

A Guide to the New Years 7–10 Syllabus

The new *Commerce Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 9 students and in 2006 with Year 10 students. Stage 4 outcomes have been provided for those schools that wish to implement the syllabus with Year 7 or Year 8 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

Much of the content builds on the current syllabus content. Students will continue to:

- study aspects of consumers, business, government, money and records, law, labour
- develop an understanding of many of the key concepts underlying the previous syllabus.

Current programs may be modified to meet the requirements of the new syllabus and many existing units of work can form the bases of effective programs. Many existing resources will continue to be relevant.

Teachers' recent experience in the HSIE Stage 6 Business Studies, Legal Studies and Economics syllabuses (1999) will assist in the implementation of the new *Commerce Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Commerce in other systems nationally and internationally, and through consultation at forums, and meetings with teachers.

The new syllabus incorporates:

- organisation of content into core and options
- emphasis on the skills of research, problem-solving, use of technology
- student-centred learning, both independently and in groups
- the inclusion of a school developed option
- stage statements from Stage 1 (including Early Stage 1) to Stage 5 that describe the continuum of learning in Commerce
- content additional to the essential syllabus content in the form of optional studies to help teachers address the needs and interests of students who have demonstrated Stage 5 outcomes in less than the indicative time
- an overview statement that shows how each cross-curriculum area is embedded in the content
- content relating to the use and understanding of information and communication technologies (ICT) in the syllabus content
- Life Skills outcomes and content for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate

The features of the content pages

Commerce Years 7–10 Syllabus

7.2 Content for Years 7–10

Core Part 1.1 Consumer Choice
Focus: Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers.

Outcomes:
A student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve 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
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Students learn about:	Students learn to:
<p>Commerce and choice</p> <ul style="list-style-type: none"> • decisions affecting the quality of our lives <ul style="list-style-type: none"> – consumer , financial, business employment, legal – environmental <p>Consumer decisions</p> <ul style="list-style-type: none"> • comparison shopping <ul style="list-style-type: none"> – types of goods and services – different brands and products – choosing what to buy • choosing where to buy <ul style="list-style-type: none"> – range of locations and sources – types of retail outlets – internet purchasing and mail order – locally, interstate globally • key factors affecting consumer decisions <ul style="list-style-type: none"> – finance, price, marketing, age, gender, convenience, service – environmental considerations 	<ul style="list-style-type: none"> • investigate the scope of Commerce and choice • identify and classify examples of different types of commercial and legal decisions that people make on a daily basis • recognise the consequences of commercial and legal decisions on the quality of our lives and the environment • research consumer information from a variety of sources that may include the internet, advertising material, specialist magazines and comparison shopping surveys • select and apply appropriate criteria to rank alternative purchasing options • explain the factors influencing decisions to buy locally, regionally, interstate or globally, retail or wholesale or on the internet • research and report on comparison shopping processes and decisions using word processing applications • explain the factors affecting consumer decisions • examine factors which contribute to changes in behaviour and practices by individuals and organisations

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The focus provides an overview of the core or topics.

Outcomes are linked to content in tables to assist teachers with planning and programming.

Content is expressed as *Students learn to* and *Students learn about* in a consistent format.

Cross-curriculum perspectives, including Work, Employment and Enterprise, Difference and Diversity, and Civics and Citizenship are embedded in the syllabus content.

Skills that enhance learning are embedded in the syllabus content.

- the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Commerce. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Commerce Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus p 12)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 18–49) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on page 15 of the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

Stage statements describe a continuum of learning from Stage 1 (including Early Stage 1) to Stage 5. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Commerce Years 7–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate and will be provided well in advance of 2006.

distributed with the syllabus	<p>Phase 1</p> <ul style="list-style-type: none"> ■ this guide to the new <i>Commerce Years 7–10 Syllabus</i> ■ draft Descriptions of Levels of Achievement
3 months after distribution of the syllabus	<p>Phase 2</p> <ul style="list-style-type: none"> ■ advice on programming ■ sample unit of work ■ sample assessment activities
6 months after distribution of the syllabus	<p>Phase 3 (incorporates Phases 1 and 2)</p> <ul style="list-style-type: none"> ■ annotated samples of student work
12 months after implementation of the syllabus	<p>Phase 4</p> <ul style="list-style-type: none"> ■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
