• Political and legal research skills.</li> </ul>	<p>All units of study are compulsory units of work.</p>	<p>Each unit identifies specific content and includes knowledge, understanding and skills.</p>
<b>International jurisdictions</b>			
<b>Finland</b>	<p>The specialisation course Citizens and Law (YH3) offers limited breadth and depth. Core content includes the basics of law, citizens' basic legal transactions, criminal and procedural law.</p>	<p>All topics are core learning.</p>	<p>Learning is described through core learning outcomes.</p>
<b>Singapore</b>	N/A	N/A	N/A

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>NZ</b>	<p>The Legal Studies syllabus lists three big ideas in legal studies:</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Democracy and government</li> <li>• Justice.</li> </ul> <p>Based on these big ideas a number of contexts are provided. These contexts help to provide breadth and depth. Elaborations of these contexts within learning objectives help guide teachers in meet the learning objectives of the course.</p>	Learning is organised into core areas of study, however teachers do have choice of the context in which to teach the big ideas.	Learning is described as indicators that provide fine-grained statements such as: 'students describe and explain law making processes'.

### Authority-registered syllabus: Business Studies 2014

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Australian jurisdictions</b>			
<b>NSW</b>	N/A	N/A	N/A
<b>Vic.</b>	N/A	N/A	N/A
<b>WA</b>	N/A	N/A	N/A
<b>International jurisdictions</b>			
<b>Finland</b>	N/A	N/A	N/A
<b>Singapore</b>	N/A	N/A	N/A
<b>NZ</b>	N/A	N/A	N/A

### Authority-registered syllabus: Tourism 2015

Jurisdiction	Scope of learning	How learning is organised	How learning is described
<b>Australian jurisdictions</b>			
<b>NSW</b>	N/A	N/A	N/A
<b>Vic.</b>	N/A	N/A	N/A
<b>WA</b>	N/A	N/A	N/A
<b>International jurisdictions</b>			
<b>Finland</b>	N/A	N/A	N/A
<b>Singapore</b>	N/A	N/A	N/A
<b>NZ</b>	N/A	N/A	N/A

## 3.2 Recommendations

### Recommendation 10

In developing the scope of learning, consideration should be given to exploring university pathways that exist for each of the syllabuses. This exploration could highlight essential topics of study as well as to help develop conceptual statements that clarify for teachers what is taught.

### Recommendation 11

It is recommended that syllabuses continue to provide both core and elective topics of study. The opportunity provided through elective topics to create more contextualised learning for groups of students. It is recommended, however, that a robust core be developed for each syllabus with reduced electives to ensure consistent a foundation of knowledge is taught across schools.

### Recommendation 12

Priority be given to the depth of all future revisions of syllabuses. The capacity of students to have a deep enough understanding of key concepts and principles and to apply these in unseen and unfamiliar contexts is essential.

## 4 Future focus: 21st century skills

Through its own initial research, QCAA has determined a set of 21st century skills that reflect current educational trends.

21st century skills	Elements
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>• analytical thinking</li> <li>• problem solving</li> <li>• decision making</li> <li>• reasoning</li> <li>• reflecting and evaluating</li> <li>• intellectual flexibility</li> </ul>
<b>Creative thinking</b>	<ul style="list-style-type: none"> <li>• innovation</li> <li>• initiative and enterprise</li> <li>• curiosity and imagination</li> <li>• creativity</li> <li>• generating and applying new ideas</li> <li>• identifying alternatives</li> <li>• seeing or making new links</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• effective oral and written communication</li> <li>• using language symbols and texts</li> <li>• communicate ideas effectively with diverse audiences</li> </ul>
<b>Collaboration and teamwork</b>	<ul style="list-style-type: none"> <li>• relating to others (interacting with others)</li> <li>• recognise and utilise diverse perspectives</li> <li>• participating and contributing</li> <li>• community connections</li> </ul>
<b>Personal and social skills</b>	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>
<b>ICT skills</b>	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

As stated by Masters (Teacher Magazine, 23 November 2015) one of the biggest challenges facing school education is to identify and develop the knowledge, skills and attributes required for life and work beyond school. He indicates that data supports the decline in young people's capacity to apply their learning to everyday problems, apply fundamental concepts and principles in real-world contexts and engage in sophisticated information about the growing number of

complex societal and environmental challenges. For this reason the future skills must play important roles in the development of any revisions of Queensland's syllabuses.

