



# **Business Education Subject Area Syllabus and Guidelines**

**Level 4 to Beyond Level 6**

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# Contents

<b>CONTENTS .....</b>	<b>3</b>
<b>INTRODUCTION.....</b>	<b>5</b>
<b>The common curriculum and the subject areas .....</b>	<b>5</b>
<b>Subject area syllabuses and guidelines .....</b>	<b>6</b>
<b>Courses of study.....</b>	<b>6</b>
<b>RATIONALE .....</b>	<b>7</b>
<b>Nature of the subject area.....</b>	<b>7</b>
<b>Nature of learning in the subject area .....</b>	<b>8</b>
<b>Contribution of the subject area to lifelong learning .....</b>	<b>8</b>
Knowledgeable person with deep understanding .....	8
Complex thinker.....	9
Active investigator.....	9
Responsive creator.....	9
Effective communicator .....	9
Participant in an interdependent world.....	9
Reflective and self-directed learner.....	9
<b>Cross-curricular priorities.....</b>	<b>9</b>
Literacy.....	10
Numeracy .....	10
Lifeskills.....	10
Futures perspective.....	11
<b>Other curricular considerations.....</b>	<b>11</b>
Work education .....	11
<b>Understandings about learners and learning.....</b>	<b>12</b>
Learners .....	12
Learning.....	13
Learner-centred approach.....	13
Equity in the curriculum.....	13
Student access and participation.....	14
Learning about equity.....	14
<b>OUTCOMES .....</b>	<b>15</b>
<b>Framework.....</b>	<b>15</b>
Subject area outcomes .....	15
<b>Strands of the subject area .....</b>	<b>15</b>
Business and Economic Systems.....	15
Information Procedures .....	16
Enterprise and Ventures .....	16
Work Environments.....	16
<b>Levels 17</b>	
Central learning outcomes.....	17
Supplementary learning outcomes.....	18
Relationship of outcome levels to year levels .....	18
<b>Using learning outcomes to plan for learning and assessment.....</b>	<b>28</b>
<b>Central content .....</b>	<b>28</b>
<b>ASSESSMENT .....</b>	<b>33</b>

<b>Purposes of assessment</b> .....	<b>33</b>
Providing feedback.....	33
Informing decision making.....	33
<b>Principles of assessment</b> .....	<b>33</b>
Demonstrations of learning outcomes.....	34
Comprehensive range of evidence.....	34
Valid and reliable evidence.....	34
Individual learners.....	34
Integral part of learning and teaching process.....	34
Responsibility for own learning and self-monitoring.....	35
Equity principles.....	35
<b>Process of assessment</b> .....	<b>35</b>
Opportunities to demonstrate learning outcomes.....	35
Gathering and recording evidence.....	35
Making judgments about demonstrations of learning outcomes.....	38
<b>Reporting</b> .....	<b>41</b>
Reporting to students and parents/carers.....	41
Reporting on student progress in relation to learning outcomes.....	41
Language, formats and modes of reporting.....	41

# Introduction

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

## The common curriculum and the subject areas

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

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

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

The core of the Queensland curriculum for the compulsory years of schooling consists of a selection of essential learnings expressed as 'core learning outcomes'. Typically, all students are expected to demonstrate core learning outcomes.

'Discretionary learning outcomes' describe what students know and can do beyond what is essential at a particular level. It is not expected that all students will demonstrate these learning outcomes.

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

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

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

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

## **Subject area syllabuses and guidelines**

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

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

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

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

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

## **Courses of study**

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

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

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

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

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

Further information is available in the Guidelines section.

# Rationale

## Nature of the subject area

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

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

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

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

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

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

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

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

Business Education focuses on business and economic systems, information procedures, enterprises and ventures, and work environments. Business Education is important for students in the later years of compulsory schooling as it is at this time that they gain a degree of independence in accumulating and managing finances,

make decisions about goods and services, and acquire legal rights and responsibilities as citizens.

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

## **Nature of learning in the subject area**

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

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

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

## **Contribution of the subject area to lifelong learning**

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

A lifelong learner is:

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

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

### **Knowledgeable person with deep understanding**

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

### **Complex thinker**

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

### **Active investigator**

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

### **Responsive creator**

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

### **Effective communicator**

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

### **Participant in an interdependent world**

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

### **Reflective and self-directed learner**

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

### **Cross-curricular priorities**

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

## **Literacy**

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

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

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

## **Numeracy**

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

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

## **Lifeskills**

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

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

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

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

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

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

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

### **Futures perspective**

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

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

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

### **Other curricular considerations**

The Business Education subject area also incorporates work education.

#### **Work education**

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

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

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

While work education includes providing opportunities for students to explore options for future education, training and paid employment, this is not its sole purpose; nor is it intended to focus exclusively on the development of vocationally oriented skills.

