

**QETA feedback (Management committee, plus Sub-committee, plus Member survey comments Attachment A)**

*Rationale*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The rationale is clear about the importance of the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>1. The rationale does not clearly or accurately represent the subject of Economics and Business (E&amp;B).</b></p> <p>a. The rationale does not refer to informed decisions about opportunity costs and benefits, managing scarce resources, financial responsibility and actions that increase the standard of living for all Australians.</p> <p>b. Paragraph 1</p> <p>i. The first sentence is overly long and complex, so is difficult for teachers, students and the community to understand.</p> <p>ii. The first sentence is written for Geography. Economics, the core discipline of the subject, must be distinguished from ‘social, political and environmental complexities’. This needs to be communicated clearly to non-specialist teachers.</p> <p>iii. The second sentence hides economics in the detail. Economic choices are tradeoffs involving opportunity costs.</p> <p>c. Paragraph 2</p> <p>i. The first sentence makes an appropriate link to a sustainable economy, yet sustainable/sustainability appears only once in the proposed curriculum, as a content elaboration (CE) in Year 7 (AC9HE7K01_E4).</p> <p>ii. The first sentence refers an ‘equitable Australian economy’, but this construct is missing in the proposed curriculum.</p> <p>iii. The second sentence refers to ‘human wellbeing’, and instead should use the economics terminology ‘standard of living’ or ‘economic prosperity and welfare’ of Australians<sup>1</sup>.</p> <p>iv. The second sentence links to geography with the reference to ‘environmental and social systems’, instead of communicating the subject focuses on the <i>economic</i> system. The use of geography terms and content will confuse both teachers and students.</p> <p>v. The third sentence uses the term ‘producers’ instead of ‘businesses’; the term used should align with the title of the subject.</p> <p>d. Paragraph 3 is focused on the final core concept, Entrepreneurship, which over-emphasises its importance and does not align with the sequence of core concepts. It does not refer to Businesses, of which Entrepreneurship is a component of. The decoupling of Business and entrepreneurship is a concern, as Business and business principles, approaches and concepts are the foundation of entrepreneurship and intrapreneurship, not the other way around. This needs to be communicated clearly to non-specialist teachers.</p> <p>e. Paragraph 4</p> <p>i. The central idea of the paragraph is financial literacy, which is out of sequence in terms of the core concepts, and leaves the reader wondering where the economics in the rationale is, as scarcity, trade-offs and choices are not mentioned</p> <p>ii. Students have an existing and valid role as community members – it is not a ‘potential’ or future role</p> <p>iii. The ‘role’ should be amended to refer to ‘participants in the Australian economy’, not members of a community.</p>					

<sup>1</sup> Reserve Bank of Australia, ‘About Monetary Policy’ <https://www.rba.gov.au/monetary-policy/about.html>

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The aims identify the major learning that students will demonstrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>2. Feedback on the Aims section</b> - each bullet point (BP)</p> <p>a. BP 1: requires correction - the market based economic system allocates limited resources, not 'society'. Producers should be replaced with 'business owners and managers' (or similar).</p> <p>b. BP 2: needs adjustment to read 'understanding of the relationships between consumers, workers, <i>the business sector</i>, the financial sector, governments and the global economy <del>within the economic and business environment</del>.</p> <p>c. BP 3: the reference to 'empathy to the circumstances of others', while a virtue in itself, does not reflect the proposed curriculum.</p> <p>d. BP 4: it is the business sector, composed of both business owners/managers <i>and</i> entrepreneurs, who contributes to economic prosperity. There should be an explicit link to sustainability which is critical to both the economy and businesses.</p> <p>e. BP 5: the focus on contemporary issues/events is commended as being retained from the previous E&amp;B curriculum. This gives the subject its future focus and distinguishes the subject from History.</p> <p>f. BP 6: there is an overlap in the statement reference to the national, regional and global economy, which is not consistently used in the proposed curriculum – the curriculum should be checked to ensure the phrase 'local, national and global' is used. Remove 'regional'. In addition, replace the complex phrase 'economically, financially and business literate citizens' with 'financially literate participants in the economy'.</p>					

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The strands/sub-strands provide a coherent organisational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The strands/sub-strands and core concepts are clear about what is important in the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>3. The title of each strand is clear, but could be simplified to Knowledge and Skills, or Understanding and Skills (to reduce the number of 'ands' in the title – decluttering and refining).</p> <p>4. QETA members report that the <b>sub-strands are an artificial device that reduces the clarity of each content descriptor (CD) at all year levels</b> across Years 7-10. This is because the first sub-strand title – 'the functions and operations of systems' describes the function and systematisation of economic activity – which is the title of the second sub-strand 'Economics and Business activity'. As a result, this division does not have any meaning in terms of the discipline. QETA notes that this was previously advised in our ACARA submission dated 2 March and teacher-members continue to support the original feedback.</p>					

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key connections section identifies the most relevant general capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the most relevant cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the key opportunities to connect with other learning areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The **Connections to general capabilities section** is not inclusive or relevant to E&B (or Civics and Citizenship).
6. The use of paragraphs in this section makes the information very dense. QETA suggest using general introductory sentences, then a bullet point for each subject with a specific example relevant to all four HASS subjects. This will assist teachers in quickly locating specific examples as required, and the distinguishing features will be more evident making the document more user-friendly.
7. Additional comments for each general capability.
  - a. *Literacy* refers to ‘imaginative texts’. Replace with ‘analytical texts’ to better reflect the HASS focus on non-fiction. The final sentence is not inclusive of E&B e.g. include a reference to economic and financial futures.
  - b. *Numeracy* – the first paragraph uses only historical and geographic examples, and so excludes E&B and Civics and Citizenship. The second paragraph refers to financial management, but this is missing as a term in any CD or CE. The following are suggestions for inclusion: statistics and ratios in economic indicators, business benchmarks and targets; proportionate changes in economic and business data; interest rates and the effect of compounding; budgeting, profit calculations and the numerical and graphical use of spreadsheets.
  - c. *Digital literacy* should refer to spreadsheets as investigative and analytical tools. Source reliability should be extended by including current, accurate and reliable data and information to reflect the importance of data and digital literacy to E&B investigations.
  - d. *Critical thinking* should refer to information *and* data, not just ‘information from diverse sources’. In E&B, students consider costs and benefits, rather than ‘the effects on their own lives and the lives of others’.
  - e. *Personal and social capability* excludes E&B. For example, adding the italics to this phrase in paragraph 1: “including concepts of place, their cultural and national heritage, *their role as participants in the economy and control over their financial decisions and independence*’ to balance the references to History and Geography factors. An important self-management skill omitted is to be financially responsible and independent. These changes would increase the density of the paragraphs, and therefore the inclusion of bullet point examples is recommended.
  - f. *Ethical capability* has only a token reference to economics.
8. **Connections to cross curriculum priorities.**
  - a. The reference to ‘regional, national and global contexts’ should be made in a consistent manner.
  - b. Aboriginal and Torres Strait Islander Histories and Cultures
    - i. The curriculum link to the Australian First Nation peoples is one based on history and culture. There is an obvious link and relevance to places where the local student/school context has a First Nation business link. However, a forced link due to a reference in a CD becomes tokenistic in some local contexts and should be avoided by including examples in CEs instead.