Across the various current syllabuses, the future skills play a significant component of the teaching, learning and assessment currently. These skills must continue to be included within revised syllabuses though at varying levels of depth, and varying levels for assessment purposes. Careful consideration needs to be given to the future skill focuses suggested within the syllabuses and statements guiding the inclusion could assist teachers in the provision of these skills.

These skills could be used in the description and prescription of learning activities in both core and elective units. This is already achieved in some cases through the suggested learning experiences throughout the various syllabuses. Critical words from a number of skills are also included within the standards matrices provided. Future syllabus development could include the skills within the sections advice, guidelines and resources to create balance between the substantial bodies of factual and procedural knowledge with the application of deep understanding.

A careful consideration needs to be given to the prescription of these skills within assessment. It is noted that in some cases the inclusion of particular skills may be limited within the subject areas, while other skills should be assessed more frequently and at greater levels of complexity. Irrespective of this, the capacity of each syllabus to build students' abilities to work in team, use technology, communication and solve problems will be essential for our current 21st century learners.

## Authority syllabus: Accounting 2010

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Critical thinking</b>	Throughout the course, students develop critical thinking skills as they engage in problem solving through the identification, interpretation and analysis of business scenarios and financial information. This skill must be included in future revisions of the Accounting syllabus. Critical thinking skills need to be modelled by teachers and opportunities for students to individually practise provided.	Critical thinking must continue to be included within the senior syllabus as analytical thinking, problem solving, decision-making, reasoning, reflecting, evaluating and intellectual flexibility are important as students' progress in further studies or the workplace in Accounting.	Critical thinking will need to be integrated and key elements should be reflected in the standards matrix.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Creative thinking</b>	Students are required to consider alternative solutions based on analysis of data and information to business problems. Students already engage in this skill, however, this is not a critical skill for this syllabus.	Limited as students may only be required to identify alternatives in particular units of study.	Minimal inclusion is required.
<b>Communication</b>	In Accounting, students use specialised language and terminology associated with Accounting when applying concepts to issues and communicating conclusions to a range of stakeholders/audiences. Communication skills need to be continuously taught and assessed both formatively and summatively.	Communication in both a literacy and numeracy sense is an essential part of the existing program and needs to continue to be described and prescribed within units. Consideration could be given to how to embed these skills within units of work.	This is an essential skill to be included in assessment, as students are required to communicate effectively in both oral and written forms, and to express ideas effectively with diverse audiences.
<b>Collaboration and teamwork</b>	Given the workplace environment requires people to develop and use collaborative skills and teamwork, the inclusion of a range of activities (including assessment) might be considered.	A limited inclusion of this skill is recommended. A teacher's pedagogical practice may include some form of collaboration and teamwork.	Minimal inclusion is required if at all.
<b>Personal and social skills</b>	Within the existing course students have been given the opportunity to develop personal and social skills to make informed and responsible decisions and an awareness of responsible business practices through corporate social disclosure and reporting.	The degree of inclusion while limited should take into account ethical and moral understanding. This inclusion should be in the description and throughout the prescription of the syllabus.	Minimal assessment of this skill as a standalone attribute is difficult and not recommended for assessment. Rather this attribute should be embedded into the pedagogical approach of the syllabus.
<b>ICT skills</b>	The syllabus develops ICT capability throughout the course. Students at times are required to research, communicate and present financial data and other information using ICTs to evaluate the performance of a business to a variety of users.	The senior syllabus does currently require students to use an Accounting software package, and spreadsheeting application.	It is currently a mandatorily assessed item and it is recommended this skill remain as such.

