



## **Commerce Years 7–10**

### **Advice on Programming and Assessment**

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## 1 Introduction

This support document has been designed to help teachers understand key aspects of the new *Commerce Years 7–10 Syllabus* and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*Commerce Years 7–10 Syllabus*, p 61).

The document provides advice about constructing a program that will cover the scope of Commerce for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains two Stage 5 sample units of work:

- **Consumer Choice:** Students learn how to identify, research and evaluate the options when making decisions related to solving problems and issues that confront the consumer. Students use information and communication technologies (ICT) to access a range of websites which provide relevant information about participation as an informed and effective consumer.
- **Political Involvement:** Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes. They use a current issue to investigate how to take political action and through accessing a range of websites gather information on how to become actively involved in a range of processes and actions.

These sample units can be used as models for planning units of work. They include:

- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *Commerce Years 7–10 Syllabus*. Units of work adapted for students undertaking Commerce Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

## 2 Establishing a Scope and Sequence Plan

A fundamental step in the design of effective teaching and learning programs is the establishment of a scope and sequence plan. This plan provides an overview of the units to be taught and details the placement, sequence and duration of units. When establishing a scope and sequence plan there are a number of factors to be considered.

### Syllabus requirements

The syllabus acknowledges that schools require the flexibility to design their Commerce programs to best meet their specific needs and circumstances. Schools should refer to the course structure (on page 14 in the syllabus) and decide on the most appropriate course of study.

When establishing a scope and sequence plan the following syllabus requirements must be met:

- all outcomes are to be addressed in the core
- students undertaking a 100-hour course may study either Core Part 1 or Core Part 2 and a minimum of three (3) options or Core Part 1 and Core Part 2 and one (1) option
- options may be studied for 15–25 indicative hours each
- students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five (5) options.

### Further considerations

When designing a scope and sequence plan, schools also need to consider:

- the specific needs of their students
- involving students and members of the wider school community such as parents/caregivers
- complementing related community initiatives and resources, eg Law Week, Red Cross Community Challenge, Financial Planning Week
- building on other relevant school events and programs, eg visiting law courts, participating in mock trials, Running a Business, participating in Business Week, participating in the ASX share market game.

### Sample scope and sequence plans

The sample scope and sequence plans in section 2.1 and the units of work in section 5 demonstrate ways in which teachers can build a teaching and learning program that ensures coverage of the syllabus requirements. Note that the sample scope and sequence plan:

- covers all the outcomes for the core
- has the scope to cover all the essential content
- includes opportunities for integration of additional content
- provides opportunities to integrate context from the core and options where appropriate, eg Personal Finance/Investing, Law and Society/Law in Action and also integration of options, eg Promoting and Selling/Running a Business
- allocates sufficient time to units to allow for in-depth treatment of content, and to provide opportunities for students to master higher-order skills and acquire a deeper understanding of concepts
- integrates the theoretical content of units with practical applications
- incorporates and integrates the current issues
- highlighted units are included as samples in this document.

## 2.1 Sample Stage 5 Scope and Sequence Plan

### Example 1 – 100 hours Core Part 1 and three options

This scope and sequence plan is designed to maximise understanding of consumer and financial issues and decision-making within the overall economy, emphasising the use of information and communication technologies through the topics of E-commerce, Personal Finance and Investing.

Week	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Core 1.1 – Consumer Choice</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9							<b>Core 1.2 – Personal Finance</b>		
<b>Term 2</b>	<b>Core 1.2 – Personal Finance (cont)</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9					<b>Option 1– Investing</b> Outcomes: 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9				
<b>Term 3</b>	<b>Option 1 – Investing (cont)</b>		<b>Option 3 – E-commerce</b> Outcomes: 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9							
<b>Term 4</b>	<b>Option 9 – Our Economy</b> Outcomes: 5.4, 5.5, 5.7, 5.8, 5.9									

### Example 2 – 100 hours Core Part 1 and Core Part 2 and two options

This scope and sequence plan allows for the integration of Core Part 1 and Core Part 2 and two options. It offers students a broad understanding of the key matters and the relationships between consumer, financial, business, legal and employment issues. Students develop skills to actively participate in the community through an integrated study of the options Political Involvement and Community Participation.

Week	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Core 1.1 – Consumer Choice</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9							<b>Core 1.2 – Personal Finance</b>		
<b>Term 2</b>	<b>Core 1.2 – Personal Finance (cont)</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9					<b>Core 2.1 – Law and Society</b> Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9				
<b>Term 3</b>	<b>Core 2.1 (cont)</b>	<b>Core 2.2 – Employment Issues</b> Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9							<b>Option 10 – Community Participation</b>	
<b>Term 4</b>	<b>Option 10 – Community Participation</b> Outcomes: 5.3, 5.5, 5.6, 5.7, 5.8, 5.9				<b>Option 10 and 6 integrated</b> <b>Option 6 Political Involvement</b> Outcomes 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9					

Note: Consumer Choice and Political Involvement are included as samples in this document.

**Example 3 – 100 hours**  
**Core Part 2 and three options**

This scope and sequence plan allows for the integration of Core 2.1, Law and Society, and Option 8, Law in Action. Students develop skills in problem-solving and decision-making by choosing appropriate actions regarding legal and employment issues. A school-developed option is also included.

Week	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Core 2.1 – Law and Society</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9					<b>Core 2.1 and Option 8 – Law and Society and Law in Action integrated</b> Outcomes 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9				
<b>Term 2</b>	<b>Option 8 – Law in Action</b> Outcomes 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9				<b>Core 2.2 – Employment Issues</b> Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9					
<b>Term 3</b>	<b>Core 2.2 (cont)</b>		<b>Option 3 – E-commerce</b> Outcomes: 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9							
<b>Term 4</b>	<b>Option 12 – School-developed Option</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9									

**Example 4 – 200 hours**  
**Core Part 1 and Core Part 2 and six options**

This sample scope and sequence plan in Year 9 concentrates on business by focusing on an integrated study of the units Running a Business and Promoting and Selling. In Year 10 an integrated study of Law in Action and Law in Society can be programmed.

Term	Week	Year 9	Year 10	
1	1	<b>Core Part 1.1 – Consumer Choice</b>  Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<b>Core Part 2.2 – Employment Issues</b>  Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
	2			
	3			
	4			
	5			
	6			
	7			
	8		<b>Core Part 1.2 – Personal Finance</b>	<b>Option 8 – Law in Action</b>  Outcomes 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9
		9		
	10	Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9		
2	1	<b>Option 2 – Promoting and Selling (integrate with Option 11 – Running a Business)</b> Outcomes 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9	<b>Option 8 – Law in Action</b>  <b>Core Part 2.1 – Law in Society</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
	2			
	3			
	4			
	5			
3	6	<b>Option 11 – Running a Business</b>  Outcomes 5.3, 5.5, 5.6, 5.7, 5.8, 5.9	<b>Core Part 2.1 – Law in Society</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
	7			
	8			
	9			
	10			
4	1	<b>Option 4 – Global Links</b>  Outcomes 5.2, 5.4, 5.5, 5.7, 5.8, 5.9	<b>Option 12 – School-developed Option</b>  Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
4	1	<b>Option 5 – Towards Independence</b>  Outcomes 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<b>Option 5 – Towards Independence</b>  Outcomes 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			