- ii. QETA notes that the current ACARA proposal for E&B emphasises the First Nation cross-curriculum link. This is not an authentic balance with Sustainability and Asian and Australia’s engagement with Asia cross curriculum priorities. The suggestion is not to amend this section, but to amend the E&B curriculum instead, to create a balance of links to all cross-curriculum priorities.
  - c. Asia and Australia’s Engagement with Asia: the first sentence does not refer to the diversity of economies. The sentence is overly long and complex. The final sentence should refer to economic collaboration.
  - d. Sustainability: the meaning of references to ‘judgments of past [...] economic systems’ is not clear and could be confused with market based and planned economic systems or subsistence-based economies. The emphasis in this paragraph is on geography connections: there needs to be specific examples of sustainable economic, financial and business decisions.
9. **The current statement of integration in Mathematics** does not reflect the direct links to E&B, and statistical and financial literacy aspects in particular. This requires amendment to address this obvious oversight.

### Curriculum elements

#### Year/band level descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The year/band level descriptions provide a clear overview of the learning that students should experience at the year/band level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

10. Based on the feedback from QETA members, there is still significant work required on the CD at each year level, including the:
- a. references to First Nations that implies they work differently, operate markets differently, and innovate differently to other Australians, which can create or maintain stereotypes (AC9HE7K04) (AC9HE8K05) (AC9HE9K05) (AC9HE10K05). The CEs do not recognise that rural and remote communities, which may or may not have First Australians, are in a similar economic position because of their geography
  - b. wording which requires decluttering by removing ‘in economics and business environments’ (AC9HE7K03) (AC9HE7K04) (AC9HE8K02) (AC9HE8K04) (AC9HE8K05) (AC9HE9K03) (AC9HE9K04) (AC9HE10K05)
  - c. interchange of language between producers and businesses is not meaningful for teachers or students and should be amended to reduce misconceptions. (AC9HE7K02) (AC9HE8K01) (AC9HE8K03) (AC9HE8K04) (AC9HE9K02) (AC9HE9K03) (AC9HE10K02)
11. QETA Members noted that the QETA proposed CD (refer Attachment B) are clearer and are supported to a significant extent.
12. **Year 7 K&U strand:**
- a. the reference to ‘local’ can be limiting to some rural, regional and remote schools – replace this with an ‘Australian’ business (AC9HE7K03)
  - b. the CE: AC9HE7K04\_E1 does not refer to obvious ways of earning an income, e.g. working for a wage or salary
  - c. economic resources should be listed in a CE or defined in the glossary: land, labour, capital and enterprise. This is important as many non-economic teachers consider money is a resource, whereas it is a means of exchange and a store of value
  - d. the CE: AC9HE7K04\_E2 stereotypes First Nation entrepreneurs in terms only of heritage cultural factors, whereas many First Nation entrepreneurs are not distinguishable from other entrepreneurs operating in Australia

- e. the CEs: AC9HE8S04\_E1, AC9HE8S03\_E1 and AC9HE8S04\_E1 provide examples that relate to Year 8 financial literacy (AC9HE8K04), not year 7 (AC9HE7K02), so should be removed from Year 7 section to remove confusion
- f. the CE (AC9HE8S02\_E1) refers to searching for “sectors of the Australian economy”. The term “sectors” refers to the five economic sectors: Households, Businesses, Finance sector, Government sector and international sector of the circular flow of income model – so the search phrase is not useful to locate examples of markets. Change to “markets in the Australian economy”
- g. the three CEs for the skill described as identifying and explaining entrepreneurship and its effects, are not skills and instead refer to knowledge and understanding (K&U) (AC9HE8S05\_E1) (AC9HE8S05\_E2) (AC9HE8S05\_E3)
- h. NOTE: our review has not gone through each CE for Years 8-10, as there is a need to refining, reducing and de-cluttering the CDs in these years.
13. **Year 8 K&U strand:** the curriculum must be achievable within the time recommended and focus on depth rather than breadth. This is not currently the case and increases the risk of either a superficial curriculum being delivered, or teachers choosing which K&U CD/s they will not teach. In particular, the content has been increased with the inclusion of taxation - it could be moved to Year 9 when it is age-appropriate. (AC9HE8K03)
14. **Year 9 K&U strand:**
- a. the content has been increased with the inclusion of trade agreements, which should be removed, as one aim of the ACARA review is to ‘reduce’ content (AC9HE9K01)
- b. the introduction of the financial system explicitly is a welcome improvement, but should be logically placed within the curriculum (AC9HE9K02)
- c. the focus should be on the effect of unequal resources, rather than the cause or reasons for. (AC9HE9K01) The phrase could be removed as the concept is covered by exploring who trades what goods and services and why.
15. **Year 10 K&U strand:**
- a. the content has been increased with the inclusion of superannuation, which is welcomed but should be introduced with taxation as they are authentically connected as both are experienced when earning an income (AC9HE10K02)
- b. there is a welcome reduction of subject matter in the removal of ‘variations within and between economies’
- c. the sequencing of the first three K&U CD is not logical. (AC9HE10K01) (AC9HE10K02) (AC9HE10K03)
16. **The skills strand must align the core skills of social science clearly and consistently across the HASS suite of subjects** to promote the essence of the HASS subjects as **one learning area**. This would involve decluttering without losing any integrity, lead to the categorising of 4 key skills across HASS. We recommended this on our earlier feedback in February, and it is still strongly supported. The recommended identification of skills is:
- Questions and research /Investigating
  - Analysing and interpreting
  - Decision making
  - Communicating
17. The above categorisation reflects education taxonomies of skills and higher order learning, including research from Blooms et al, Krathwohl, and Marzano and Kendall. QETA notes that this was previously advised in our ACARA submission dated 2 March and is interested why this is not considered a valuable approach for HASS teachers and students. We request that advice be sought in the other HASS subjects from their teachers and professional associations as this feedback concerns all HASS subjects.

