UC H Course
Business Decision Making

Written under the Commerce Framework 2023

Picture by University of Canberra

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H Courses

H classification is given to a year 11 and 12 course which is designed and accredited by the Board of Senior Secondary Studies (BSSS) and an Australian university, and where successful completion of the course will be recognised both towards the ACT Senior Secondary Certificate and an undergraduate degree with that university.

The BSSS considers H courses as complementary to studies in the home college. These extension courses allow students to pursue depth of study in an area of interest, while also gaining experience in a tertiary context to prepare for future studies.

The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education

- enable students to develop the essential capabilities for twenty-first century learners

- empower students as active participants in their own learning

- engage students in contemporary issues relevant to their lives

- foster students' intellectual, social, and ethical development

- nurture students' wellbeing, and physical and spiritual development

- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers.

- Teachers are responsible for advancing student learning.
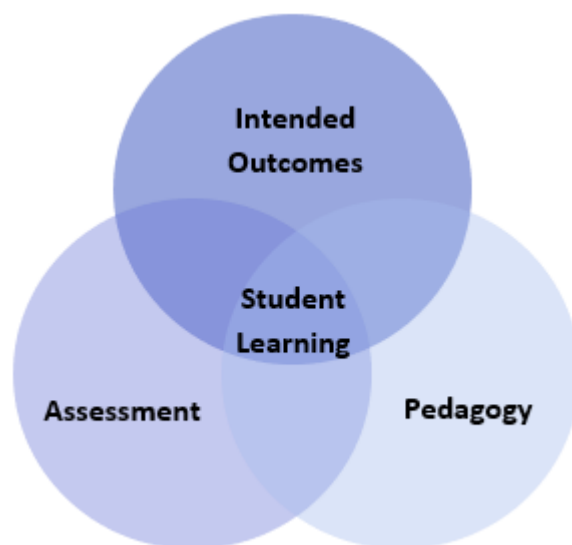
Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
   (Prior knowledge)

2. When learning is organised around major concepts, principles, and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy

- numeracy

- information and communication technology (ICT)

- critical and creative thinking

- personal and social

- ethical understanding

- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia

- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

In UC H Course Business Decision Making, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for listening, engaging in collaborate practice, and expressing their research and conclusions about questions and problems in Business and consider how that translates into practical applications. Literacy in UC H Course Business Decision Making involves students listening to, reading, viewing, speaking, writing, and creating academic texts, and using and modifying language for different purposes in an academic university context.

Numeracy

In UC H Course Business Decision Making, students become numerate as they develop the knowledge and skills to use Mathematics confidently to create and interpret data as they research and communicate their findings in case studies and financial analyses. They become aware of the contingency and malleability of data produced using mathematical methods. Numeracy in UC H Course Business Decision Making encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Information and Communication Technology (ICT) Capability

In UC H Course Business Decision Making students develop Information and Communication Technology (ICT) capability as, in examining business decision making, they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. They consider the role and culpability of ICT in creating and in addressing a range of business challenges and opportunities. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of studying and being, as technologies evolve and understanding the risks to themselves and others in a digital environment.

Critical and Creative Thinking

In UC H Course Business Decision Making, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems in Business. They engage in thinking critically about issues in Business and the ways different theories highlight and obscure different questions and opportunities. They think creatively about solutions to challenges to individuals, groups and to the community. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation.

Personal and Social Capability

In UC H Course Business Decision Making, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively by examining and accounting for people's behaviour in business, finance and economics, and the needs and practices of communities and individuals worldwide. They develop the skills to engage in respectful and thoughtful discussion and investigation of significant and controversial issues. As they investigate questions in business, they build personal and social capability through a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. These will be further developed by learning top operate and learn in the university context.

Ethical Understanding

In UC H Course Business Decision Making, students develop ethical understanding, as they identify and investigate the nature of ethical concepts and values and understand how reasoning can assist ethical judgements in making business, financial and economic decisions. Further, they problematise ethical knowledge by examining how ethics affects the generation of knowledge and opportunities in Business. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others through the exploration of their ethics as researchers and thinkers.