## Authority syllabus: Business Communication and Technologies 2012

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Critical thinking</b>	The current syllabus does provide some opportunities for critical thinking skills as they evaluate knowledge, clarify concepts and ideas, seek solutions, consider alternatives and solve problems. Consideration needs to be given to the types of information/data that can be analysed in the context of this subject as it is limited by the scope of the syllabus.	Greater inclusion of critical thinking is essential in both the topics of study and assessment opportunities that this syllabus provides.	Critical thinking must be integrated across all topics of this syllabus to boost the academic rigour of the syllabus.
<b>Creative thinking</b>	The syllabus currently requires students to consider alternative solutions based on analysis of data and information to business problems.	Limited as students may only be required to identify alternatives in particular units of study.	Minimal inclusion is required as students at times are required to generate and apply new ideas to business issues.
<b>Communication</b>	Essential to the development of students undertaking this course is the knowledge, skills and dispositions needed to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society.	Communication in both a literacy and numeracy sense is an essential part of the existing program and needs to continue to be described and prescribed within units.	This is an essential skill to be included in assessment as students are required to effectively communicate in both oral and written forms and express ideas effectively with diverse audiences using a range of technologies.
<b>Collaboration and teamwork</b>	The current program and any future programs must require students to work both independently and collaboratively to develop skills such as leadership and initiative, building positive relationships, negotiating and resolving conflict, and making informed and responsible decisions.	The inclusion of this skill is recommended as both a pedagogical approach and an assessable element. A teacher's pedagogical practice may include some form of collaboration and teamwork primarily in the pedagogical framework of this subject.	The existing syllabus includes an assessable unit for organisation and work teams. It is suggested consideration be given to how this could be more overlaid across other topics so that there is a regular involvement in organisation and work teams, rather than traditional assessment methods currently identified as best practices.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Personal and social skills</b>	Opportunity exists for students to develop personal and social skills to make informed and responsible decisions and develop an awareness of responsible business practices.	The degree of inclusion while limited should take into account the personal management, social, ethical and moral understanding, and its importance as a future skill in this syllabus. This inclusion should be in the description and throughout the prescription of the syllabus.	Minimal assessment of this skill as a standalone attribute is difficult and not recommended for assessment. Rather, it should be embedded into the pedagogical approach of the syllabus.
<b>ICT skills</b>	With a subject title including technology this Senior Syllabuses must have students regularly engaged in the use of technology whether that be to develop the knowledge and skills to use digital technologies, or apply their ICT skills through organising and presenting information in a variety of modes.	Inclusion must be incorporated at both a pedagogical and assessment level given the term 'communication technologies' is outlined in the title.	Given over 50% of the hours associated with the course of study is allocated to embedding technologies, strategies to embed ICT skills into assessment are essential.

## Authority syllabus: Business Management 2013

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Critical thinking</b>	The ability to think critically is an essential component as students generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Specifically units of study see students developing critical thinking as they identify, explore and determine questions to clarify business issues and/or events and apply reasoning, interpretation and analytical skills to data and/or information.	Any future revisions of the Business Management program must include the development of critical thinking skills, as students are required to analyse business decisions, engage in problem solving and make informed decisions. The processes used to engage in these skills must be explicitly taught and assessed within and across the units of study.	Students across the course need to be regularly exposed to opportunities to develop and then demonstrate their critical thinking in ways that can be manipulated to best meet syllabus requirements.
<b>Creative thinking</b>	There is provision to develop students' entrepreneurial behaviours and capabilities to imagine possibilities, consider alternatives, and seek and create innovations solutions to business issues and/or events.	The capacity to generate new ideas, innovate, create, and make alternatives needs to play a key role in both the pedagogy and assessment of the program.	This must be an integral part of assessment as students seek to develop solutions and practices that are innovative and creative.