*Achievement standards*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year/band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The achievement standards adequately reflect a clear developmental progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The learning described in the achievement standards aligns with the essential content students should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>18. The achievement standards (AS) have the following challenges:</b></p> <ul style="list-style-type: none"> <li>a. some AS relate to CDs that QETA members believe should be rolled back, refined, decluttered or moved– see Attachment D</li> <li>b. some AS are not aligned to the current ACARA proposed skill CD, e.g. in Year 7 and 8 ‘identify the influence of entrepreneurs ...’, is a knowledge aspect, not a skill, so remove the phrase in the skill CD (AC9HE8S05)</li> <li>c. some AS do not clearly distinguish between K&amp;U verbs (that align to the comprehension of a K&amp;U CD), to a higher order skill verb and skill CD (that relates to an analytical process or knowledge utilisation, refer to Marzano and Kendall’s taxonomy, 2007). As a specific example, the Year 10 AS introduces additional subject matter by reporting on student’s analysis in both strands: K&amp;U, and skills, which does not make sense – see Attachment C</li> <li>d. students selecting data and information should not be overlapped with the purpose– that is, delete the reference to selecting ‘viewpoints’, (AC9HE8S02) and ‘perspectives’ (AC9HE10S02) (AC9HE10S02)</li> <li>e. in the interpret skill, the AS do not align with the skill CD ‘identify and explain the perspectives of key stakeholders’ (AC9HE10S04)</li> <li>f. in the synthesise skill (AC9HE10S05) reference is made to synthesising ‘concepts, data and information to develop actions ...’, however, the AS refers to ‘data and information, the perspectives of key stakeholders and apply entrepreneurship to develop an action ...’. This is an example of where the content has been increased by the AS, not the skill CD. This overreach of new content into the AS and lack of alignment results in a curriculum that becomes too much to teach, and especially for non-subject matter experts.</li> </ul> <p>19. There is a significant over-assessment of the common skills in HASS subjects. We propose that the skills be decluttered down to four common and core skills across the HASS subjects, and schools given the opportunity to integrate the HASS skills in terms of reporting. This is a workload issue for teachers and significant overassessment for students. (refer paragraph 16)</p> <p>20. The developmental process from Year 7 to Year 8 AS requires refinement, for example:</p> <ul style="list-style-type: none"> <li>a. students in Year 7 should be able to differentiate cause and effect. They may be able to analyse (break down into component parts) data <i>and information</i> to identify patterns and trends, but they may not be able to <i>interpret</i> these (make meaning from or give meaning to)</li> <li>b. the meaning of the extension in the apply skill from E&amp;B concepts in Year 7 to E&amp;B knowledge, skills and concepts in Year 8, is not obvious</li> <li>c. the Year 7 and Year 8 communication skills are phrased differently in the AS.</li> </ul>					

21. The developmental process from Year 9 to Year 10 AS requires refinement, for example:
- in the ‘investigating’ component of the AS, students are asked to analyse, which should be in the ‘interpret and analyse’ skill CD and the ‘explain’ component should appear in the K&U strand section
  - the term ‘stakeholders’ is introduced in the interpret and analyse skill CD (AC9HE10S04), but appears in the investigating and synthesising component of the AS. Further, the introduction of the term ‘stakeholders’ does not align with the curriculum’s description of economic participants (consumers, workers, businesses, financial sector, governments) – it seems to have slipped into different terminology. Deleting ‘stakeholder’ would remove this issue.

*Content descriptions (CD)*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content descriptions make it clear to teachers what should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The amount of content can be covered in each year/band.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?

22. Please see the attached specific information from our membership survey (Attachment A). In summary:
- three core ideas: **Economic choices; Financial Literacy; and Business and entrepreneurship**
  - remove references to ‘E&B environments’ as they add clutter to the curriculum (AC9HE7K03) (AC9HE7K04) (AC9HE8K02) (AC9HE8K04) (AC9HE8K05) (AC9HE9K03) (AC9HE9K04) (AC9HE10K05)
  - remove token references to Australian First Nation peoples in all year levels (AC9HE7K04) (AC9HE8K05) (AC9HE9K05) (AC9HE10K05)
  - Year 7 focus back onto Trade and roll back to a closer version of the original K&U CD – see Attachment B
  - Year 8 focus on markets and reduce the Year 8 content significantly – see Attachment B
  - remove taxation from Year 8 and place this in a later year (AC9HE8K03) – see Attachment B
  - re-organise content in Year 9 and 10 so there is a more logical organisation of subject material in each year level – see Attachment B
  - align the achievement standards to the CD – in the K&U strand and the skills strand – see Attachment D
  - remove skill verbs from the K&U component of the Achievement standards – see Attachment C.

*Content elaborations*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
23.The CEs require amendment because the CDs require amendment. Their language is not yet as clear or user friendly as possible to assist teachers who are not subject matter experts.					

**Overall feedback**

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The introductory sections provide important information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content descriptions has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The quality of achievement standards has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The quality of content elaborations has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum content has been refined, realigned and decluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**What was done well in the proposed curriculum**

1. Queensland Economic Teachers Association recognises the immense work of ACARA Officers in proposing the draft revised curriculum. We strongly support the ACARA Review initiative to refine, reduce and de-clutter the existing Economics and Business Australian Curriculum.
2. The introduction of tax and superannuation are welcome and useful additions, but they need to be managed and incorporated in a more considered way than separating them by two years, whereas in real life students may encounter these terms at the same time when they begin to contribute to the Australian economy if they become casually employed.
3. The specific reference to financial institutions is useful as previously they were implicitly incorporated in the content descriptions. However, it needs to be thoughtfully placed and not sandwiched between tax in Year 8 and superannuation in Year 10.
4. The merging of work and work futures with financial literacy is appropriate as they are interconnected.
5. The continued focus on contemporary issues/events is commended. For clarity of language and to declutter, 'issues and events' could be simplified to 'issues', then defined as issues, events and situations in the glossary.

