

**Draft Australian Curriculum:
Economics and Business
Consultation Report**

September 2013

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ACARA Copyright Administration, ACARA
Level 10, 255 Pitt Street
Sydney NSW 2000

info@acara.edu.au

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1. Executive summary

1.1. Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) released the draft Years 5–10 Australian Curriculum: Economics and Business for public consultation between 6 May and 19 July 2013.

1.2. Purpose of the report

This report details feedback on the draft Years 5–10 Australian Curriculum: Economics and Business. Feedback was sought in relation to the following areas of the draft curriculum:

- rationale
- aims
- organisation
- content descriptions
- content elaborations
- achievement standards
- diversity of learners
- general capabilities
- cross-curriculum priorities
- glossary.

1.3. Background

ACARA is responsible for a national curriculum from Foundation to Year 12 in specified learning areas.

In February 2013, ACARA published online the Shape of the Australian Curriculum: Economics and Business. ACARA began the process of developing curriculum for Years 5–10 Economics and Business in December 2012 and released the draft curriculum content in May 2013.

1.4. Consultation processes and participants

The draft Years 5–10 Australian Curriculum: Economics and Business was the subject of public consultation between 6 May and 19 July 2013.

Responses were received from a range of stakeholders as follows:

- 56 online surveys, which included feedback collected from teachers across the states and territories who engaged directly with the draft Economics and Business curriculum. These surveys represent the views of 116 individuals.
- 37 written submissions from individuals, schools, curriculum and school authorities, and representative bodies. These submissions represent the feedback of 528 individuals.

1.5. Key findings

Overall the findings suggest the following are areas of strength:

- rationale

- two-strand structure
- key ideas
- representation of economics
- links to the general capabilities.

The findings suggest the following as areas for improvement, to provide the focus for review and revision:

Structure of the curriculum – there is a need for:

- closer alignment to the aims of the shape paper
- greater clarity about the relationship between Economics and Business
- representation of four key ideas – not five as it is currently – in the knowledge and understanding strand
- improved alignment between the organisation section, the year level descriptions and the content descriptions
- an outline of formal learning in Foundation to Year 4 related to Economics and Business in the section on prior learning in the organisation area.

Content – there is a need for:

- a reduction in content, in both the knowledge and understanding and skills strands, particularly across Years 5–8, to address concern with the volume of content
- differentiated emphases on the key ideas to reflect the cognitive development and interests of learners at each year level
- review of content descriptions within and across year levels to ensure that they are appropriately pitched and sequenced
- refinement to content descriptions, including the simplification of language, to provide greater clarity
- greater clarity and progression of the concepts
- a more appropriate representation of business including a review of use of economics-specific terminology
- a review of the content in Years 9 and 10 to provide students with choices that align to their interests and experiences
- enterprising behaviours and capabilities to be evident in both the knowledge and understanding and skills strands
- the development of useful and age-appropriate elaborations
- greater alignment between the representation of general capabilities and the cross-curriculum priorities in the introductory text and the curriculum content.

Achievement standards – there is a need for greater clarity, more appropriate pitch and better alignment with the content.

2. Introduction

2.1. Background

The draft curriculum was developed according to a set of design specifications that were approved by ACARA's Board following consultation with state and territory curriculum, assessment and certification authorities and are published in ACARA's *Curriculum Development Process, Version 6 (2012)*.

The draft curriculum specified content and achievement standards for Economics and Business across Years 5 to 10. Content refers to the knowledge, understanding and skills to be taught and learned in Economics and Business. Achievement standards refer to descriptions of the quality of learning (the depth of understanding and sophistication of skills) expected of students who have studied the content for Economics and Business.

2.2. Purpose of the report

This report details feedback on the draft Years 5–10 Australian Curriculum: Economics and Business. Feedback was sought in relation to the following areas of the draft curriculum:

- rationale
- aims
- organisation
- content descriptions
- content elaborations
- achievement standards
- diversity of learners
- general capabilities
- cross-curriculum priorities
- glossary.

3. Consultation processes and methodology

3.1. Consultation processes

The draft curriculum was made available for nationwide consultation from 6 May to 19 July 2013.

The two main avenues for consultation feedback were through an online survey on the consultation portal of the Australian Curriculum website, and through written submissions sent directly to ACARA.