Work education has a much broader role — that of preparing students for work in all the forms and contexts in which it occurs. This includes preparing students to participate effectively in both paid and unpaid work, to understand the issues involved in balancing these different kinds of work (including family responsibilities) and to recognise the benefits to society of assisting workers achieve this balance.

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

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

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

## **Understandings about learners and learning**

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

### **Learners**

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

## **Learning**

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

## **Learner-centred approach**

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

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

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

## **Equity in the curriculum**

The Queensland school curriculum is designed to challenge inequities by:

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

- identifying and promoting the capacity of the Business Education subject area to develop knowledge, practices and dispositions that empower students to challenge injustices and inequities.

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

### **Student access and participation**

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

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

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

### **Learning about equity**

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

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

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

# Outcomes

## Framework

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

### Subject area outcomes

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

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

## Strands of the subject area

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

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

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

### Business and Economic Systems

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

national and global scales. Students identify, investigate and propose solutions to business challenges.

The organisers for this strand are:

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

### **Information Procedures**

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

The organisers for this strand are:

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

### **Enterprise and Ventures**

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

The organisers for this strand are:

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

### **Work Environments**

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

The organisers for this strand are:

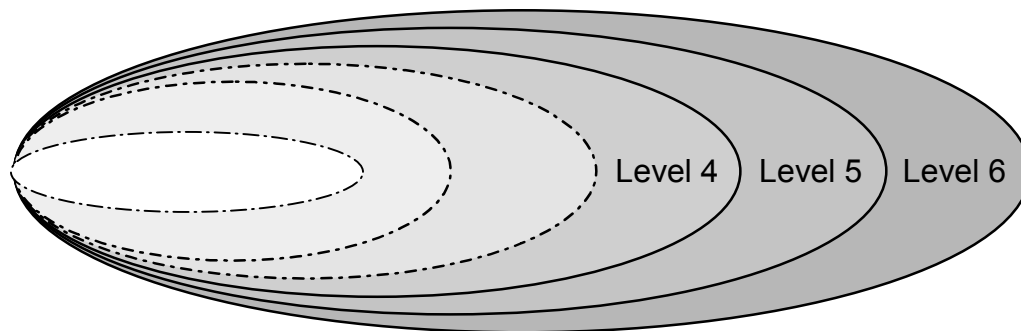
- roles, rights and responsibilities in work environments
- changing nature of work
- work environments and legal processes.

## Levels

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

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

The continuum is illustrated in the following diagram.



### Progression of conceptual development of outcomes

#### Central learning outcomes

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

Central learning outcomes may be of two types:

- Subject area-specific learning outcomes — these are specific to the subject area and are not described in the core learning outcomes of the key learning areas.
- Core learning outcomes — these are selected from antecedent key learning areas, in a subject area context and are fundamental to the subject area. Core learning outcomes are included from the Technology key learning area. These learning outcomes are labelled to indicate their key learning area code.

### **Supplementary learning outcomes**

Supplementary learning outcomes describe what students know and can do with what they know beyond what is considered fundamental at a particular level. They indicate additional learnings considered desirable. It is not expected that these supplementary learning outcomes will be demonstrated by all students. The supplementary learning outcomes are included to assist teachers in broadening the understandings of those students who have already demonstrated central learning outcomes. Additional supplementary learning outcomes could be developed by schools or teachers. At Beyond Level 6 all learning outcomes are supplementary.

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

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

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

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

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

**Key:**

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

Tech — in *Years 1 to 10 Technology Syllabus*; Strands: SYS — Systems.

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

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

*Key:*

Tech — in *Years 1 to 10 Technology Syllabus*; Strands: INF — Information.

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

Key:

Tech — in *Years 1 to 10 Technology Syllabus*; Strands: INF — Information.