## 3 Advice on Assessment

### 3.1 Assessment for Learning

The Board’s revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

*Assessment for learning* encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student’s performance to record. These records can be used to monitor the student’s progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgment of the student’s performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student’s progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

#### **Principles of assessment for learning**

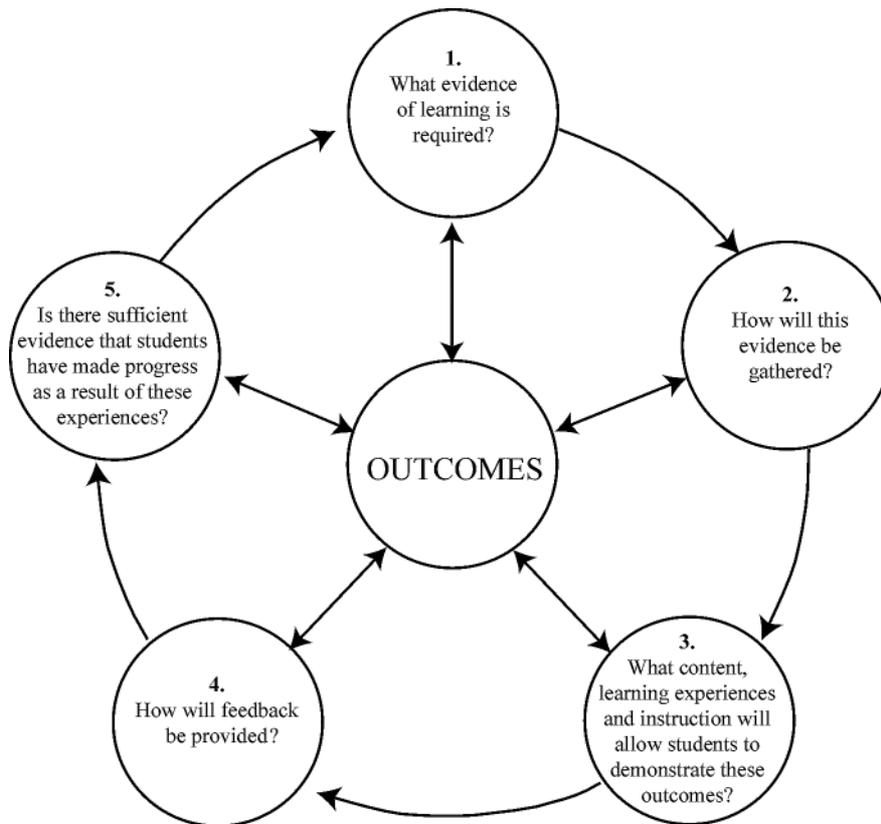
Assessment for learning:

- AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning
- AP2 clearly expresses for the student and teacher the goals of the learning activity
- AP3 reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- AP4 provides ways for students to use feedback from assessment
- AP5 helps students take responsibility for their own learning
- AP6 is inclusive of all learners.

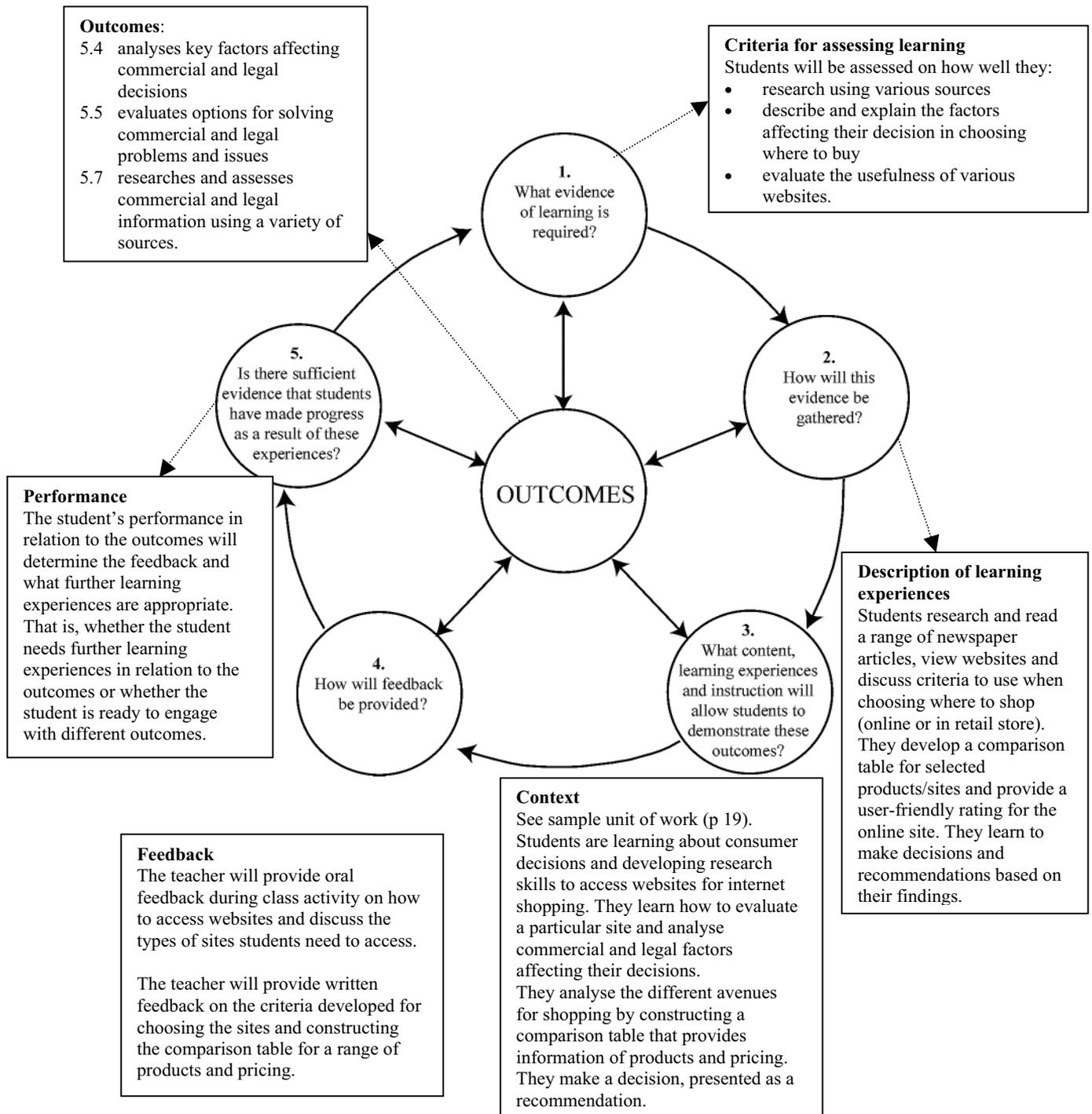
Details on how these principles translate in practice can be found on page 62 of the *Commerce Years 7–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on page 13.

### 3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.



The diagram below shows how this process has been applied in the design of the sample activity Consumer Decisions (pages 13–15), which is embedded in the unit Consumer Choice (page 21).