Opportunities to provide feedback either via an online survey or by written submission were promoted on the ACARA website and through education authorities, professional associations, and academics in the field of education. Reminders were regularly provided to subscribers to ACARA's e-newsletter, *ACARA Update*.

3.2. Online survey

The online survey comprised a mixture of rating scale questions (four-point Likert scale) and space for comments that focused on suggestions for improvement. Feedback on Economics and Business was sought on the:

- rationale, aims and coherence of the curriculum structure
- coverage and clarity of curriculum content
- clarity and coherence of the achievement standards
- representation of general capabilities and cross-curriculum priorities.

All online survey questions are included in Appendix 1.

3.3. Written submissions

Written submissions were received from state and territory education authorities, professional associations and bodies, and other stakeholders. These typically offered more detailed feedback than was possible via the online survey. Respondents were requested to complete a cover sheet which contained space to record basic demographic information that would assist in collation and analysis of responses.

3.4. Intensive engagement activity

As part of the consultation, 31 teachers from 19 schools participated in intensive engagement activities using the draft curriculum. This involved teachers programming aspects of the draft curriculum and developing sample assessment items.

Teachers participating in the intensive engagement activity completed the online survey.

3.5. Methodology

Quantitative data of the online surveys are presented in Table 4 in this report. All quantitative data were collated and analysed in spreadsheets from which charts and tables were produced. The quantitative data include online surveys while the qualitative data include commentary from the online surveys and written submissions.

For questions in the online surveys, the response for each rating (strongly agree, agree, disagree and strongly disagree) was assigned a numeric value (for example, strongly agree – 4; agree – 3). Responses were tallied and a percentage calculated for each rating and displayed in Table 4.

Analysis of qualitative data was outsourced to experts in research and data analysis. The qualitative data were analysed using NVivo10 software. From responses to each question in the online survey, comments were categorised as strengths, concerns, areas for improvement and suggestions, with specific topic nodes developed within these four categories. Content was analysed for recurring themes and general trends.

An identical coding procedure was used for the written submissions.

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is:

- rationale and aims
- organisation
- content descriptions
- content elaborations
- achievement standards
- diversity of learners
- general capabilities
- cross-curriculum priorities
- glossary

Findings are reported against those headings in terms of strengths, concerns and improvements.

3.6. Consultation demographics

ACARA received a total of 93 responses to consultation: 56 responses to the online survey and 37 written submissions.

The 56 online survey responses received included 31 from intensive engagement activity participants. These surveys represented the responses of 116 individuals.

The 37 written submissions received represented 528 individuals.

Written submissions

Organisations which submitted written submissions are listed in Appendix 2. Table 1 provides a breakdown of written responses received by stakeholder type.

Table 1: Number of written submission responses by stakeholder type

Stakeholder type	Number of responses
State and territory authorities	12
Teacher professional associations	8
Education stakeholders (other than authorities or professional associations)	2
Government organisations (other than education)	2
Non-government organisations	1
Industry and business bodies	5
Schools	2
Individuals	5
Total	37

Online survey responses

Feedback was submitted by stakeholders throughout Australia including:

- state and territory curriculum and school authorities
- representative bodies (such as teacher professional associations, government agencies and non-government organisations)
- schools and universities
- individuals (teachers, academics, parents, members of the community).

A total of 56 responses were received from the online survey. Table 2 shows the breakdown by state and territory.

Table 2: Number of online survey responses by state/territory

State/territory	Number of responses	State/territory	Number of responses
Australian Capital Territory	4	South Australia	7
New South Wales	9	Tasmania	4
Northern Territory	1	Victoria	6
Queensland	10	Western Australia	15

Table 3 shows the breakdown of responses from schools/teachers that participated in the intensive engagement activity by state/territory.

Table 3: Intensive engagement teacher online survey responses by state/territory

State/territory	Number of responses	State/territory	Number of responses
Australian Capital Territory	2	South Australia	2
New South Wales	3	Tasmania	3
Northern Territory	1	Victoria	5
Queensland	5	Western Australia	10

4. Consultation findings

4.1. Responses to survey questions

Table 4 below shows the percentages of respondents to the online survey who strongly agreed, agreed, disagreed and strongly disagreed with each statement. An analysis of feedback on each section of the survey is presented in the following pages.