### **What requires further improvement (reduction, refinement, decluttering) in the proposed draft curriculum**

1. Overall, there is substantial work still required on this curriculum so that ACARA can achieve its aims of reducing, refining and decluttering. Our members are concerned at the extent of changes, and whether there is sufficient time for planning for the implementation of the proposed curriculum, which represents a curriculum expansion that was not anticipated, at a time when workload issues are paramount. This is especially so in Queensland where teachers and schools are still in the first phases of implementation of a new senior secondary system.
2. The proposed curriculum, starting from the rationale, does not yet communicate economic and business core concepts accurately, with appropriate terminology and in a way that would support teachers. This particularly impacts those who are teaching E&B without subject matter expertise or without an economics or business teacher on staff - which can occur in especially in regional and remote schools.
3. Some of our members have referred to the challenge of reducing E&B content at a time when it is becoming more important for Australians to take greater control and responsibility to achieve their own financial independence. The risk is that these students leave school without an adequate understanding of how to use economic and financial literacy to improve their own standard of living and economic opportunities. QETA feels that this is a key learning that ACARA should take back to education decision makers – the personal and national economic benefits and opportunity costs of more financially literate citizens compared to a greater understanding of key points in history (History is the only HASS subject that is currently compulsory in Years 9 and 10). This is an important tradeoff that must be considered in future ACARA reviews, as **the benefits of economic and financial literacy being a compulsory school experience outweighs the costs, both individually and to our broader society.**
4. The skills strand must align the core skills of social science clearly and consistently across the HASS suite of subjects to promote the essence of the HASS subjects as **one learning area**. This would involve ‘decluttering’ without losing any integrity, lead to the categorising of four common and core skills across HASS, and would assist all HASS teachers in Years 7-10. The recommended identification of skills is:
  - Questions and research/Investigating
  - Analysing and interpreting
  - Decision making
  - Communicating.
5. QETA members support the movement to three core concepts / organising ideas: **Economic choices, Financial literacy, Business and entrepreneurship**. It is important that the subject names (‘Economics’ and ‘Business’) are explicit in the core concepts. QETA members do not support the use of sub-strands because they clutter the curriculum.
6. We note some members want accounting terms introduced, which could be achieved through the use of content elaborations in Years 9 and 10. Adding numeracy examples of profit, revenue, expenses, assets and liabilities are relevant both to the Business and the Financial Literacy core concepts.
7. In the second skill, analysing (breaking down into the component parts) occurs before interpretation (give meaning to or make meaning from). This is supported by education research focusing on cognitive verbs.
8. Design Year 9 and 10 as four term-length modules to allow schools to choose two or more of the four terms of content to study in Years 9 and/or 10.
9. For more specific comments and suggestions, please refer to Attachments A, B, C, D.

## Attachment A: Feedback from QETA membership survey (n=27)

Focus question	Feedback
<b>Feedback on core ideas</b>	
<p>Please add any feedback on the description of <b>Resource allocation and decision-making</b>, including suggestions for improvement.</p>	<p>1a. Do you see the core concept of <b>Resource allocation and decision</b> making clearly being developed across Years 7-10? Yes = 27; No = 0</p> <p>1b. Do you see the language of choices and trade-offs in the content descriptions? Yes = 3; No = 24</p> <ul style="list-style-type: none"> <li>• Trade-offs and opportunity cost need to be more explicit in both the content descriptions and the content elaborations.</li> <li>• Opportunity cost needs to be more firmly embedded in the content elaborations</li> <li>• Resource allocation and decision making is good, but is a 'mouthful'. Why cannot we refer to this as Economic trade-offs, for clarity of language to non-Economic teachers.</li> </ul>
<p>Is <b>The E&amp;B environment</b> a core concept or a context, in the proposed changes?</p>	<p>Do you see the core concept of <b>The E&amp;B environment</b> clearly being developed across Years 7-10? Yes = 3; No = 24</p> <ul style="list-style-type: none"> <li>• A core concept, in the way the changes are written</li> <li>• A context, in the way the changes are written</li> <li>• Not a core concept</li> <li>• Just have 3 organising ideas: Economic trade-offs; Financial literacy; Entrepreneurs and Businesses</li> <li>• Three core concepts, remove E&amp;B environments.</li> <li>• E&amp;B environments, in the content descriptions, seem to be just an add-on that is not necessary. Remove this whole core concept and just have three</li> <li>• Remove it entirely</li> <li>• Most upset that business has been expressed like this - just a context that is not necessary to state in this subject.</li> <li>• Time pressured and non-specialist teachers - we want three core ideas, being Economic choices (or tradeoffs), Financial literacy; and Business (which includes entrepreneurship)</li> <li>• 3 core ideas, removing E&amp;B environment as this is included in the other three cores</li> <li>• Our school HASS teachers are confused why business seems to be just a content that could easily be removed - why do we have to teach the difference between and economic and a business environment in Year 7. Students in Year 7 do like to explore Entrepreneurs, but why is it limited to 'local' instead of an Australian example?</li> </ul>
<p>Please add any feedback on the description of <b>The E&amp;B environment</b>,</p>	<p>Is the description of The E&amp;B environment an accurate statement that describes the Business content descriptions proposed by ACARA, e.g. can you locate where social and environmental consequences are located in a year level? Yes = 3; No = 24</p>

Focus question	Feedback
including suggestions for improvement.	<ul style="list-style-type: none"> <li>• Cannot find social and environmental consequences in any content descriptions.</li> <li>• Remove it entirely</li> <li>• To us HASS teachers, mostly History and Geography, there seems to be an overlap with geography, e.g. 'social, economic and environmental consequences'. We are told by Economic teachers that economic decisions have opportunity/economic costs and involve tradeoffs that can have social and environmental costs. This language needs clarifying so teachers know what to teach</li> </ul>
Please add any feedback on the description of <b>Consumer and financial literacy</b> , including suggestions for improvement.	<ul style="list-style-type: none"> <li>• This seems to be pushed across year 8/9 where year 8 is generally compulsory and year 9 is optional. Perhaps we should push it into one year level where all students will experience it.</li> <li>• As with the previous curriculum, the proposed curriculum is incredibly lacking in anything involving accounting. It is incredibly disappointing in a school that offers Accounting, Economics &amp; Legal Studies as senior subjects to only see Economics as part of the Australian curriculum.</li> <li>• Financial literacy subsumes consumer literacy, so just call it financial literacy for ease of use and understanding. Teachers do not need to understand the difference, and students do not either</li> <li>• Remove Human wellbeing, this is more a geography term. E&amp;B refer to the standard of living, e.g. government policy and the Reserve Bank of Australia.</li> <li>• It is standard of living, not human wellbeing.</li> <li>• Why and how are consumer and financial issues different - it all comes down to opportunity costs of spending income.</li> <li>• Also, when we use resources from economic texts and the Reserve Bank, they all refer to standard of living, not 'human wellbeing' which our geography teachers say is a geography term.</li> </ul>
Please add any additional feedback on the description of <b>Entrepreneurship</b> , including suggestions for improvement.	<p>Do you see the core concept of <b>Entrepreneurship</b> clearly being developed across Years 7-10? Yes = 25; No = 2</p> <p>Does the statement describing <b>Entrepreneurship</b> accurately describe this concept, e.g. differentiating new and existing businesses, creating social and cultural value being equivalent to economic value? Yes = 4; No = 23</p> <ul style="list-style-type: none"> <li>• Entrepreneurship needs more financial literacy requirements.</li> <li>• Too much emphasis on social and cultural value - the main focus of business is profit</li> <li>• Needs to be clarified to refer to business starting up and continuing, to make the key link to sustainability</li> <li>• In our HASS team, this reads as an overlap with financial literacy the way it refers to individuals responding to risks and rewards - once again not as clear as it needs to be for a team without specialist teachers. Entrepreneurship is how entrepreneurs and businesspeople develop and improve products and services. This may have social and cultural value, but that is not the most common value - it is economic value.</li> </ul>