### 3.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

### 3.4 Annotated Assessment for Learning Activity

The *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices. The Stage 5 sample assessment activity Consumer Decision has been annotated to show these principles.

#### Sample assessment for learning activity 1: Consumer Decision

This activity forms part of the learning and shows the knowledge, skills and understanding to be built on. AP1, AP2, AP3

#### Context

This activity fits into the early part of the topic Consumer Choice where students learn about consumer decisions. Students have basic computer internet skills and have some knowledge of internet shopping, including the range of options and the legal implications of internet shopping. They have accessed the government's Department of Fair Trading website and read the two articles on armchair shopping and internet shopping ([www.dft.nsw.gov.au/secondarymenus/equitygroup/armchairshopping](http://www.dft.nsw.gov.au/secondarymenus/equitygroup/armchairshopping)) and made notes on 'dos' and 'don'ts'. After reading the newspaper article on 'Shoppers go surfing to supermarket' (*Sun-Herald* 9/3/03) they have chosen four websites for their assignment.

#### Outcomes

A student:

- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources.

Syllabus outcomes are identified with decision-making and problem-solving skills targeted. AP1, AP3, AP5

The activity has a clear statement of purpose and has been designed to target skills and the capacity to engage all learners. AP1, AP3 AP6

### Description of activity

Students construct a table of four internet shopping sites and compare the prices of their products with prices in normal retail shopping outlets.

The table should include:

- range or type of products
- comparison of prices and possible delivery fee
- payment system and security on credit cards
- a ‘user-friendly rating’
- a recommendation on the value of online shopping and/or an evaluation of particular sites

Duration 1 × 50-minute period.

### Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- select and research retail outlets and internet sites
- compare online and retail shopping sites and analyse the information to determine where to buy
- evaluate the usefulness of various websites and the value of online shopping.

Language of the marking guidelines is clear and explicit. The links between the marking guidelines, the criteria and outcomes are also clear. AP2, AP3, AP4

### Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
<b>8–10 (High)</b>	<ul style="list-style-type: none"> <li>• selects four appropriate online sites</li> <li>• selects key information and presents this clearly in a table format</li> <li>• explains key factors and analyses the usefulness of online sites</li> <li>• provides a comparison of online and retail outlets supported with relevant information</li> <li>• evaluates usefulness of online or retail shopping</li> </ul>
<b>5–7 (Satisfactory)</b>	<ul style="list-style-type: none"> <li>• selects four appropriate online sites</li> <li>• selects key information and presents this clearly in a table format</li> <li>• outlines key factors and rates the usefulness of online sites</li> <li>• provides a comparison of online and retail outlets supported with limited information</li> <li>• makes a recommendation of either online or retail shopping</li> </ul>
<b>1–4 (Progressing)</b>	<ul style="list-style-type: none"> <li>• selects appropriate online sites</li> <li>• selects limited information and presents this clearly in a table format</li> <li>• identifies some key factors and rates the usefulness of online sites</li> <li>• provides a limited comparison</li> <li>• makes a recommendation of either online or retail shopping.</li> </ul>

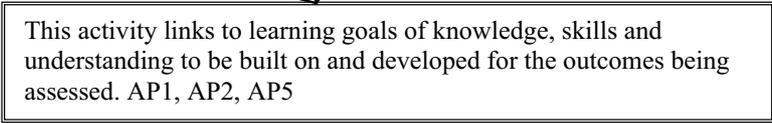
### Feedback

The teacher will provide oral feedback during class activity on how to access websites and discuss the types of sites students need to access.

Written feedback on the criteria will be provided for the choice of sites, the quality and construction of the comparison table for a range of products and pricing, and on the students justification of their recommendation.

### Future directions

Through this activity students have developed an understanding of the ‘key factors affecting decisions’ and the ‘need for consumer protection’. This learning can be applied later in the unit as students become involved in problem-solving and decision-making and improve their research, analytical and presentation skills. This topic provides possible links with the E-commerce topic; specifically, the online shopping section. It could lead to an integration of these topics in a teaching program.



This activity links to learning goals of knowledge, skills and understanding to be built on and developed for the outcomes being assessed. AP1, AP2, AP5

### Resources

Some of the following sites may not be directly related to the activity but they provide relevant information for the unit of work as a whole:

- [www.choice.com.au](http://www.choice.com.au) (Australian Consumers’ Association)
- [www.dft.nsw.gov.au](http://www.dft.nsw.gov.au) (Office of Fair Trading: NSW Consumer Protection Agency)
- [www.ecommerce.treasury.gov.au](http://www.ecommerce.treasury.gov.au) (Dept of the Treasury: Consumer Affairs Division)
- [www.consumersonline.gov.au](http://www.consumersonline.gov.au) (The Commonwealth Government’s One-Stop-Shop for Consumer Information in Australia)
- [www.creditcode.gov.au](http://www.creditcode.gov.au) (The Uniform Consumer Credit Code)
- [www.consumer.gov.au](http://www.consumer.gov.au) (Ministerial Council on Consumer Affairs)

### **3.5 Sharing Learning and Assessment Intentions**

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

### **3.6 Effective Feedback to Students**

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.

### **3.7 Recording Evidence for Assessment**

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of performance on an activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations, marks, grades or visual representations for the activities.

A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – Consumer Decision		
A			x
B	x		
C			x
D	x		
E		x	
F	x		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

## 4 Programming Units of Work

The sample units of work have been developed using the following process:

- 1 identify the outcomes that will be addressed in the unit
- 2 decide on how best to integrate the units to promote the development of skills, values and attitudes
- 3 decide on the evidence of learning that will be required, how students will demonstrate learning in relation to the outcomes and how this evidence will be gathered and recorded
- 4 provide opportunities for students to develop problem-solving and decision-making skills and integrate community participation skills
- 5 select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop
- 6 plan the learning experiences and instruction, and identify the *assessment for learning* strategies that will provide the evidence of learning, checking that:
  - a range of assessment strategies is used
  - meaningful feedback in a variety of forms can be given to students
  - opportunities are provided to reflect on student progress and modify future learning experiences accordingly.

## 5 Sample Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the *Commerce Years 7–10 Syllabus*. The units provide programming ideas for selected syllabus content.

The sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations.