Questions one to six are omitted from the report as they refer to background and demographic information collected. For demographic information, refer to section 3.6 of this report.

Table 4: Economics and Business – responses to online survey

Question	Overall agreement (%)	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
7. The Rationale for the learning area provides clarity about intent and scope of the draft Australian Curriculum: Economics and Business	86	29	57	11	4
8. The Aims of the learning area clearly express the overall intention of the draft Australian Curriculum: Economics and Business	84	22	62	11	5
9. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Economics and Business	76	29	47	22	2
10. The content descriptions are clear and unambiguous, i.e. explaining in understandable language what is to be taught	57	5	52	14	29
11. The content descriptions are coherent, i.e. work well together across strands and year level	61	16	45	24	16
12. The content descriptions are sequenced appropriately, i.e. in an order consistent with your experience	62	9	53	27	12
13. The content descriptions are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	48	10	38	27	25
14. The content descriptions cover the important content for this learning area	69	10	59	20	12
15. The content descriptions encourage the pursuit of in-depth teaching and learning	67	13	54	19	13
16. The draft content elaborations illustrate the content descriptions effectively	67	20	47	22	10

Question	Overall agreement (%)	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
17. The draft content elaborations are clear and unambiguous	69	18	51	18	12
18. The draft content elaborations are relevant and appropriate illustrations	62	9	53	26	13
19. The draft achievement standards are clear and unambiguous, i.e. explaining in understandable language what students are expected to learn	62	8	54	28	10
20. The draft achievement standards are coherent, i.e. articulate clearly across year levels	64	14	50	26	10
21. The draft achievement standards are sequenced appropriately, i.e. in an order consistent with your experience	69	10	58	15	17
22. The draft achievement standards are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	57	6	51	22	20
23. The draft curriculum takes into account available evidence about the nature of the learner	67	8	59	23	10
24. The draft curriculum takes into account the needs of all students	58	6	54	29	11
25. The draft curriculum enables teachers to cater for diversity	72	17	55	17	11
26. The general capabilities are appropriately represented in the draft curriculum, i.e. in a reasonable and natural way as appropriate to the subject	90	13	77	4	6
27. The general capabilities are clearly evident in the draft curriculum, i.e. that the appropriate representation is visible to the reader	83	9	74	9	9
28. The cross-curriculum priorities are appropriately represented in the draft curriculum, i.e. in a reasonable and natural way as appropriate to the subject	71	15	56	23	6
29. The cross-curriculum priorities are clearly evident in the draft curriculum, i.e. that the appropriate representation is visible to the reader	71	13	58	21	8

4.2. Rationale

An analysis of the feedback on Question 7 is presented below.

Strengths

The rationale received support in the consultation data and was seen as clear, contemporary and comprehensive. Respondents noted it is well grounded in the 2008 *Melbourne Declaration on Educational Goals for Young Australians*.

The rationale is well written and clearly articulates the underpinning ideas of Economics and Business which will be particularly useful for non-specialist and primary teachers.

NT Department of Education and Children's Services, written submission

This is well rounded and helpful as a guide to what Economics and Business are about. The aims of any course are clear and well-articulated.

Economics Teachers Society of South Australia

Before reading it I wondered what the intent of E&B [Economics and Business] was within the primary setting. After reading and highlighting the key words I feel I have a good understanding of the importance it holds for students at my Yr 5–7 age group.

Trial school teacher, primary, WA

The reference to consumer and financial literacy was also viewed positively, as were the emphases on global economics and multinational business.

There is much to be applauded in the rationale including the recognition of both the local and global dimensions of Economics and Business.

Australian Council for International Development (ACFID) Global Education Working Group,
written submission

Concerns

Some respondents were concerned the rationale did not equally balance the two disciplines of Economics and Business. Others thought that the rationale should better justify why the subject was important.

Review the Rationale and Aims to ensure appropriate balance and focus of Economics and Business.

Queensland Studies Authority, written submission

Paragraphs 3 and 4 are simply stating the organising ideas and skills within the curriculum. A rationale should indicate to the reader 'why' the subject is important and reasons for studying it within the national curriculum.