Focus question	Feedback
<b>Feedback on sub-strands</b>	
<p>Please offer suggestions regarding the <b>sub-strands titles and organisation</b>, e.g. better titles, and any other relevant feedback.</p>	<p>Do these sub-strands (functions and operations of systems; economic and business activity) add clarity for all HASS teachers and students? Yes = 1; No = 25</p> <p>Should the sub-strands be removed or amended? Amended = 2; Removed = 25</p> <ul style="list-style-type: none"> <li>• QETA sub-strands are better/OK, but are they needed?</li> </ul>
<b>Feedback on content descriptions</b> <b>Note: Refer to Attachment B for a copy of the QETA draft suggestions for each year level</b>	
<p><b>Year 7 Content descriptions:</b> any feedback or suggestions for improvement?</p>	<p>Do the ACARA proposed Yr 7 changes to content descriptions make sense for teaching and learning purposes? Yes = 2; No = 24</p> <p>Do the ACARA proposed Yr 7 changes reduce, refine and/or declutter the curriculum and/or improve teaching and learning? Yes = 2; No = 24</p> <p>Do the QETA draft Yr 7 suggestions reduce, refine and/or declutter and/or improve teaching and learning OR could you add a suggestion for improvement? Yes = 26; No = 0</p> <ul style="list-style-type: none"> <li>• Keep more like the way they were</li> <li>• The references to how First Nation people work and earn an income differently, is offensive.</li> <li>• Rights of producers and business is confusing, why is there this language double up?</li> <li>• Business and producers - what is the difference.</li> <li>• Language clarity - what is the Australian economic and business environment? Is that just the economy? What if the local successful business was not started by an entrepreneur, or was 50 years ago? Refer to business owners/managers (non-sexist language)</li> <li>• Students need to start considering how consumers and businesses interact, before they start considering how societies make economic decisions - Year 7 needs to be more concrete, not abstract.</li> <li>• The reference to a local business is too challenging as the range in remote and rural areas is too limiting, especially in terms of finding out information and data.</li> <li>• Local businesses are too hard for Year 7 students to research</li> <li>• Difficult to independently research a local business that is well known in town - students won't be able to find out information and data as it is confidential and will identify the local business who is well known in the town</li> <li>• Our school HASS teachers have discussed why Year 7 need to be changed so much, as it already works of and within the time frame - what is the reason and support for the change, e.g. in the economic content descriptions to be more confusing, and discussing economic systems before they understand markets, and how consumers and businesses interact. This does not seem a sensible sequence or age appropriate.</li> </ul>

Focus question	Feedback
<p><b>Year 8 Content descriptions:</b> any feedback or suggestions for improvement?</p>	<p>Does Yr 8 content align to the indicated 20 hours of curriculum delivery? Yes = 0; No = 26</p> <p>Do the ACARA proposed Yr 8 changes to content descriptions make sense for teaching and learning purposes? Yes = 0; No = 26</p> <p>Do the ACARA proposed Yr 8 changes reduce, refine and/or declutter the curriculum and/or improve teaching and learning? Yes = 1; No = 25</p> <p>Do the QETA draft Yr 8 suggestions reduce, refine and/or declutter and/or improve teaching and learning OR could you add a suggestion for improvement? Yes = 26; No = 0</p> <ul style="list-style-type: none"> <li>• We need to make year 7 &amp; 8 interesting and relevant to students of that age. The current curriculum is too busy we need to make it relevant to their age group, like getting your first job.</li> <li>• Declutter Year 8 - the review has not been successful at all at this year level - refine and declutter</li> <li>• Too much and why tax - not relevant to Year 8. The description in year 8 is not even clear. How does the government use taxation to support businesses - does this mean subsidies (too complex in Year 8, and too much subject matter)?</li> <li>• Move taxation to Year 9 as part of the financial literacy section. Superannuation could also be included at the same time as tax, so students become aware of both at the same time (this is logical). Should also be something in there about compounding (numeracy link)</li> <li>• This is too much; we should value depth as well as breadth in the curriculum.</li> <li>• Far, far too much for 20 hours! The first content descriptor is too similar to Year 7 (so make year 7 back to the original version). Why are First Nation communities and markers different to Australian markets? Australian markets have many differences, e.g. farmers markets, Asian grocery markets. Why are Year 8 students studying tax??? We do not understand the financial literacy content descriptor - is is too cluttered and wordy - like legal-speak! Finally, why are First Nation people tokenised again like in Year 7? They are one of the cross-curriculum priorities, but they seem to appear everywhere in an unbalanced and token way.</li> </ul>