## 5.1 Stage 5 Sample Unit of Work: Consumer Choice

### Unit description: Core 1.1 Consumer Choice

<p><b>Focus</b> Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers.</p> <p><b>Time allocation</b> 20 indicative hours</p>		<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• www.choice.com.au (Australian Consumers' Association)</li> <li>• www.scamwatch.gov.au (Ministerial Council on Consumer Affairs)</li> <li>• www.lawstuff.org.au (National Children's and Youth Law Centre)</li> <li>• www.fairtrading.nsw.gov.au (Office of Fair Trading: NSW Consumer Protection Agency)</li> <li>• www.fpa.asn.au (Financial Planning Association of Australia Limited)</li> </ul>	
<p><b>Outcomes</b></p> <p>A student:</p> <p>5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts</p> <p>5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts</p> <p>5.3 examines the role of the law in society</p> <p>5.4 analyses key factors affecting commercial and legal decisions</p> <p>5.5 evaluates options for solving commercial and legal problems and issues</p> <p>5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues</p> <p>5.7 researches and assesses commercial and legal information using a variety of sources</p> <p>5.8 explains commercial and legal information using a variety of forms</p> <p>5.9 works independently and collaboratively to meet individual and collaborative goals within specified timelines.</p>			
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment</b>	<b>Evidence of learning/feedback</b>
<b>Commerce and choice</b>	<ul style="list-style-type: none"> <li>• investigate the scope of Commerce and choice</li> <li>• identify and classify examples of different types of commercial and legal decisions that people make on a daily basis</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• introduces the subject</li> <li>• raises questions about Commerce.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• collect articles and information relating to the activities of a consumer</li> <li>• classify a range of examples into legal and commercial decisions</li> </ul>	<p>Students' collection of consumer articles indicates their understanding of the scope of commerce and choice.</p> <p>Students identify and classify legal and commercial decisions.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		<ul style="list-style-type: none"> <li>classify a range of examples into legal and commercial decisions</li> <li>discuss the values and attitudes of a consumer society.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>discusses aspects and values of consumerism</li> <li>provides a consumer problem for students to solve.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>analyse the problem and make a decision</li> <li>discuss the process of what it involves to be a consumer in society today</li> <li>write a paragraph about what commerce is.</li> </ul>	<p>Students’ written response demonstrates their understanding of commerce, commercial activity and consumer problems.</p> <p>Teacher provides oral and written responses on the types of commercial and legal decisions of individuals.</p>
<ul style="list-style-type: none"> <li>decisions affecting the quality of our lives: consumer, financial, business employment, legal, environmental</li> </ul>	<ul style="list-style-type: none"> <li>recognise the consequences of commercial and legal decisions on the quality of our lives and the environment</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>provides instructions on accessing websites</li> <li>provides the internet address of the Australian Consumers Association: <a href="http://www.choice.com.au">www.choice.com.au</a></li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>use a website to research the impact of consumer choice and commercial activities on the quality of our lives</li> <li>investigate the constraint and protection of laws</li> <li>analyse information on the environmental impact of business activity in their local area.</li> </ul>	<p>Students research and investigate the actions and activities which improve the quality of our lives.</p> <p>Students show their understanding of the consequences of commercial and legal decisions by developing:</p> <ul style="list-style-type: none"> <li>information pamphlets</li> <li>talks to the class/assembly</li> <li>letters to businesses.</li> </ul> <p>Teacher provides guidance and assesses students’ understanding through pamphlets produced, talks to the class and letters to businesses.</p>
<p><b>Consumer decisions</b></p> <ul style="list-style-type: none"> <li>comparison shopping: <ul style="list-style-type: none"> <li>types of goods and services</li> <li>different brands and products</li> <li>choosing what to buy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>research consumer information from a variety of sources that may include the internet, advertising material, specialist magazines and comparison shopping surveys</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>provides students with stimulus materials illustrating a variety of goods and services.</li> </ul>	<p>Students’ comparison charts show how they rank and apply criteria.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> <li>• choosing where to buy:                             <ul style="list-style-type: none"> <li>– range of locations and sources</li> <li>– types of retail outlets</li> <li>– internet purchasing and mail order</li> <li>– locally, interstate and globally</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• select and apply appropriate criteria to rank alternative purchasing options</li> <li>• explain the factors influencing decisions to buy locally, regionally, interstate or globally; retail or wholesale or on the internet</li> <li>• research and report on comparison shopping processes and decisions using a word-processing application</li> </ul>	<ul style="list-style-type: none"> <li>• provides information on www.choice.com.au (go to: Your Rights: Ethical Consumerism: Future Shopping: ethics and you).</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• identify and classify the types of goods and services and brands available to consumers</li> <li>• in small groups research factors influencing decisions to buy locally, regionally and globally</li> <li>• access www.choice.com.au and www.consumersonline.gov.au and investigate ethical consumerism.</li> </ul> <p><b>Assessment for learning activity:</b>  <b>Consumer Decision</b> (see section 5.1.1)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• compare a range of internet shopping sites</li> <li>• select a product sold in a range of locations and from different sources and report on comparison-shopping processes.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• organises class ‘task’ test of different brands.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• report on preferences and rank their preference giving reasons</li> <li>• discuss influences such as advertising over their choice.</li> </ul>	<p>Students’ written responses demonstrate their ability to research using a variety of sources and make informed decisions about factors influencing their decisions to buy locally, regionally or globally.</p> <p>Teacher provides oral feedback during research and comments on students’ written information and comparison charts about factors influencing decisions, the variety of sources used and ethical issues.</p> <p>See teacher Feedback in <i>assessment for learning</i> activity (p 15).</p> <p>Teacher feedback on research skills, decision-making skills and students’ explanation of factors influencing their decision.</p> <p>Students participate in the ‘task’ test and provide a written explanation of ranking preferences.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
			<p>Class discussion shows understanding of the effect of advertising.</p> <p>Teacher assesses the depth of discussion and provides oral and written feedback on the ranking exercise.</p>
<ul style="list-style-type: none"> <li>• key factors affecting consumer decisions:               <ul style="list-style-type: none"> <li>– finance, price, marketing, age, gender, convenience, service</li> <li>– environmental considerations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain the factors affecting consumer decisions</li> <li>• examine factors which contribute to changes in behaviour and practices by individuals and organisations</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• brainstorms class on factors affecting consumer decisions.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• construct a mind map</li> <li>• in pairs, research each factor affecting consumer decisions</li> <li>• discuss the relative influence of the various factors</li> <li>• access <a href="http://www.choice.com.au">www.choice.com.au</a> and go to Your rights/Ethical consumerism and research for discussion sustainable consumption and World Consumer Rights Day.</li> </ul>	<p>Students construct a mind map of factors affecting consumer decisions.</p> <p>Teacher assesses the mind map diagram and provides written feedback on the comprehensiveness of the research.</p> <p>Students research environmental considerations and discuss ethical issues.</p> <p>Teacher assesses student analysis and provides feedback during discussion on student understanding of sustainability and environmental considerations.</p>
<p><b>Consumer protection</b></p> <ul style="list-style-type: none"> <li>• the need for consumer protection:               <ul style="list-style-type: none"> <li>– scams and rip-offs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use the internet to research scams and rip-offs</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• introduces internet activity on researching scams and rip-offs</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• access <a href="http://www.scamwatch.gov.au">www.scamwatch.gov.au</a> and <a href="http://fido.asic.gov.au">http://fido.asic.gov.au</a></li> <li>• identify a range of scams and rip-offs</li> <li>• report on the various scams and participate in the Gull Awards on the <a href="http://fido.asic.gov.au">http://fido.asic.gov.au</a> website</li> </ul>	<p>Students use the internet to research and actively participate in scam detection.</p> <p>Teacher considers the extent of the information collected in order to assess students' ability to access a range of websites.</p> <p>Teacher provides a written response on students' understanding of scams and rip-offs.</p>
	<ul style="list-style-type: none"> <li>• identify the methods used in scams and rip-offs and analyse the ethics involved</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• asks students to draw from their own experience in identifying scams</li> <li>• discusses ethical issues.</li> </ul>	<p>Students debate ethical issues. Teacher provides oral feedback on students' understanding of ethical issues.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		<p>Students:</p> <ul style="list-style-type: none"> <li>• choose one scam from the website – pyramid schemes, amazing offers scams, medical scams, internet scams, scam games – and explain how it is carried out</li> <li>• investigate the process of complaining about a financial scam by accessing <a href="http://fido.asic.gov.au">http://fido.asic.gov.au</a> and going to the ‘how to complain’ page</li> <li>• report a scam by participating in the Gull Awards and emailing their entry to: <a href="mailto:gullawards@asic.gov.au">gullawards@asic.gov.au</a> or fax hardcopy entries to ASIC</li> <li>• present scams and rip-offs to the class through displays and role-plays.</li> </ul>	<p>Students write a report on a scam and a letter of complaint to the relevant authorities.</p> <p>Teacher provides written feedback on the format and content of the letter of complaint.</p> <p>Students participate in the Gull Awards. Their understanding is evident from their role-play of scams and rip-offs, and displays of their research.</p> <p>Teacher gives oral feedback on the role-play and provides written feedback on the depth of information and the variety of scams investigated.</p>
<ul style="list-style-type: none"> <li>• features of a simple contract</li> </ul>	<ul style="list-style-type: none"> <li>• identify the features of a simple contract using at least one legal case study</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• provides examples of a simple contract</li> <li>• discusses features of a simple contract using a case study</li> <li>• introduces Department of Fair Trading website for research.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• access <a href="http://www.dft.nsw.gov.au/consumerhelp">www.dft.nsw.gov.au/consumerhelp</a></li> <li>• examine a case study of a lay-by contract</li> <li>• identify the rights of buyers and sellers</li> <li>• in pairs, research other sales methods: direct marketing, door-to-door, internet shopping</li> <li>• inform the class how as consumers they can protect themselves and take action when unfairly treated.</li> </ul>	<p>Students’ understanding of features of a contract is evident from the analysis of the case study.</p> <p>In pairs, students access a range of websites to research the rights of buyers and sellers in different situations. They show their understanding by taking action to get redress. They provide information to the class on how to take action when unfairly treated.</p> <p>Teacher provides oral and written feedback on the process followed by students.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> <li>• organisations that provide assistance for consumers:                             <ul style="list-style-type: none"> <li>– government departments and organisations (state and federal)</li> <li>– independent organisations</li> </ul> </li> </ul>	<p>investigate consumer laws and appropriate processes for consumer protection</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• divides the class into groups</li> <li>• supplies the class with different case studies</li> <li>• instructs the class to research and identify the rights of consumers and of organisations that provide consumer advice and assistance</li> <li>• informs students of websites: <a href="http://www.lawstuff.org.au">www.lawstuff.org.au</a>, <a href="http://www.fairtrading.nsw.gov.au">www.fairtrading.nsw.gov.au</a>, <a href="http://www.choice.com.au">www.choice.com.au</a>, <a href="http://www.consumersonline.gov.au">www.consumersonline.gov.au</a>.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• in groups, decide on methods of research</li> <li>• investigate consumer laws and processes for consumer protection offered by different organisations.</li> </ul>	<p>Using a case study, students identify the elements of a contract and the rights of consumers.</p> <p>Teacher assists students to identify the elements in a contract and provides written feedback on their research.</p> <p>In groups, students explain – through their investigation – the processes for consumer protection offered by different organisations.</p> <p>Teachers assess the group work and provide written and oral feedback.</p>
<ul style="list-style-type: none"> <li>• the processes of consumer redress:                             <ul style="list-style-type: none"> <li>– remedies and their outcomes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively to gather, interpret and present information on the protection provided by consumer protection agencies and independent bodies</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• instructs the class to follow the process to actively seek redress on a selected consumer issue</li> <li>• brainstorms and constructs a mind map on methods of consumer redress.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• produce information pamphlets from research carried out above</li> <li>• access <a href="http://www.lawstuff.org.au">www.lawstuff.org.au</a> and gather information through the links provided on what redress is available to consumers and how to go about getting assistance</li> <li>• role-play assertive, aggressive and passive customers.</li> </ul>	<p>Students develop a mind map of ways to achieve redress, and write a letter seeking redress.</p> <p>Teacher assesses the mind map and provides written feedback on the construction of the letter.</p> <p>Students show their understanding by developing pamphlets.</p> <p>Teacher provides written feedback on pamphlets.</p> <p>Students organise a role-play on an issue.</p> <p>Teacher provides oral feedback on the student role-play.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
	<ul style="list-style-type: none"> <li>examine the processes involved in achieving redress</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>supplies students with case studies of successful complaints</li> <li>provides students with the framework for writing a letter of complaint.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>write a letter of complaint to the Department of Fair Trading (DFT) about faulty goods</li> <li>access the DFT website and identify the processes involved in achieving redress: <a href="http://www.dft.nsw.gov.au/consumerhelp">www.dft.nsw.gov.au/consumerhelp</a>.</li> </ul>	<p>Students construct a letter of complaint about a faulty good.</p> <p>Teacher assesses letters and provides oral and written feedback on the construction of the letters.</p>
<p><b>Payment choices</b></p> <ul style="list-style-type: none"> <li>methods of payment: <ul style="list-style-type: none"> <li>cash, credit, cheque, direct debit, lay-by, electronic funds transfer, book up</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identify the criteria that should be considered when determining methods of payment for different suppliers</li> <li>research the criteria to determine the most appropriate methods of payment in a range of contexts</li> <li>identify the advantages and disadvantages of book up</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>provides terms and definitions of payment methods and discusses their advantages and disadvantages.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>match terms and definitions and create a table of advantages and disadvantages of payment methods</li> <li>debate: ‘debit/cash v credit’.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>provides background information on book up (informal credit given by a trader to consumers so that consumers can purchase goods or services from the trader). Use the ASIC booklet on book up or go to <a href="http://www.fido.asic.gov.au">www.fido.asic.gov.au</a>. Click on ‘Financial Tips’, then ‘Loans and Credit’.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>access <a href="http://www.fido.asic.gov.au">www.fido.asic.gov.au</a> and research to what extent book up is practised and discuss its ethical and legal implications.</li> </ul>	<p>Students’ understanding of correct terminology from matching terms with their definitions and from creating a table of advantages and disadvantages.</p> <p>Teacher provides written feedback.</p> <p>Students show their understanding through debating the pros and cons of credit v cash.</p> <p>Teacher provides oral feedback on the debate.</p> <p>Through their research on book up activities, students show their understanding of the ethical and legal issues by providing a written explanation of the practice.</p> <p>Teacher provides oral and written feedback on the written work.</p>