Trial school teacher, secondary, Queensland

A number of respondents commented that they were confused by the relationship between the four organising ideas and 'enterprising behaviours and capabilities'.

While respondents agree with the use of an integrated approach for the organising ideas, we do, however, recommend that the number of organising ideas be consistent throughout the Curriculum. The Rationale states there are four organising ideas and the Organisation section lays out five organising ideas.

Australian Securities and Investments Commission (ASIC) et al, written submission

Enterprising Behaviours and Capabilities (EBCs) are mentioned as being integral but it is not clear how they are different from the four (4) organising ideas.

Trial school teacher, secondary, Queensland

Improvements

A number of respondents felt there could be further explanation in the rationale about how the four organising ideas fit together.

There is insufficient explanation in the rationale as to how the four organising ideas are important. Simply listing them is not the purpose of a rationale.

Queensland Economics Teachers' Association

Some respondents argued the relationship between 'economics' and 'business' was not clearly set out in the curriculum. Others argued both terms need to be defined in the rationale.

As seen in previous drafts, the rationale continues to mention an integrated approach to the development of students' economic and business literacy. This term needs further explanation. It is unclear whether the integrated approach refers to the teaching of Economics and Business, or whether an integrated approach refers to the development of the curriculum for the four overarching ideas.

Queensland Studies Authority, written submission

The Australian Primary Principals Association (APPA) argued that the rationale did not make the case for the inclusion of Economics and Business in the primary school curriculum.

While APPA understands and respects the intention to ensure that all young Australians are familiar with the knowledge and skills outlined in the draft Economics and Business curriculum, we do not believe that this justifies adding a further new learning area to the later years of primary schooling. In particular we note the absence of any rationale for this inclusion.

APPA, written submission

A few respondents thought the rationale section could be simplified for the benefit of non-specialist teachers.

[The rationale] needs to be written so that primary teachers who are not economics teachers can understand it more clearly.

Trial school teacher, primary, WA

4.3. Aims

An analysis of the feedback on Question 8 is presented below.

Strengths

The aims received support; they were seen as clear and well-articulated, with a helpful emphasis on the consumer.

The respondents support the educational aims of the Curriculum which seeks to develop young Australians as active and ethical participants in the economy as consumers.

ASIC et al, written submission

The Aims and organising ideas support students in learning to consider multiple points of view (for example, consideration of both the consumer and business operator perspectives).

Queensland Studies Authority, written submission

Concerns

Some respondents saw the presentation of the aims as differing too greatly from the aims of other subjects in humanities and social sciences.

There is far too much emphasis on knowledge and understanding with three aims related to this. It is out of step with other subjects in this curriculum area and provides the wrong balance for the subject.

Brisbane Catholic Education Office, written submission

A number of respondents expressed concern that there was no specific link to the second and fourth key organising idea in the aims.

The Northern Territory Department of Education and Children's Services (NT DECS) expressed concern that:

[for many] remote Indigenous students, who have a vastly different world view and conceptualisation of use of resources, and a lack of exposure to many of the concepts that underpin this curriculum in their communities, the aims are not as relevant or easily achievable.

NT DECS, written submission

Improvements

Many respondents argued that the curriculum aims should place a greater emphasis on the business part of the curriculum. Economics was seen to dominate the aims with the business content not clearly articulated.

The aims do not adequately cater for the initial intent of the curriculum in relation to the area of business. Consideration should be given to the inclusion of a specific aim related to business which makes clear exactly the aspects of business that students in Years 5 to 10 should understand. This should reflect the description of the business environment organising idea.

The Aims continue to reflect the greater emphasis on Economics at the expense of Business. There is also a need to place emphasis on business ethics and corporate social responsibility.

NSW Board of Studies, written submission

Some saw the aims as too highly pitched for primary school students. They suggested they be rewritten to give greater consideration to the lower year levels.

The Aims were considered as being too reflective of learning at higher year levels and thus, difficult for teachers at a Year 5 or 6 level to align with.

Catholic Education Office NSW, written submission

4.4. Organisation

An analysis of the feedback on Question 9 is presented below.

Strengths

Positive comments on the content structure centred on the cohesion between the two organisational strands and the clear and consistent language used.

The organisation into strands is good. The skills and organising ideas are clear and appropriate. The structure and rationale link well to the other Humanities.