Focus question	Feedback
<p><b>Year 9 Content descriptions:</b> any feedback or suggestions for improvement?</p>	<p>Do the ACARA proposed Yr 9 changes to content descriptions make sense for teaching and learning purposes? Yes = 2; No = 24</p> <p>Do the ACARA proposed Yr 9 changes reduce, refine and/or declutter the curriculum and/or improve teaching and learning? Yes = 0; No = 26</p> <p>Do the QETA draft Yr 9 suggestions reduce, refine and/or declutter and/or improve teaching and learning OR could you add a suggestion for improvement? Yes = 26; No = 0</p> <ul style="list-style-type: none"> <li>Year 9 has been extended to also include trade agreements - can't this be left to Yr 11 and 12 Economics? The role of the financial system is good to introduce here, but the connection to international trade makes it difficult to connect. How does the financial system influence and effect consumers and producers - do you mean via interest rates, if so, make the point clearer? The final content description is not clear, innovation, managing workforces and competitive advantage - too cluttered again.</li> </ul>
<p><b>Year 10 Content descriptions:</b> any feedback or suggestions for improvement?</p>	<p>Do the ACARA proposed Yr 10 changes to content descriptions make sense for teaching and learning purposes? Yes = 2; No = 24</p> <p>Do the ACARA proposed Yr 10 changes reduce, refine and/or declutter the curriculum and/or improve teaching and learning? Yes = 0; No = 26</p> <p>Do the QETA draft Yr 10 suggestions reduce, refine and/or declutter and/or improve teaching and learning OR could you add a suggestion for improvement? Yes = 26; No = 0</p> <ul style="list-style-type: none"> <li>It seems to us that ACARA is realising that E&amp;B has quite a lot of core content that is necessary to all Australian school students - which is far more important than learning about history. E&amp;B needs more curriculum time and to become compulsory for the Financial literacy benefit of future Australians to live well.</li> <li>There could be numeracy links made here to how a business can focus on income or expenses to increase profits. It is not all about productivity and competitive advantage, as these are a means to increasing profits, so address this openly would help all teachers.</li> <li>To us HASS teachers (we are a large school) in the first content description, do you mean the economic cycle? If so, use clearer language. How does superannuation affect business financial decision making? Is there enough information and data and examples to support the final content description of First Nation entrepreneurs? And why is 'organisations' used instead of businesses. The change of language reduces clarity.</li> </ul>

Focus question	Feedback
<b>Feedback on reporting standards – focussing on Year 10 (due to time)</b>	
<b>Year 10 Reporting standards:</b> any feedback or suggestions for improvement?	<ul style="list-style-type: none"> <li>• Properly differentiate between knowledge and skills in the content descriptions and the reporting standards.</li> <li>• In Year 10, as an example, the use of verbs is baffling. Why are skills in the knowledge and understanding strand? There is the use of the word strategies that is not used in any content descriptions. The first statement is confusing - why the government manages economic performance IS to improve living standards, either now or in the future - therefor students should be assessed on their knowledge of how, not why.</li> <li>• Obviously only verbs that represent knowledge and understanding, not skills such as analysis and evaluation, need to appear in the first paragraph of the reporting standards, this is taught at universities for training teachers.</li> </ul>
<b>Feedback on skills strand</b>	
Change in title of strand to <b>Investigating contemporary E&amp;B issues:</b> feedback or suggestions for improvement?	<ul style="list-style-type: none"> <li>• Keep the same so this can be consistent across all HASS subjects in Years 7-10</li> <li>• Call it by its direct name of questioning and research - why change what works? Also, make the skills common across all HASS subjects, to reduce the significant over assessment of skills that occurs currently. Research in all subjects in Years 7-10 follows the same processes. We must help teachers who teach across all HASS subjects. This also helps students, so they are not over assessed.</li> </ul>
<b>Feedback on alignment between content descriptions and achievement standards</b>	
<b>Year 7 Alignment between CD and Achievement standards:</b>	<ul style="list-style-type: none"> <li>• The alignment is obviously not there. We have not focused on this until the content descriptions are improved/refined/decluttered.</li> </ul>
<b>Year 8 Alignment between CD and Achievement standards:</b>	<ul style="list-style-type: none"> <li>• The alignment is obviously not there. We have not focused on this until the content descriptions are improved/refined/decluttered.</li> <li>• Do you have to separately identify events and issues - are they not the same?</li> <li>• Relevant and current data should distinguish the Year 8 from the Year 7 form The final communicate achievement standard does not make grammatical sense.</li> </ul>
<b>Year 9 Alignment between CD and Achievement standards:</b>	<ul style="list-style-type: none"> <li>• The alignment is obviously not there. We have not focused on this until the content descriptions are improved/refined/decluttered.</li> <li>• In the first skill, how is a perspective in the same category as data and information? This does not make sense and needs to be removed.</li> <li>• The limitation of the application skill to only entrepreneurship does not make sense.</li> </ul>
<b>Year 10 Alignment between CD and Achievement standards:</b>	<ul style="list-style-type: none"> <li>• The alignment is not at all clear with perspectives ‘scattered’ everywhere. The language of stakeholders is new as the explanations of the core concepts refers to consumers, businesses and workers, so the skill is introducing new knowledge and understanding content.</li> </ul>

Focus question	Feedback
<b>Overall feedback</b>	
<p>Any additional feedback or suggestions for improvement?</p>	<ul style="list-style-type: none"> <li>• My main concern remains the lack of any junior high school content that has an accounting or legal studies focus (there is some legal content that can be drawn from the curriculum, but it is quite limited). This makes it much more difficult for schools to prepare students for senior subjects (except for Economics and/or Business (which my school does not offer)). I acknowledge that the subject is named 'Economics &amp; Business', but I would have thought that accounting was a pretty key part of the business environment.</li> <li>• We do not have Economics at our school - how are we going to introduce these changes well to our students, when we actually would prefer the existing curriculum or the QETA proposals, much better than ACARA's versions.</li> <li>• QETA version is clearer than ACARA - this is, while not a reduction, is at least a refinement and decluttering. Am sure, with time and expert assistance, ACARA can make the requirement improvements.</li> <li>• E&amp;B is too important to be reduced to a minor subject with minimum hours. It is vitally important that Australian consumers and workers know how to manage the economic environment for their own benefit and those of Australia when these groups turn into business owners or managers or entrepreneurs. Extend the compulsory nature of this subject at least into Year 9, when students are sometimes getting a first job. Stopping economic literacy just before students become more financially responsible in terms of income, owning phones and cars, is not sensible at all for the future of Australians.</li> <li>• The proposed curriculum is too much change, not enough reduction, refinement or decluttering. Please go back, listen to feedback and do not push us for this to be introduced next year.</li> <li>• Introduction of new content, messy curriculum that needs an immediate rewrite or a proper decluttering and refinement - this is not supported by the teachers in our HASS faculty.</li> <li>• Extremely concerned about the extent of change being proposed, and the small amount of time to implement a new curriculum requiring such change and introduction of new concepts.</li> <li>• Won't have enough time to introduce this, especially as there are so many changes required for clarity and alignment.</li> <li>• We were told this was a refinement and decluttering - it is not - it is an extension of subject matter, change in focus (removal of work is good, but at extent of new focus on entrepreneurship). Who has the time to rewrite resources when we can be facing more covid lockdowns at any time?</li> <li>• The alignment is not at all clear with perspectives 'scattered' everywhere. The language of stakeholders is new as the explanations of the core concepts refers to consumers, businesses and workers, so the skill is introducing new knowledge and understanding content.</li> <li>• We do not support the ACARA proposals. Please read over QETA's proposals and consider how this declutters the curriculum. We strongly feel there is still work to be done to make this a quality curriculum than can be taught in all schools.</li> </ul>

## Attachment B – QETA suggestions for ACARA

Version 2 of content descriptions for feedback from members in the membership survey.