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

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

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

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

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<b>Learning outcomes</b>	
<b>Work Environments</b>	
<p>Organisers for learning outcomes in the Work Environments strand are:</p> <ul style="list-style-type: none"> <li>• roles, rights and responsibilities</li> <li>• changing nature of work</li> <li>• work environments and legal processes.</li> </ul>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b>  <i>Students understand workforce requirements in local, national and global environments. They predict the future of work. They propose strategies to create safe and equitable workplace practices.</i></p> <p><b>Central learning outcomes</b>                      WE 6.1 Students investigate the types of workforces needed to meet demands of local, national or global work environments.</p> <p>WE 6.2 Students predict the nature of work in the future and likely impact of changes on individuals and community groups.</p> <p>WE6.3 Students identify unsafe and inequitable workplace practices and propose strategies to improve workplace conditions.</p> <p><b>Supplementary learning outcomes</b>                      WE 6.4 Students make practical suggestions for improving productivity and working conditions in an industry or business. (SOSE SRP 6.2)</p> <p>WE 6.5 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. (SOSE SRP 6.4)</p> <p>WE 6.6 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power. (SOSE SRP 6.5)</p>	<p><b>Level statement</b>  <i>Students understand the skills and values associated with specific work contexts. They investigate their personal capacity to participate effectively in work. They understand the dynamics of working cooperatively and can suggest workplace changes to provide for equitable distribution of power.</i></p> <p><b>Supplementary learning outcomes</b>                      WE B6.1 Students analyse the skills required to work in specific contexts and reflect on values associated with different types of work.</p> <p>WE B6.2 Students evaluate their personal capacity to adapt to work environments.</p> <p>WE B6.3 Students examine examples of management structures used within organisations and devise strategies to promote productive and cooperative work environments.</p> <p>WE B6.4 Students propose changes to economic, political or legal systems to make them more democratic and socially just. (SOSE SRP D6.4)</p> <p>WE B6.5 Students suggest solutions to problems involving inequitable distribution of power and resources in a global context. (SOSE SRP 6.5)</p>

**Key:**

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

## **Using learning outcomes to plan for learning and assessment**

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

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

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

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

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

### **Central content**

The central learning outcomes are the focus for planning learning activities and assessment tasks. Students will engage with central content when they are provided with opportunities to demonstrate central learning outcomes.

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

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

**Central content**

**Business and Economic Systems**

**Business environments**

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

**Nature of systems and subsystems**

- components of business and economic systems — economic systems and concepts (inflation, consumer price index, economic rationalism, resource scarcity, importing and exporting)
- structure of business and economic systems
- controls within business and economic systems
- management of business and economic systems

**Production and markets**

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

**Resolution of business and economic issues**

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

**Central content**

**Information Procedures**

**Nature of information**

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

**Information management**

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

**Financial record management**

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

**Techniques to manipulate information**

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

**Central content**

**Enterprise and Ventures**

**Entrepreneurial creativity**

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

**Management of an enterprise or venture**

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

**Central content**

**Work Environments**

**Roles, rights and responsibilities**

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

**Changing nature of work**

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

**Work environments and legal processes**

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

## Assessment

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

### Purposes of assessment

Information obtained from assessment can be used for a variety of purposes including providing feedback on student progress and informing decision making related to student learning.

#### Providing feedback

Assessment:

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

#### Informing decision making

Assessment information helps teachers to:

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

### Principles of assessment

For assessment to be effective, it should:

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

### **Demonstrations of learning outcomes**

Assessment focuses on students' demonstrations of learning outcomes. Assessment opportunities are typically designed to provide opportunities for students to demonstrate more than one outcome. When assessment is focused on learning outcomes, students are made aware of what is being assessed, how and when they will be assessed, and how judgments will be made about their demonstrations of learning outcomes. Teachers may then use information from assessment to plan further learning.

### **Comprehensive range of evidence**

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

### **Valid and reliable evidence**

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

### **Individual learners**

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

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

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

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

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

### **Equity principles**

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

- providing assessment opportunities that assist students or groups of students to overcome barriers that might limit their demonstrations of learning outcomes
- negotiating assessment with students so that they maximise their opportunities to demonstrate learning outcomes.

### **Process of assessment**

The process of assessment involves:

- providing students with opportunities to demonstrate what they know, and can do with what they know, in terms of identified learning outcomes
- gathering and recording evidence of students' demonstrations of these learning outcomes
- using the evidence to make overall judgments about students' demonstrations of learning outcomes.

### **Opportunities to demonstrate learning outcomes**

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

### **Gathering and recording evidence**

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

#### *Sources of evidence*

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

### *Assessment techniques*

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

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

### *Record keeping*

Record keeping must support planning and be manageable and easily maintained. It must also provide accurate evidence drawn from a range of contexts about student learning related to the demonstrations of learning outcomes.

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

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

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

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

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

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

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

- students' responses to particular assessment tasks
- what students know and can do with particular content
- whether students can demonstrate aspects of learning outcomes.

Such judgments are part of the ongoing monitoring of student progress and inform planning for future learning activities and assessment opportunities.

From time to time, overall judgments can be made about students' demonstrations of learning outcomes in relation to the continua of learning described by the learning outcomes. That is, judgments are made that there is sufficient evidence available to show that students can demonstrate learning outcomes identified for a particular level.