21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Communication</b>	Continuing to build student capabilities to examine and interpret a variety of business data and/or information is fundamental to this course. It is imperative for the future success of students that future developments of this program engage them in debates and arguments, and communicating conclusions.	The ability to communicate using language conventions to convey meaning for particular audiences is essential.	Communication is an essential skill to be included in assessment as students are required to effectively communicate in both oral and written forms and express ideas effectively with diverse audiences.
<b>Collaboration and teamwork</b>	The current program and any future programs must require students to work both independently and collaboratively to develop skills such as leadership and initiative, building positive relationships, negotiating and resolving conflict, and making informed and responsible decisions.	Given the nature of business involves working collaboratively; students must be exposed to regular activities involving working in a group. However, it is recommended that this is emphasised in pedagogical approaches rather than assessment to ensure validity in levels of achievement.	The inclusion of a group task would be new to the Business Management syllabus. Careful consideration would need to be given to the assessment to ensure that each student is awarded grades based on their personal achievements measured against the course dimensions.
<b>Personal and social skills</b>	Through various units in the current program, students develop a range of practices, including recognising and regulating their emotions and developing empathy for, and understanding of others.	The degree of inclusion while limited should take into account ethical and moral understanding and its importance as a future skill. This inclusion should be in the description and throughout the prescription of the syllabus.	Minimal assessment of this skill as a standalone attribute is difficult and not recommended for assessment. Rather this attribute should be embedded into the pedagogical approach of the subject.
<b>ICT skills</b>	Current and future students must have the opportunity to develop ICT capability. It is imperative students learn to use ICT to locate, research, display data and/or information to a variety of audiences through both learning and assessment opportunities.	For students to be able to achieve descriptors of domains there will need to be extensive inclusion of ICTs, for example accessing secondary sources.	While inclusion could be minimal, the nature of business beyond the school gates requires that students can present analysed data and solutions that could utilise ICTs in numerous ways.

## Authority syllabus: Economics 2010

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Critical thinking</b>	Through the study of Economics, students develop critical thinking and reasoning skills develop through the investigation of Australia's economy and engaging with data about the economy's performance.	Critical thinking must continue to be included within the senior syllabus as skills associated with the inquiry model are essential as students' progress into further studies in Economics.	Critical thinking will need to be integrated into all studies. Key elements should be reflected in the standards Matrix.
<b>Creative thinking</b>	The Economics syllabus must include development of capabilities to imagine possibilities, consider alternatives, and seek and create innovations solutions to economic issues and/or events on either a micro or a macro level.	Studies in economics are driven by the analysis of primary and/or secondary resources that need to be valid, reliable and credible. In developing decisions and conclusions, students are required to match evidence to criteria. This process of inquiry provides limited scope for the inclusion of creative thinking.	Minimal inclusion is required if at all.
<b>Communication</b>	Students develop specialised language and terminology associated with economics when discussing and applying concepts to contemporary issues and events, communicating ideas, forming opinions and drawing conclusions.	Communication in both a literacy and numeracy sense is an essential part of the existing program and needs to continue to be described and prescribed within units. Consideration could be given to how these skills may be embedded within units of work.	This is an essential skill to be included in assessment as students are required to effectively convey information on the processes and products of an inquiry in both oral and written forms and express ideas effectively with diverse audiences.
<b>Collaboration and teamwork</b>	It is essential that the syllabus provide opportunity for the development and application of personal, interpersonal and social skills, behaviours and dispositions through connections developed with others by working collaboratively and constructively in groups.	A limited inclusion of this skill is recommended. A teacher's pedagogical practice may include some form of collaboration and teamwork primarily in the pedagogical framework of this subject.	Minimal inclusion is required.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Personal and social skills</b>	The inclusion of opportunities for students to recognise different perspectives to explore their own rights and responsibilities as participants in the economy is important.	The degree of inclusion while limited should take into account ethical and moral understanding and its importance as a skill. This inclusion should be in the description and throughout the prescription of the syllabus.	Assessment of this skill as a standalone attribute is difficult and not recommended for assessment. Rather this attribute should be embedded into the pedagogical approach of the syllabus.
<b>ICT skills</b>	Students must develop the knowledge and skills to use digital technologies to research and source information on Australia's economy. Students must also be provided every opportunity to develop and apply their ICT skills through organising and presenting information.	The inclusion of ICT will help students to engage with the process of inquiry more effectively. This is achieved during the analysis phase and links strongly with critical thinking in an economic context.	ICT skills need to play a moderate role in assessment as students gather primary and/or secondary data to help support decisions and conclusions.