Association of Independent Schools of Western Australia (AISWA), written submission

The strands were well received by teachers involved in the intensive engagement activity, with most noting that they found the strands useful to their teaching and some commenting they linked well with other learning areas.

These strands follow the same form as the other learning areas. This is important in assisting teachers to have a clear understanding of how the strands are different and how they are the same.

Trial school teacher, primary, WA

The organisation into strands is good. It relates well to the other humanities learning areas.

Trial school teacher, primary, WA

Concerns

As noted above, a number of respondents made the observation that while the rationale states there are four organising ideas, the organisation section appears to present five organising ideas (the fifth being 'Enterprising behaviours and capabilities').

The place of Enterprising behaviours and capabilities is inconsistent throughout the document – in some places it appears under Knowledge; in others it is a Skill. This needs to be clarified throughout the document.

Queensland Economics Teachers' Association, written submission

Skills are at times unclear. Is 'enterprising behaviour' content or a skill or both? I would expect it to be a skill because at times it seems to be content.

Business Educators of Western Australia, survey

A number of respondents expressed concern that the links between the skills strand at different years levels was not clear.

No inquiry framework has been provided, however inquiry questions have been used to frame the curriculum content. This is confusing ... The skills strand seems repetitive and the increase in cognitive demand from one band to the next is uneven – in some instances it is a repeat of the statement.

Queensland Studies Authority, written submission

There is lack of sequencing and flow of content between the year levels, repetition and a lack of clarity in some organising ideas, and assumptions made in relation to pre-learning required.

Victorian Commercial Teachers Association

There is a disconnect with the content of the two strands due to the skills strand being virtually repeated across two year bands whilst the knowledge and understanding strand changes each year. This poses difficulty with learning design and in particular with assessment.

Catholic Education Office SA, survey

Some respondents noted their concern that the organising ideas force an artificial inclusion of each key idea in the same way in each year, leading to inappropriate content.

While the four organising ideas underpin the curriculum and are crucial to the subject matter, it appears they are constraining the curriculum and preventing the development of a clear narrative of what each child should know and be able to do as a result of their learning. At present the curriculum appears disjointed and segmented. Each of the ideas does not need to be taught to the same extent in each year.

Business Educators Australasia, written submission

The strands need to be better allocated across the curriculum at age appropriate levels and not necessarily addressed in each year.

NSW Board of Studies, written submission

Improvements

Many respondents suggested clarifying the use of 'Enterprising behaviours and capabilities' within the curriculum. Some argued that the term needed to be used more consistently, rather than appearing under the knowledge area in the Organisation text but being represented as a sub-strand in the skills area. Others did not think it should appear in either strand, as a sub-strand but instead should be embedded in the organising ideas and the various skills descriptions across both strands of the curriculum.

Improving alignment between the Economics and Business skills and the skills for History, Geography and Civics and Citizenship was another key improvement suggested by consultation participants.

Strengthen consistency across subjects within the Humanities and Social Sciences learning area. Consider the development of skills using the same or similar sub-strands as Civics and Citizenship – while it is recognised that some skills have a discipline-specific focus, there is little justification for a unique framework for these skills especially in Years 5 to 8.

Queensland Studies Authority, written submission

One respondent involved in the trial school engagement argued the strands should be reworked to give greater prominence to Business.

Economics is overshadowing 'business'. Business should be overarching over the strands – economics should be a strand along with other elements (Accounting, Legal, Work, etc). Too much emphasis is being placed on Economics to the detriment of the other (just as important) elements of Business.

Trial school leader, secondary, Queensland

4.5. Content descriptions

An analysis of the feedback on Questions 10–15 is presented below.

Strengths

A number of trial school teachers commented positively on the content descriptions.

Content descriptions are] very flexible so local, national and international units can be developed, which is very advantageous. Due to the flexibility in the syllabus, meaningful units of work can be designed which reflect local, national and international current affairs.

Trial school teacher, secondary, Queensland

I was guided by the content descriptors and the specific terminology as I planned. I was pleasantly surprised by how much deeper this allowed the students to understand the concepts. I have taught similar units over the past 5 years in my 6/7 classes and students have not come out with the same depth of understanding.

Trial school teacher, primary, WA

Some written submissions also addressed the strengths of the content descriptions.