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Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> <li>methods of keeping records</li> </ul>	<ul style="list-style-type: none"> <li>propose options that could improve financial services available to Aboriginal and Torres Strait Islander peoples and remote communities</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>discusses with students in small groups the alternatives to book up.</li> <li>explains how to read a bank statement</li> <li>provides students with a sample bank statement and a mock accounts reconciliation exercise.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>interpret sample bank statements and credit card statements.</li> </ul>	<p>Student participation in discussion provides an understanding of the issues involved in book up.</p> <p>Students show their understanding of record keeping by analysing bank statements and completing the exercise on mock account reconciliation.</p>
<ul style="list-style-type: none"> <li>changes over time and the impact of technology</li> </ul>	<ul style="list-style-type: none"> <li>develop and use spreadsheets and databases to maintain effective records and monitor monthly transactions, including running totals of cash, direct debit and credit purchases</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>uses a spreadsheet exercise to introduce the topic of keeping financial records</li> <li>provides a brief introduction to cash flow budgeting.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>access the Financial Planning Association website (<a href="http://www.fpa.asn.au">www.fpa.asn.au</a>) and use the dollarsmart financial toolkit for teenagers to plan a budget.</li> </ul>	<p>Students' use of a spreadsheet to plan a budget provides an understanding of using databases to record and monitor monthly expenditure.</p> <p>Teacher provides oral and written feedback on the use of the spreadsheet and the financial toolkit for budgeting.</p>