## Authority syllabus: Legal Studies 2013

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Critical thinking</b>	Students need to be provided with opportunities to develop critical thinking skills through the investigation of the Australian legal system.	The inclusion of critical thinking is essential to both pedagogy and assessment practices in Legal Studies. Through inquiry-based learning students are engaged in analysis, evaluating, justifying, and making decisions that may benefit themselves and the community now and in the future.	Critical thinking must be integrated throughout the course. The key elements of critical thinking should be reflected in the standards matrix.
<b>Creative thinking</b>	Creative thinking may be developed through the examination of contemporary legal issues that currently lack the regulations and control compared with more time tested topics of study.	Limited, as students may only be required to identify alternative legal outcomes based on evidence in particular units of study.	Minimal inclusion is required when students are required to see and make new links, or identify alternatives.
<b>Communication</b>	Communication skills lay the foundation for students to demonstrate their understanding, and use of legal concepts and ideas in discussions and communication of information, concepts and ideas.	Effective communication is a prerequisite for success in Legal Studies as students communicate to an audience with a purpose.	This is an essential skill to be included in assessment, as students are required to communicate effectively in both oral and written forms and express ideas effectively with diverse audiences.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Collaboration and teamwork</b>	The provision of opportunities to develop and apply personal, interpersonal and social skills through working collaboratively and constructively in groups is vital in the legal context.	A limited inclusion of this skill is recommended. A teacher's pedagogical practice may include some form of collaboration and teamwork.	Minimal inclusion is required.
<b>Personal and social skills</b>	Given the nature of work the chance to develop decision-making, conflict resolution and leadership skills, while learning to appreciate the insights and perspectives of others, is essential.	The degree of inclusion while limited should take into account ethical and moral understanding and its importance as a future skill. This inclusion should be in the description and throughout the prescription of the syllabus.	Minimal assessment of this skill as a standalone attribute is difficult and not recommended for assessment. Rather this attribute could be embedded into the pedagogical approach of the syllabus.
<b>ICT skills</b>	Students must be provided with the opportunity to develop their ICT capabilities to research and source information on the Australian legal system, and other systems where required. This may include developing knowledge of effective search practices that provide better outcomes when conducting internet and library catalogue searches.	The inclusion of ICT will help students to use the process of inquiry more effectively. ICT can be used to access printed law literature and computer databases, and for the presentation of documentation.	ICT skills needs to play a moderate role in assessment as students investigate legal issues and situations throughout the inquiry-based learning model.

## Authority-registered syllabus: Business Studies 2014

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Critical thinking</b>	Students should be given the opportunity to develop personal capabilities in critical thinking through learning, to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.	The inclusion of critical thinking in Business during teaching and in assessment is an important component of the course of study.	Assessment of critical thinking within Business Studies does need to occur. Students must be provided with opportunities to make decisions and solve problems of a more routine nature.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Creative thinking</b>	Through exposure to creative thinking opportunities, students should be able to seek and create innovative solutions to business issues and/or events.	Inclusion of creative thinking needs to happen in both the pedagogical choices and assessment opportunities provided by teachers. Students need to be exposed to opportunities that engage them in planning and organising a business enterprise and entrepreneurship to create and innovate.	This must be an integral part of assessment as students seek to develop solutions and practices that are innovative and creative.
<b>Communication</b>	The capacity to interpret and use language confidently for learning and communicating in and out of school, and for participating effectively in society is essential for Business SAS students.	Effective communication needs to be modelled consistently throughout the teaching, learning and assessment cycle of Business Studies. Students must exit with the knowledge and skills of reading, viewing, listening, writing, composing and speaking to engage with course content not only in the classroom, but in real-life contexts as well.	This is an essential skill to be included in assessment, as students are required to communicate effectively in both oral and written forms and express ideas effectively with diverse audiences.
<b>Collaboration and teamwork</b>	Students must work both independently and collaboratively to develop skills such as leadership and initiative, building positive relationships, negotiating and resolving conflict, and making informed and responsible decisions.	Any revision to the current syllabus needs to extend opportunities for students to engage in collaboration and teamwork both as part of the pedagogical and assessment practices.	It is recommended that collaboration and teamwork is mandatorily assessed on multiple occasions throughout the assessment program due to its importance as an employability skill for students' future pathways.
<b>Personal and social skills</b>	Through various units, students must develop a range of practices, including recognising and regulating their emotions, developing empathy for, and understanding of others.	The ability to manage one's self, time, planning and organisation are all essential skills for study and work. During learning, activities should involve students connecting and working with others, and demonstrating cultural awareness.	Working effectively with others in the Business context is an essential core skill. Assessment of these skills should be included; however, this is more likely to be observed across the course rather than through a unit of study.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>ICT skills</b>	Given the fundamental purpose of this subject is to provide a pathway for students into various business contexts, students must regularly engage in the use of technology, whether that be to develop the knowledge and skills to use digital technologies, or apply their ICT skills through organising and presenting information in a variety of modes.	In the area of Business, students are expected to exit the subject with the capacity to use digital technologies in the workplace. The consistent embedding of ICT skills in relation to general operations software and specialised media software, is essential.	The course of study must require the embedding of ICT skills into assessment.