Version 3 of content descriptions after member feedback and discussions during the survey period.

	QETA Version 2	QETA Version 3
Year 7 20 hours	<ul style="list-style-type: none"> <li>ways consumers and businesses interact and respond to each other in the market</li> <li>rights and responsibilities of consumers, businesses and government in relation to consumer products and services.</li> <li>characteristics of entrepreneurs and successful Australian businesses</li> <li>why and how individuals work, the types of work, and how they derive an income</li> </ul>	<p><b>Why does trade happen? The basics of trading</b></p> <ul style="list-style-type: none"> <li>How and why consumers and businesses interact and respond to each other in the Australian market.</li> <li>Why and how individuals work and plan to achieve short-term and long-term personal and financial objectives</li> <li>Characteristics of entrepreneurs and successful Australian businesses</li> </ul>
Year 8 20 hours	<ul style="list-style-type: none"> <li>ways consumer and business decisions in markets influence the allocation of resources to production and the distribution of goods and services</li> <li>how markets developed in Australian history, from traditional and barter systems to using money as a medium of exchange and store of value</li> <li>how individual consumers and/or businesses budget to achieve short-term and long-term financial objectives in Australia</li> <li>role of entrepreneurs and the ways a business and/or entrepreneur respond to economic opportunity in Australia.</li> </ul>	<p><b>What is a market economy? How markets operate</b></p> <ul style="list-style-type: none"> <li>The economic questions that influence production and the allocation of goods and services in the Australian marketplace.</li> <li>How markets developed in Australian history.</li> <li>How the rights and responsibilities of consumers and businesses support market confidence and integrity.</li> <li>The ways businesses are grouped into different industries that contribute to Australian production and employment in local areas, states and/or Australia.</li> <li>The role of businesses and entrepreneurs to contribute to current and future goods and services.</li> </ul>

	QETA Version 2	QETA Version 3 – term modules in Years 9 and 10
Year 9 50 hours	<ul style="list-style-type: none"> <li>• role of the government to support business activity and provide public goods and services</li> <li>• role of Australia’s system of taxation, its effect on consumer and financial decisions and how it supports consumers or producers</li> <li>• nature of international trade, and the cause and effect of patterns of Australian trade, including with Asia</li> <li>• how individuals and/or businesses interact with financial institutions, and manage risk and reward opportunities and trade-offs</li> <li>• nature of innovations and how Australian entrepreneurs and/or businesses create and maintain a competitive advantage within markets.</li> </ul>	<p><b>Individual and government decision <i>Term module</i></b></p> <ul style="list-style-type: none"> <li>• The role of the government to support business activity and provide public goods and services.</li> <li>• The purpose and significant role of Australia’s system of taxation.</li> <li>• The role of superannuation, how it compounds over time and is influenced by short- and long-term decisions and trade-offs.</li> </ul>
		<p><b>Global business and the economy module <i>Term module</i></b></p> <ul style="list-style-type: none"> <li>• The nature of international trade, and the cause and effect of patterns of Australian trade, including with Asia.</li> <li>• Investigating the global business of an Australian company that is traded on the Australian Stock Exchange.</li> <li>• The nature of innovations and how Australian businesses and entrepreneurs use strategies to create and maintain a competitive advantage within Australian and global markets.</li> </ul>
Year 10 50 hours	<ul style="list-style-type: none"> <li>• Australian economic objectives and how they influence government decision-making</li> <li>• ways the government intervenes in the economy due to variations in living standards within Australian society.</li> <li>• role of superannuation, how it compounds over time and is influenced by short- and long-term decisions and trade-offs</li> <li>• factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions</li> <li>• ways individuals and businesses respond to changing economic conditions.</li> </ul>	<p><b>The Australian economy module <i>Term module</i></b></p> <ul style="list-style-type: none"> <li>• Australian economic objectives and how they influence government decision-making.</li> <li>• Ways the government intervenes in the economy due to variations in living standards within Australian society.</li> <li>• Ways individuals and businesses respond to changing economic conditions.</li> </ul>
		<p><b>Financial Literacy module <i>Term module</i></b></p> <ul style="list-style-type: none"> <li>• How individuals and/or businesses interact with financial institutions and manage risk and reward opportunities and trade-offs.</li> <li>• The factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions.</li> <li>• Making career choices and entering the workplace.</li> </ul>

## Attachment C – Highlighted verbs in the Achievement Standards for Year 10

Year 10 ACARA Proposed achievement standards <b>Knowledge and understanding strand</b>	Year 10 ACARA Proposed achievement standards <b>Skill strand</b>
<p>By the end of Year 10, students <b>evaluate</b> how and why the Australian government manages economic performance to improve living standards. They <b>analyse</b> influences on major consumer and financial decisions and explain the different strategies that may be used to improve individual and community wellbeing and economic participation. They <b>analyse</b> variations in economic performance and standards of living within the Australian economic and business environment. They <b>evaluate</b> the effect of entrepreneurship on business performance.</p>	<p>When investigating a contemporary economic and/or business issue or event, students <b>use</b> relevant concepts to ask a range of questions, <b>select and analyse</b> data and information from a range of sources for relevance and reliability and <b>explain</b> the representation of stakeholder perspectives. They <b>interpret and analyse</b> representations of data to explain trends and economic cause-and-effect relationships and <b>make predictions</b> about consumer and financial impacts. They <b>synthesise</b> E&amp;B data, information, the perspectives of key stakeholders and <b>apply</b> entrepreneurship to develop actions or responses. They <b>evaluate</b> proposals using appropriate criteria to decide on a justified course of action from an economic, business or financial perspective. Students <b>communicate</b> evidence-based conclusions using relevant E&amp;B knowledge and language, a range of formats and types of text appropriate to purpose and audience, and reference sources.</p>

The expression of achievement standards using common verbs to report on achievement in each of the two strands (knowledge and understanding, and skills) in the way proposed by ACARA, increases the curriculum reach significantly of the subject, making Year 10 not achievable even within the indicated 50 hours.

For example, students must **analyse** influences on major consumer and financial decisions, **analyse** variations in economic performance and standards of living, **analyse** data and information from a range of sources for relevance and reliability, and **analyse** representations of data to explain trends and economic cause-and-effect relationships.