### 5.1.1 Sample assessment for learning activity: Consumer Decision

#### Context

This activity fits into the early part of the topic on Consumer Choice where students learn about consumer decisions. Students have basic computer internet skills and have some knowledge of internet shopping including the range of options and the legal implications of internet shopping. They have accessed the government's Department of Fair Trading website and read the two articles on armchair shopping and internet shopping and made notes on 'dos' and 'don'ts'. After reading the newspaper article 'Shoppers go surfing to supermarket' (*Sun-Herald* 9/3/03) they have chosen four websites for their assignment.

#### Outcomes

- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources.

#### Description of activity

Students construct a table of four internet shopping sites and compare the prices they offer their products for with prices in normal retail shopping outlets.

The table should include:

- range or type of products
- comparison of prices and possible delivery fee
- payment system and security on credit cards
- a 'user-friendly rating'
- a recommendation on the value of online shopping and/or an evaluation of particular sites.

Duration 1 × 50-minute period.

#### Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- select and research retail outlets and internet sites
- compare online and retail shopping sites and analyse the information to determine where to buy
- evaluate the usefulness of various websites and the value of online shopping.

### Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
<b>8–10 (High)</b>	<ul style="list-style-type: none"> <li>• selects four appropriate online sites</li> <li>• selects key information and presents this clearly in a table format</li> <li>• explains key factors and analyses the usefulness of online sites</li> <li>• provides a comparison of online and retail outlets supported with relevant information</li> <li>• evaluates usefulness of online or retail shopping</li> </ul>
<b>5–7 (Satisfactory)</b>	<ul style="list-style-type: none"> <li>• selects four appropriate online sites</li> <li>• selects key information and presents this clearly in a table format</li> <li>• outlines key factors and rates the usefulness of online sites</li> <li>• provides a comparison of online and retail outlets supported with limited information</li> <li>• makes a recommendation of either online or retail shopping</li> </ul>
<b>1–4 (Progressing)</b>	<ul style="list-style-type: none"> <li>• selects appropriate online sites</li> <li>• selects limited information and presents this clearly in a table format</li> <li>• identifies some key factors and rates the usefulness of online sites</li> <li>• provides a limited comparison</li> <li>• makes a recommendation of either online or retail shopping.</li> </ul>

### Feedback

The teacher will provide oral feedback during class activity on how to access websites and discuss the types of sites students need to access.

Written feedback on the criteria will be provided for the choice of sites, the quality and construction of the comparison table for a range of products and pricing, and on the students’ justification of their recommendation.

### Future directions

Through this activity students have developed an understanding of the ‘key factors affecting decisions’ and the ‘need for consumer protection’. This learning can be applied later in the unit as students become involved in problem-solving and decision-making and improve their research, analytical and presentation skills. This topic provides possible links with the E-commerce topic; specifically, the ‘Online Shopping’ section. It could lead to an integration of these topics in a teaching program.

### Resources

Some of the following sites may not be directly related to the activity but provide relevant information for the unit of work as a whole:

- [www.choice.com.au](http://www.choice.com.au) (Australian Consumers’ Association)
- [www.dft.nsw.gov.au](http://www.dft.nsw.gov.au) (Office of Fair Trading: NSW Consumer Protection Agency)
- [www.ecommerce.treasury.gov.au](http://www.ecommerce.treasury.gov.au) (Dept of the Treasury: Consumer Affairs Division)
- [www.consumeronline.gov.au](http://www.consumeronline.gov.au) (The Commonwealth Government’s One-Stop-Shop for Consumer Information in Australia)
- [www.creditcode.gov.au](http://www.creditcode.gov.au) (The Uniform Consumer Credit Code)
- [www.consumer.gov.au](http://www.consumer.gov.au) (Ministerial Council on Consumer Affairs)