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

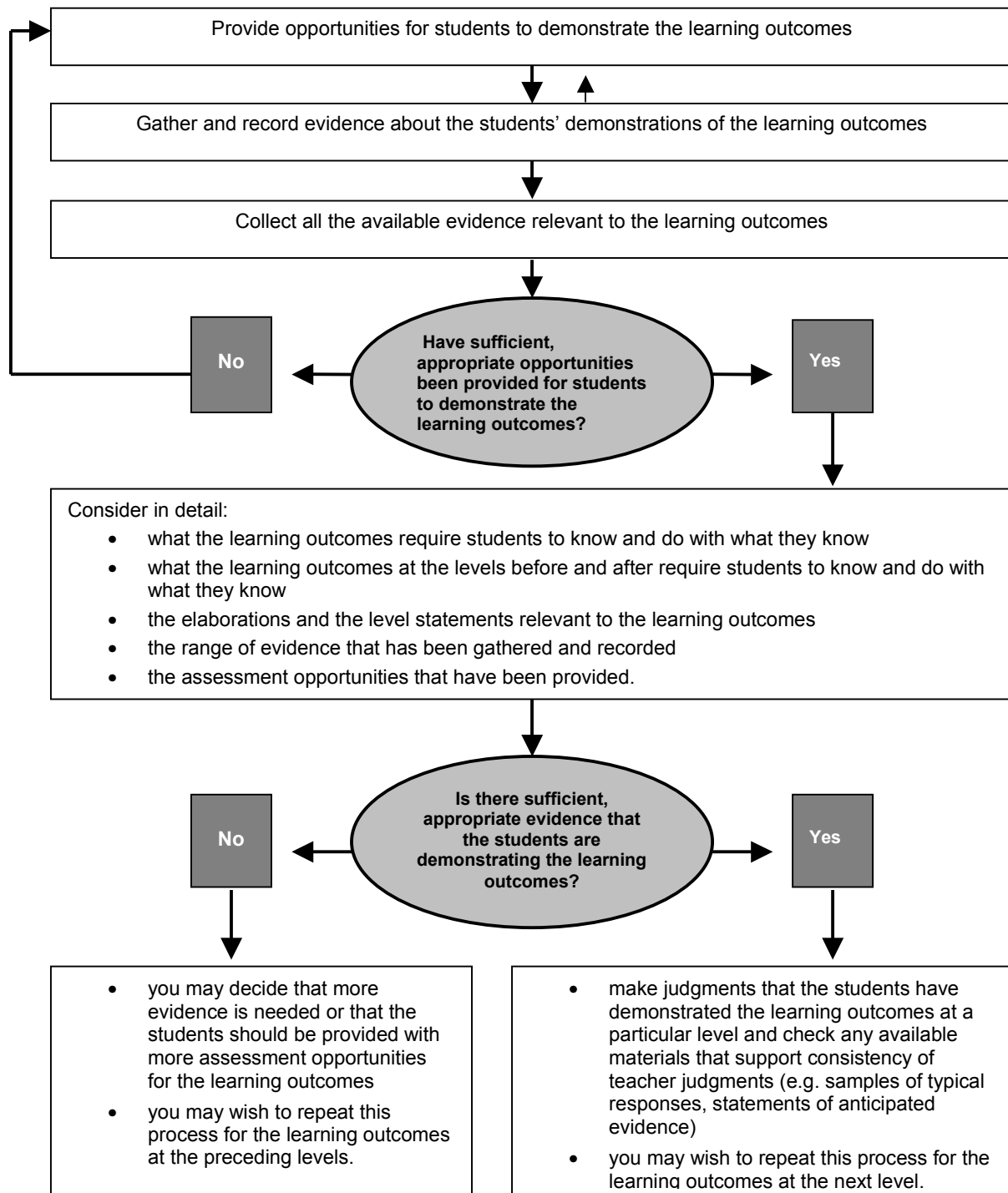
- analyse what it is that students are expected to know and be able to do with what they know
- consider the outcomes at the levels before and after the focus learning outcomes
- use a range of evidence
- make judgments about which learning outcomes the students have demonstrated.

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

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

A flow chart summarising the process of making overall judgments about students' demonstrations of learning outcomes is provided in Figure 1.

Figure 1: Making judgments about the demonstrations of learning outcomes



### *Consistency of teacher judgments*

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

An individual teacher's judgments need to be consistent:

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

Strategies for ensuring consistency of teacher judgments include:

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

## Reporting

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

### Reporting to students and parents/carers

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

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

### Reporting on student progress in relation to learning outcomes

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

- explanations of particular assessment opportunities
- evidence about demonstrations of learning outcomes
- judgments about demonstrations of particular learning outcomes
- clarification of learning outcomes and how they could be demonstrated
- identification of future assessment opportunities and anticipated evidence.

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

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

### Language, formats and modes of reporting

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

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

For further information on assessment and reporting, refer to *Position Paper and Guidelines: An Outcomes Approach to Assessment and Reporting* available on the Queensland Studies Authority website:  
<http://www.qsa.qld.edu.au/research/qscq/pdf/PositGLdoc.pdf>