## Authority-registered syllabus: Tourism 2015

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Critical thinking</b>	As students are required to analyse tourism issues and events, draw conclusions and make recommendations, critical thinking will play an important role in future programs in a tourism context.	Critical thinking skills need to be embedded within the Tourism program; however, the inclusion of critical thinking skills is dependent on the topics of study chosen. In future revisions of the program, greater emphasis needs to be placed on ensuring breadth of skills coverage across the units.	Assessment of critical thinking within Tourism Studies needs to occur. Students must be provided with opportunities to analyse data, make judgments, and evaluate opportunities for growth in various tourism contexts.
<b>Creative thinking</b>	The generation of new initiatives and enterprising behaviours based on consumer and industry needs will need to be creative to ensure Queensland and Australia maintain a competitive advantage in the relevant market.	Given the topics of study within the syllabus opportunities for creative thinking could be seen as minimal. In reality, the opportunity to think creatively will be incredibly important in developing strategies to increase tourism locally, nationally and globally. Processes to engage in creative thinking and presentation must be included in both pedagogical practices and assessment.	This must be an integral part of assessment as students seek to develop solutions and practices that are innovative and creative.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications for assessment
<b>Communication</b>	Tourism students will be able to communicate meaning and information using appropriate language conventions and features within the tourism context.	Students need to be able to share and present information using language conventions and features for various audiences. Of great significance is the ability to communicate in written, oral and visual modes.	This is an essential skill to be included in assessment. Students are required to communicate effectively in both oral and written forms and to express ideas effectively with diverse audiences.
<b>Collaboration and teamwork</b>	The tourism and hospitality industry requires employees with the ability to work in teams in order to contribute to productive outcomes for the industry.	Any revisions to the current syllabus need to extend opportunities for students to engage in collaboration and teamwork both as part of the pedagogical and assessment practices.	It is recommended that collaboration and teamwork is mandatorily assessed on multiple occasions throughout the assessment program due to its importance as an employability skill for students' future pathways.
<b>Personal and social skills</b>	The development of personal and social skills are essential in ensuring that productive and harmonious relationships between employees and customers.	The ability to manage one's self, time, planning and organisation are all essential skills for study and work. During learning, activities should involve students connecting and working with others, and demonstrating cultural awareness.	Working effectively with others in the tourism and hospitality industry is an essential skill. Assessment of these skills should be included; however, this is more likely to be observed across the course.
<b>ICT skills</b>	Students will need to utilise research methods to develop and update their knowledge of tourism in Australia.	Tourism students should exit school with digital skills. The consistent embedding of ICT skills in relation to general operations software to produce documents such as itineraries and travel documents, promotional presentations, reports and other materials is very important.	The course of study requires moderate inclusion of ICT skills into assessment. Opportunities for embedding ICT skills need to meet the requirements of the task and be relevant to the context of study.

## 4.1 Recommendations

### Recommendation 13

Elements of the 21st century skills should be integrated into the standards matrixes of each syllabus and incorporated into the core content explicitly.

### Recommendation 14

When developing information about teaching and learning activities, 21st century skills should be highlighted.

### **Recommendation 15**

Statements about each of the future focus skills should be included to provide advice and guidance on pedagogical practices.

### **Recommendation 16**

Explicit exemplars of how 21st century skills are embedded into topics of study through learning opportunities, activities and teacher practice including inquiry and questioning models, plus feedback would help provide clarification on the skills to teach, and how these may be taught and modelled within the learning environment.

### **Recommendation 17**

Exemplars of pedagogy should be included to promote the extensive, well-documented evidence that exists about the kinds of teacher practices that consistently have a positive impact on student learning.

## **Bibliography**

No bibliography was provided.