## 5.2 Stage 5 Sample Unit of Work: Political Involvement

### Unit description: Option 6 Political Involvement

<p><b>Focus</b> Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes.</p> <p><b>Time allocation</b> 15 to 25 indicative hours 50 minutes × 6</p>		<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.tinyurl.com/4mar">www.tinyurl.com/4mar</a></li> <li>• <a href="http://www.aec.gov.au">www.aec.gov.au</a> (Australian Electoral Commission)</li> <li>• <a href="http://www.parliament.nsw.gov.au">www.parliament.nsw.gov.au</a> (resources here provide a range of links to other sites)</li> <li>• <a href="http://www.peo.gov.au">www.peo.gov.au</a> (Parliamentary Education Office)</li> <li>• <a href="http://www.aph.gov.au">www.aph.gov.au</a> (Parliament of Australia)</li> <li>• <a href="http://www.nla.gov.au">www.nla.gov.au</a> (National Library of Australia)</li> </ul>	
<p><b>Outcomes</b></p> <p>5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts</p> <p>5.3 examines the role of law in society</p> <p>5.4 analyses key factors affecting commercial and legal decisions</p> <p>5.5 evaluates options for solving commercial and legal problems and issues</p> <p>5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues</p> <p>5.7 researches and assesses commercial and legal information using a variety of sources</p> <p>5.8 explains commercial and legal information using a variety of forms</p> <p>5.9 works independently and collaboratively to meet individual and collective goals within specified timelines.</p>			
<p><b>Students learn about:</b></p> <p><b>Structure of government</b></p> <ul style="list-style-type: none"> <li>• federal, state and local</li> <li>• levels of government responsibility</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• describe the roles and responsibilities of the various levels of government</li> </ul>	<p><b>Integrated teaching, learning and assessment</b></p> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• provides choice of delivery of this unit of work</li> <li>• gives instructions on how to use the online course work through accessing <a href="http://www.tinyurl.com/4mar">www.tinyurl.com/4mar</a></li> <li>• provides an alternative research method using a variety of websites and other resources (<a href="http://www.parliament.curriculum.edu.au">www.parliament.curriculum.edu.au</a>)</li> <li>• divides the class into small working groups to research the various levels of government (<a href="http://www.parliament.nsw.gov.au">www.parliament.nsw.gov.au</a>)</li> <li>• provides students with questions which will guide their research investigation.</li> </ul>	<p><b>Evidence of learning/feedback</b></p> <p>Students demonstrate their ability to access websites and work through the unit independently using online instruction and responses.</p> <p>Teacher provides oral feedback on independent research of the structure of government.</p> <p>Students' group work activity demonstrates their research skills using ICT and their ability to use a variety of resources to investigate the structure and functions of government.</p> <p>Students analyse the usefulness of websites</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		<p>Students:</p> <ul style="list-style-type: none"> <li>in small groups, choose and research a particular level of government</li> <li>compile a written report responding to the research investigation questions provided by the teacher.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>instructs students to construct a table showing level, houses and location of government.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>access the NSW parliament website and construct a table showing government structure including: the different levels, the population, the leader and executive bodies (houses) and location.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>advises students of the NSW parliament website to analyse the pie graph of revenue and expenditure of each level of government.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>use the parliament website to research and analyse revenue and expenditure information at each level of government.</li> </ul>	<p>in collecting and communicating information.</p> <p>Teacher assists students by providing oral feedback on their ability to access websites and use links to find information.</p> <p>Students' written table shows an understanding of the levels, population, houses and location of government.</p> <p>Teacher assesses the table and provides oral feedback.</p> <p>Students' analysis of revenue and expenditure of each level of government shows an understanding of the pie graph on the NSW parliament website.</p> <p>Teacher provides written feedback to students.</p>
<p><b>Political action</b></p> <ul style="list-style-type: none"> <li>issues that concern the community</li> <li>current issues involving the political process</li> </ul>	<ul style="list-style-type: none"> <li>identify key issues at different levels of government that affect the lives of individuals, young people and groups.</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>proposes a range of current issues for discussion. Source: newspapers, current publications, search engines to identify the issues that affect individuals, young people and groups.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>discuss current issues and choose one to incorporate into the unit.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>conducts voting to choose one issue to incorporate into the unit.</li> </ul>	<p>Class discussions on local, state and national issues.</p> <p>Teacher assesses student awareness and understanding of the issues by their depth of discussion.</p> <p>Organisation of class voting to select an issue shows understanding of the voting process.</p> <p>Teacher provides oral feedback on voting processes and discussion.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> <li>• how to take action on political issues:                             <ul style="list-style-type: none"> <li>– individual action</li> <li>– political parties</li> <li>– lobby groups</li> <li>– media.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• research and report on methods of political action taken by individuals and groups</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• instructs the class/group to select one issue for political action.</li> </ul> <p><b>Assessment for learning activity: Political Action</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• write a petition to present to the appropriate level of government outlining the issue and what action the government should take.</li> </ul> <p>Resources found on website: www.parliament.nsw.gov.au</p> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• discusses with students the types of action taken by lobby groups, and the role of the media.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• reflect on the action (petition) taken previously and apply it to lobby groups and the role of the media.</li> </ul>	<p>Students demonstrate their understanding of how to construct a petition by formulating a grievance and outlining the actions to be taken.</p> <p>Teacher provides students with oral feedback on the development of a petition.</p> <p>Teacher provides written feedback on the structure and content of the petition.</p> <p>Students demonstrate their understanding of the issue by analysing the types of political actions taken by various groups and individuals.</p> <p>Teacher provides oral feedback on student analysis of the action taken by lobby groups.</p>
<p><b>Decision-making</b></p> <ul style="list-style-type: none"> <li>• organisations which make decisions that impact on the community                             <ul style="list-style-type: none"> <li>– government organisations</li> <li>– businesses</li> <li>– welfare organisations</li> <li>– media.</li> </ul>                             (Use the current issue and integrate)                         </li> </ul>	<ul style="list-style-type: none"> <li>• identify the impact of decisions made by various organisations on different groups in the community</li> <li>• discuss the influence of particular organisations in the community on different groups</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• divides the class into groups to investigate decisions made by different groups in the community.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• in pairs, identify the major groups involved and organise surveys and interviews on how these groups make decisions.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• organises a class discussion on the impact of the decisions taken by the group and the role of the media in the decision-making process</li> <li>• provides media clipping.</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>• analyses media clipping and writes a response.</li> </ul>	<p>Students identify the decision-making process followed by different groups through conducting surveys and interviews.</p> <p>Teacher provides oral feedback on the questions students have constructed.</p> <p>Students show understanding by conducting the interview and collating the information gathered.</p> <p>Teacher assesses student information from class discussion and provides oral feedback on the student survey and results of the interview.</p> <p>Students analyse the media clipping and show understanding through a written analysis of the influence of the media.</p> <p>Teacher provides written feedback on the analysis.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> <li>processes involved in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>explain how governments make decisions</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>brainstorms ideas on how governments decide to act on issues such as:                             <ul style="list-style-type: none"> <li>selling a public park</li> <li>changing the tax system/introducing a new tax</li> <li>construction of a bicycle track (or use current issue identified)</li> </ul> </li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>use the current issue or one of the issues above to construct a flow chart on how decisions are made.</li> </ul>	<p>Students demonstrate understanding of government decision-making by constructing of a flow chart.</p> <p>Teacher provides written feedback on the students' flow chart.</p>
<p><b>Participation in the democratic process</b></p> <ul style="list-style-type: none"> <li>the right to vote</li> <li>methods of voting                             <ul style="list-style-type: none"> <li>first past the post</li> <li>preferential</li> <li>optional preferential</li> <li>proportional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identify which individuals have the right to vote</li> <li>investigate how an election is conducted</li> <li>outline the range of voting methods</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>organises voting for choosing an issue above</li> <li>conducts a class vote to elect a committee.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>conduct a school-based election or vote on the issue for the class to investigate.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>briefly outlines proportional representation (access Electoral Office website for voting methods: <a href="http://www.aec.gov.au">www.aec.gov.au</a>).</li> </ul>	<p>Students' conduct of the election or voting process to choose an issue demonstrates their understanding.</p> <p>Teacher provides feedback on the voting process.</p> <p>Teacher gives oral feedback by providing information on the types of voting processes from the Australian Electoral website.</p>
<ul style="list-style-type: none"> <li>the role and function of political parties</li> </ul>	<ul style="list-style-type: none"> <li>identify the major similarities and differences between political parties</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>advises the class of the key functions of the major political parties and asks them to match the function with the party.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>access <a href="http://www.parliament.curriculum.edu.au">www.parliament.curriculum.edu.au</a> and other sites and resources to research the policies of the major political parties selected.</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>instructs the class to construct a horizontal scale diagram to identify the position of the major parties in relation to current key issues.</li> </ul>	<p>Students' research demonstrates their skills in using ICT and their understanding of parties' policies.</p> <p>Students draw up a chart to examine the similarities and differences between the major political parties.</p> <p>Teacher provides feedback on research skills and similarities and differences between political parties.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		Students: <ul style="list-style-type: none"> <li>construct a horizontal scale diagram to indicate the position of the five major parties on a range of current key issues.</li> </ul>	
<ul style="list-style-type: none"> <li>role and strategies of pressure groups (integrate with the Current Issue activity)</li> </ul>	<ul style="list-style-type: none"> <li>identify key pressure groups and the strategies they use to achieve a goal</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>instructs students on how to use the selected key issue to identify the role and strategies of pressure groups</li> <li>provides media releases from a range of key local, national and global pressure groups.</li> </ul> Students: <ul style="list-style-type: none"> <li>use the chosen key issue to identify strategies of pressure groups to communicate and achieve their goals.</li> <li>analyse the role and strategies of pressure groups.</li> </ul> Teacher: <ul style="list-style-type: none"> <li>invites a representative from one key pressure group as a guest speaker.</li> </ul> Student: <ul style="list-style-type: none"> <li>interviews the representative to evaluate the effectiveness of the pressure group</li> <li>participates in lobbying for a particular issue, eg the environment, human rights, child labour etc.</li> </ul>	Students demonstrate an understanding of the role and strategies of pressure groups by identifying key pressure groups and analysing the strategies used by them in the current issue being investigated.  Teacher assesses students' understanding through discussion and oral feedback.  Students demonstrate their understanding by interviewing the representative of a particular organisation and evaluating the effectiveness of the organisation's strategies.  Teacher provides written feedback on student analysis of the effectiveness of strategies used by the organisation.  Students demonstrate their understanding of lobbying by participating in the process.  Teacher provides written feedback on the process of lobbying demonstrated by students.