Intercultural Understanding

In UC H Course Business Decision Making, students develop intercultural understanding as they learn to value their own cultures, languages, and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding provided in UC H Course Business Decision Making will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

This priority in UC H Course Business Decision Making will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and their relation to business, financial and economic systems in Asia. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. Ethical questions relating to sustainability and business, financial and economic activity can be addressed in detail.

UC H Course

Business Decision Making

Rationale

Many graduates aim to become managers, either of their own business, or within larger organisations. A critical attribute of effective management is the ability to integrate financial and non-financial data into decision-making processes, including pricing strategies, budgeting, performance evaluation, and both short- and long-term planning.

However, many future managers have not studied accounting and information systems. This course addresses that gap by equipping students with the skills to identify, obtain, manipulate and analyse relevant data to make informed business decisions.

In addition to technical skills, students will explore how psychological and factors at a local, national and international level can systematically and predictably impair decision-making. By understanding these influences, students can develop strategies to mitigate their impact and improve decision quality. This course also considers the ethical and sustainability dimensions of business decisions, including the role of corporate social responsibility. Students will examine how these considerations shape organisational behaviour and stakeholder expectations in contemporary business environments.

As an H course, this subject provides an enriching transition from secondary to tertiary education. Students will develop the vocabulary, analytical skills and work habits necessary to thrive in university-level study.

Goals

This course should enable students to:

- explain commerce concepts, theories, processes and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political and cultural contexts on commerce concepts, theories and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions
- critically analyse data using financial literacy to solve problems in commerce
- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence and conclusions to develop convincing arguments, judgements and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement.

Unit Titles

- Concepts and Applications
- Applications in Context

Organisation of Content

Concepts and Applications

Students learn how a range of stable psychological factors impact decision-making processes and the potential impact on businesses.

Students will learn how to utilize a variety of spreadsheet functions to develop simple decision-support models, such as setting prices, estimating the viability of products, and deciding whether to make or outsource products.

Students will learn to apply cost classifications and cost behaviour to a range of decisions, including budgeting and calculating breakeven points under various scenarios.

Students learn to analyse the impact a range of transactions and events will have on financial reports and explore the structure of two major financial statements, the income statement, and the balance sheet.

Students consider the impact of ethics and sustainability on contemporary business decision making.

Applications in Context

Students investigate how the range of psychological factors influence decision makers through real world scenario analysis and thought-provoking discovery of the impacts on decision-making processes and the potential impact on businesses.

Students investigate the application of cost-benefit analysis concepts to various business decision making contexts and will explore and apply a number of techniques designed to help management when evaluating whether to implement changes in planned activities, such as expanding or contracting operations. They will consider the directs costs and externalities pertaining to ethical and sustainability impacts of decision making.

Students will expand their understanding of the impact a range of transactions and events will have on financial reports. Students will then investigate how this information can be used to manipulate readers' investment decision-making processes.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills

Assessment Task Types

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

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three and a maximum of five assessment tasks.

- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.

- Each assessment item must enable students to demonstrate higher order thinking.

- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Students are required to create a variety of disciplinary relevant texts in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.

Achievement Standards

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Commerce T Course Year 11

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

Achievement Standards for Commerce T Course Year 12

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

Concepts and Applications   Value: 1.0

Unit Description

Students learn how a range of stable psychological factors impact decision-making processes and the potential impact on businesses.

Students will learn how to utilize a variety of spreadsheet functions to develop simple decision-support models, to assist in range of situations, such as setting prices, estimating the viability of products, and deciding whether to make or outsource products.

Students will learn to apply cost classifications and cost behaviour to a range of decisions, including budgeting and calculating breakeven points under various scenarios.

Students learn to analyse the impact a range of transactions and events will have on financial reports and explore the structure of two major financial statements, the income statement, and the balance sheet.

Students consider the impact of ethics and sustainability on contemporary business decision making.