## Attachment D – quick indicator of work required on the Achievement standards

Comments are in the footnotes below.

<p><i>Year 7 and 8 ACARA Proposed Skill descriptors</i></p>	<p><i>Year 7 ACARA Proposed Achievement standards</i></p>	<p><i>Year 8 ACARA Proposed Achievement standards</i></p>
<ul style="list-style-type: none"> <li>develop questions using economic and business concepts to investigate contemporary issues or events</li> <li>select and organise relevant data, information and viewpoints from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, and select and organise relevant data and information from sources.</li> </ul>	<ul style="list-style-type: none"> <li>When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, and select and organise relevant data and information from sources.</li> </ul>
<ul style="list-style-type: none"> <li>interpret representations of data, identifying similarities and differences, trends and economic cause-and effect relationships</li> </ul>	<ul style="list-style-type: none"> <li>They interpret representations of data to identify trends.</li> </ul>	<ul style="list-style-type: none"> <li>They interpret and analyse representations of data to identify trends and economic cause-and-effect relationships.</li> </ul>
<ul style="list-style-type: none"> <li>apply E&amp;B concepts to develop an action or response to an issue or event, and<sup>2</sup> evaluate potential costs or benefits of each action or response</li> <li>identify the influence of entrepreneurship and explain its effect on the outcomes of a proposed action or response<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>They apply E&amp;B concepts to develop an action or response to an issue or event.</li> <li>They identify costs and benefits of the proposed action or response and make decisions about a course of action.</li> </ul>	<p>They apply E&amp;B knowledge, skills and concepts to develop an action or response to an issue or event.</p> <ul style="list-style-type: none"> <li>They evaluate costs and benefits of the proposal and<sup>4</sup> make decisions about how it is to be implemented.</li> </ul>
<ul style="list-style-type: none"> <li>communicate evidence-based conclusions using E&amp;B language, types of text appropriate to purpose and audience, and acknowledgement of sources</li> </ul>	<ul style="list-style-type: none"> <li>Students communicate conclusions<sup>5</sup> using E&amp;B language, types of text appropriate to purpose and audience, and acknowledge sources</li> </ul>	<ul style="list-style-type: none"> <li>Students communicate conclusions using E&amp;B language, text types to appropriate to purpose and audience, and acknowledge sources.</li> </ul>

<sup>2</sup> Evaluate is a separate skill, so needs its own bullet point.

<sup>3</sup> Identify and explain are knowledge, not skills, therefore should be removed from the skill descriptions.

<sup>4</sup> Is it evaluate 'and' make decisions, or 'to' make decisions? Yr 9 & 10 use 'to'.

<sup>5</sup> Why are only conclusions being communicated? Remove 'conclusions'.

<p><b>Year 9 and 10</b> <b>ACARA Proposed Skill descriptors</b></p>	<p><b>Year 9</b> <b>ACARA Proposed Achievement standards</b></p>	<p><b>Year 10</b> <b>ACARA Proposed Achievement standards</b></p>
<ul style="list-style-type: none"> <li>develop a range of questions using relevant economic and business concepts to investigate contemporary issues or events</li> <li>select and use data, information and perspectives<sup>6</sup> from a range of sources that are relevant and reliable</li> </ul>	<ul style="list-style-type: none"> <li>When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, select and analyse relevant and reliable data and information and identify<sup>7</sup> stakeholder perspectives from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>When investigating a contemporary economic and/or business issue or event, students use relevant concepts to ask a range of questions, select and analyse data and information from a range of sources for relevance and reliability and explain the representation of stakeholder perspectives.</li> </ul>
<ul style="list-style-type: none"> <li>interpret and analyse representations of data, such as explaining similarities and differences, trends and economic cause-and-effect relationships, and make predictions<sup>8</sup> about consumer and financial impacts</li> <li>identify and explain<sup>9</sup> the perspectives of key stakeholders<sup>10</sup></li> </ul>	<ul style="list-style-type: none"> <li>They interpret and analyse representations of data to explain economic trends and cause-and-effect relationships and make predictions about consumer and financial impacts.</li> </ul>	<ul style="list-style-type: none"> <li>They interpret and analyse representations of data to explain trends and economic cause-and-effect relationships and make predictions about consumer and financial impacts.</li> </ul>
<ul style="list-style-type: none"> <li>synthesise E&amp;B concepts, data and information to develop actions or responses to an issue or event</li> <li>evaluate actions or responses, using cost-benefit analysis or criteria, to decide on a course of action from an economic, business or financial perspective</li> </ul>	<ul style="list-style-type: none"> <li>They synthesise E&amp;B data, information, the perspectives of key stakeholders and apply entrepreneurship to develop an action or response<sup>11</sup>.</li> <li>They evaluate a proposal using appropriate criteria to decide on a justified course of action.</li> </ul>	<ul style="list-style-type: none"> <li>They synthesise E&amp;B information, the perspectives of key stakeholders and apply entrepreneurship to develop actions or responses.</li> <li>They evaluate proposals using appropriate criteria to<sup>12</sup> decide on a justified course of action from an economic, business or financial perspective.</li> </ul>
<ul style="list-style-type: none"> <li>communicate evidence-based conclusions using E&amp;B concepts and terms, a range of formats and types of text appropriate to purpose and audience, and reference sources.</li> </ul>	<ul style="list-style-type: none"> <li>Students communicate conclusions using relevant E&amp;B knowledge and language, a range of formats and types of text appropriate to purpose and audience, and reference sources.</li> </ul>	<ul style="list-style-type: none"> <li>Students communicate evidence-based conclusions using relevant E&amp;B knowledge and language, a range of formats and types of text appropriate to purpose and audience, and reference sources.</li> </ul>

<sup>6</sup> Selecting perspectives / stakeholders is a purpose, like a trend or relationship; remove from 'investigating' so the selection is of data and information.

<sup>7</sup> 'Identify' in Year 7 and 'Explain' in Year 8 refer to knowledge so remove from skills.

<sup>8</sup> Making predictions requires evaluation to make a decision that is a prediction. Remove from this skill as it is not analysing or interpreting.

<sup>9</sup> Declutter: if a response has explained, then it has obviously identified. You do not need both verbs, only explain. In addition, this refers to knowledge not a skill.

<sup>10</sup> Consistency – 'stakeholders' and 'perspectives' move to different skill classifications when it is reported in the AS. Remove the term 'stakeholders'.

<sup>11</sup> Why is only entrepreneurship being applied?

<sup>12</sup> Evaluate 'to' decide is correct, as an evaluation involves a decision.