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> <li>the rights and responsibilities of individuals and groups in the democratic process (link to Current Issue activity above or use the ideas provided in the teaching, learning and assessment column)</li> </ul>	<ul style="list-style-type: none"> <li>design an appropriate action plan to influence the decision-making process of an important community issue (this may have been done if it was linked to actions taken in the current issue)</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>provides case studies and promotes direct discussion of civil, political and economic rights.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>discuss the rights and responsibilities of individuals and groups in the case studies</li> <li>assume the position of political advisor to a politician</li> <li>present advice on a specific issue to the politician and recommend plans for action. The advice should include strategies for achieving the recommendations</li> <li>vote as a class to implement one of the recommended actions.</li> </ul>	<p>Students demonstrate their understanding of civil, political and economic rights by identifying and relating the relevant rights to the issue selected or to the case studies.</p> <p>Students identify appropriate actions and recommendations.</p> <p>Teacher assesses student actions, strategies and recommendations.</p>
<p><b>Current issues</b></p> <ul style="list-style-type: none"> <li>current issues involving the political process</li> </ul>	<ul style="list-style-type: none"> <li>identify, monitor and report on a current issue relating to the political process</li> </ul>	<p>From the preceding work in this unit, students should now be well aware of local issues.</p> <p>Teacher:</p> <ul style="list-style-type: none"> <li>selects work items on current issues (local, national and global) to communicate to the school community in an appropriate form.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>organise an ‘Issue Board’ on the school website, articles in the local paper, an oral report at a school assembly or other methods of communication.</li> </ul>	<p>Students demonstrate understanding of active participation through a presentation which provides evidence of active involvement.</p> <p>Students analyse and evaluate the issue and actions taken.</p> <p>Students report on the key factors using a variety of methods:</p> <ul style="list-style-type: none"> <li>displays</li> <li>PowerPoint presentations</li> <li>developing websites.</li> </ul> <p>Teacher provides oral and written feedback on the presentations.</p>

## 5.2.1 Sample assessment for learning activity: Political Action

### Context

Students at this stage have learned about the levels of responsibility and structure of government. They have gained an understanding of how the Government works, key issues at different levels of government, and their impact on individuals and the community. They have acquired skills in research using a range of methods.

The purpose of this *assessment for learning* activity is for students to gain an understanding of and develop skills in the practical aspects of taking action.

Students have chosen a local issue and identified which level of government is responsible for this issue. They have determined what action they would like the government to take.

This activity incorporates the current issue identified at the end of the Political Involvement unit, as a means of making it action-based and practical. Students use the current issue to learn how to apply decision-making skills and participate in the democratic process. They have accessed the New South Wales parliament website ([www.parliament.nsw.gov.au](http://www.parliament.nsw.gov.au)) and gathered information on ways to take action on political issues.

### Outcomes

A student:

- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms.

### Description of activity

Students write a petition to present to the appropriate level of government outlining the issue and what action the government should take.

The activity to write a petition will take approximately one lesson to complete. Students should use the model of the petition provided on the New South Wales parliament website [www.parliament.nsw.gov.au](http://www.parliament.nsw.gov.au)

Duration 1 × 50-minute lesson

### Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- understand how political processes operate by the actions they propose
- organise a petition for the appropriate level of government
- research and communicate skills through:
  - outlining the issue
  - explanation of the key factors
  - actions proposed after analyses of the situation.

### Guidelines for Marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
<b>8–10 (High)</b>	<ul style="list-style-type: none"> <li>• demonstrates a thorough understanding of how political processes operate by:                             <ul style="list-style-type: none"> <li>– identifying and explaining an issue/grievance for which a petition is an appropriate action</li> <li>– addressing the petition to the appropriate level of government</li> <li>– identifying the parts of the petition – preamble, petitioners, grievance and request</li> </ul> </li> <li>• demonstrates highly-developed research and communication skills by presenting a petition in which:                             <ul style="list-style-type: none"> <li>– the issue is well-defined</li> <li>– the key factors are explained</li> <li>– actions suggested result from analysis of the situation</li> </ul> </li> </ul>
<b>5–7 (Satisfactory)</b>	<ul style="list-style-type: none"> <li>• demonstrates a good understanding of how political processes operate by:                             <ul style="list-style-type: none"> <li>– identifying and outlining an issue/grievance for which a petition is an appropriate action</li> <li>– addressing the petition to the appropriate level of government</li> <li>– identifying the parts of the petition</li> </ul> </li> <li>• provides evidence of some research and communication skills by:                             <ul style="list-style-type: none"> <li>– outlining the issue</li> <li>– explaining some factors and actions</li> </ul> </li> </ul>
<b>1–4 (Progressing)</b>	<ul style="list-style-type: none"> <li>• demonstrates some understanding of how political processes operate by:                             <ul style="list-style-type: none"> <li>– briefly outlining an issue/grievance for a petition</li> </ul> </li> <li>• provides limited evidence of basic research and communication skills:                             <ul style="list-style-type: none"> <li>– the issue, some key factors and/or actions identified.</li> </ul> </li> </ul>

### Feedback

Students will be given written feedback from the teacher. Comments will inform them about:

- their understanding of how political processes operate by actions proposed
- their ability to address a petition to the appropriate level of government
- their research and communication skills
- how well they define the issue and explain the key factors
- how well they analyse the information collected from a variety of sources.

### Future directions

Students will be provided with opportunities to design appropriate actions to influence decision-making processes for other community issues and to explore the rights and responsibilities of groups and individuals in the democratic processes.

For students who have not been able to demonstrate satisfactory performance in relation to the outcomes, the teacher will be able to focus on the student needs when working with these outcomes.

**Resources**

Some of the following sites may not be directly related to the activity but they provide relevant information for the unit of work as a whole:

- [www.parliament.nsw.gov.au](http://www.parliament.nsw.gov.au) (Parliament of New South Wales)
- [www.aph.gov.au](http://www.aph.gov.au) (Parliament of Australia)
- [www.peo.gov.au](http://www.peo.gov.au) (Parliament Education Office ACT)
- [www.nla.gov.au](http://www.nla.gov.au) (National Library of Australia)
- [www.aec.gov.au](http://www.aec.gov.au) (Australian Electoral Commission)
- [www.smh.com.au/articles/2003/07/30/1059480411052](http://www.smh.com.au/articles/2003/07/30/1059480411052) (Sydney Morning Herald)