Specific Unit Goals

This unit should enable students to:

- demonstrate how a range of psychological factors influence decision makers

- develop spreadsheet models to support simple decision making in a variety of contexts

- apply cost classifications and cost behaviour to a range of decisions, including budgeting

- analyse the impact a range of transactions and events have on a business' financial statements

- consider the impact of ethical and sustainability issues on business decisions

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and understanding

- critically analyse the differences between traditional decision-making theory, based on the normative assumption of the rational utility maximizer, and decision-making literature based on psychology

- create spreadsheets designed to assist business decision-making processes of managers of hypothetical businesses

- locate, interpret, and apply data relevant to a range of business decisions

- analyse relevant data by identifying and discussing relevant limitations and assumptions

- consider the impact of ethical and sustainability issues on business decisions, for example, corporate social responsibility

- synthesise data, cost behaviours, and psychological factors to a range of decisions, including budgeting to create solutions to identified problems, for example, financial mathematics

- apply a case study approach to provide business advice to management of a hypothetical company, from relevant local, national and global contexts

Skills

- apply professional skills such as initiative, adaptability, drive, integrity, organisational and planning skills, for example, collaboration platforms, use of generative AI in completing tasks

- communicate complex ideas in appropriate modes for chosen audiences, including plain language reports for clients, academic writing, and in quantitative representations of data

- communicate their understanding using relevant evidence from a variety of appropriately referenced sources

- communicate effectively in diverse cultural and social settings to enable collaboration and teamwork

- reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning

- reflect on how UC H Course Business Decision Making challenges ethical, and intercultural understanding of individuals and groups in society in their own thinking and learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 8 and 9.

Applications in Context   Value: 1.0

Unit Description

Students investigate how a range of psychological factors influence decision makers through real world scenario analysis and thought-provoking discovery of the impacts on decision-making processes and the potential impact on businesses.

Students investigate the application of cost-benefit analysis concepts to various business decision making contexts and will explore and apply a number of techniques designed to help management when evaluating whether to implement changes in planned activities, such as expanding or contracting operations. They will consider the directs costs and externalities pertaining to ethical and sustainability impacts of decision making.

Students will expand their understanding of the impact a range of transactions and events will have on financial reports. Students will then investigate how this information can be used to manipulate readers' investment decision-making processes.

Specific Unit Goals

This unit should enable students to:

- demonstrate how a range of psychological factors influence decision makers

- apply selected management accounting concepts and techniques to various business decision making contexts, including workforce planning

- interpret the impact a range of transactions and events will have on financial reports, including long and short term planning

- undertake research and inquiry in business in a university context

- analyse costs and opportunities associated with ethical and sustainable practices to draw conclusions

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- analyse scenarios and apply insights from psychology to predict how managers' decision-making processes can be biased in predictable ways and the likely impacts to create solutions to identified problems, for example, staffing and recruitment methods

- locate, interpret, and apply data relevant to a range of business decisions, for example, financial planning data

- identify limitations and discuss the impact of assumptions used to generate data, for example, staffing levels and value

- interpret how a range of transactions and events will impact financial statements, including business funding methods

- apply a case study approach to provide business advice to management of a hypothetical company, from relevant local, national and global contexts and considering the contexts of different business structures

Skills

- apply professional skills such as initiative, adaptability, drive, integrity, organisational and planning skills to create solutions to identified problems

- analyse costs and opportunities associated with ethical and sustainable practices to draw conclusions, for example, Corporate social responsibility and stakeholder engagement

- communicate complex ideas in appropriate modes for chosen audiences, including plain language reports for clients, academic writing, and in mathematical representations of data

- communicate their understanding using accurate referencing and relevant evidence from a variety of sources

- communicate effectively in diverse cultural and social settings to enable collaboration and teamwork

- reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning

- reflect on how UC H Course Business Decision Making challenges ethical and intercultural understanding of individuals and groups in society in their own thinking and learning

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Assessment

Refer to pages 8 and 9.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units

Units in this course can be delivered in any order.

Co-requisites for the course or units within the course

Students must be studying a major in the home college in Accounting T, Business T, Economics T, or an integrated Commerce T major to be eligible for this course.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	Institution
Mark Hughes	University of Canberra

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups, or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment, and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.