The content descriptions are explicit and are clearly linked to the achievement standards at each year level. The flow of the content descriptions across the year levels is clear.

NT DECS, written submission

Concerns

The majority of respondents, including trial school teachers, expressed concerns about the content descriptions.

Many of the respondents felt the content focused too heavily on economics at the expense of business.

BEA believes that the balance between Economics and Business in the draft curriculum has shifted towards Economics and that this is a departure from the balance that was represented in the Shape Paper which included more explicit reference also to accounting and finance.

Business Educators Australasia, written submission

We feel that basic financial literacy (much of what was once taught as Consumer Studies) is under-represented.

Department of Education Tasmania, survey

Some respondents saw the content descriptions as being too highly pitched for students in Years 5 to 8. In the words of one stakeholder, the content is 'well outside the scope of what would usually be covered in the primary classroom'.

Flowing from this challenge, consultation participants suggested that the curriculum focus was demanding abstract thinking that was not age appropriate. Thus, it would become incumbent on teachers to unpack the content into age appropriate teaching strategies. A specific example quoted was the concept of interdependence that would need to be rendered less complex for Year 5 and 6 students.

Catholic Education Office NSW, written submission

The complexity of content and the terminology used will present challenges for non-specialist teachers. This may lead to teachers not exploring the content in sufficient detail.

The pitch of this document seems to inherently forget/disregard the levels of literacy experienced by many students across the nation. Senior concepts are being brought forward into content area that is not covered by students or covered minimally at low levels of comprehension and understanding. The volume of content is also prohibitive in current educational settings, which will impact on deep knowledge and understanding.

School teacher, secondary, NSW

Other stakeholders took the view that there was too much content to cover in the advised time and that this may result in the content being taught in a superficial manner.

There are not enough hours in the timetable to accommodate what we have now with the increase in time to be allocated to History and Geography. As stated before, I cannot see how Economics can be fitted into our already crowded timetable. Definitely do not include more [content].

Trial school teacher, primary, WA

A number of respondents argued that the Year 9 and 10 content descriptions are too narrow and do not accurately reflect the shape paper. These stakeholders recommended extra content be developed.

Increasingly, Years 9 and 10 students are active consumers and workplace participants and the skills they acquired in their earlier years become more critical and applicable at this time of their lives. We strongly recommend that the Curriculum reflects students at this stage as active consumers and workplace participants.

ASIC et al, written submission

Some content descriptions are too prescriptive in terms of what is described in the Year level description and unit title (particularly Years 9 and 10). This will limit the current practice of innovative Economics and Business teachers.

Queensland Studies Authority, written submission

Improvements

Respondents made numerous suggestions regarding the content descriptions, many relating to the above concerns.

Stakeholders recommended that the content is made more age appropriate, particularly at the lower year levels. There were also a variety of recommendations as to how business could be more fully represented in the curriculum. They also suggested that less technical language be used.

The content descriptions should provide enough direction for educators to deliver material accurately and consistently without having to decode complex sentences.

School leader, secondary, NSW

If this curriculum is to be successful the language used in the 5–8 years must be rewritten so that a person untrained in business would know what they are required to teach. There must also be clarity about the depth of content that is needed. This should be obvious when reading the phase level descriptions and at the moment it is very unclear.

Brisbane Catholic Education Office, written submission

Some stakeholders argued more effort should be made to link the Economics and Business content to the content in History and Geography.

More effort should be made to link this subject's content to the content in History and Geography. For example, the Year 9 focus on the Standard of Living matches the Industrial Revolution very well. Teachers in Year 8 will have a hard time connecting our dynamic market economy to medieval Europe.

Association of Independent Schools of South Australia, survey

Stakeholders representing the financial industry and financial regulators saw reason for further inclusion of concepts such as taxation, superannuation and the importance of saving at higher year levels. Other stakeholders suggested varying concepts that should feature more strongly, such as social justice, human rights, gender and international development.

The Commission is concerned that the curriculum fails to consider the different experiences of women and men with respect to Economics and Business and, in so doing, adopts a male-dominated perspective.

Australian Human Rights Commission, written submission

Some respondents argued the content should be more prescriptive about what is required learning in Year 4 and how this might be taught.

If there is assumed knowledge before Year 5, it is important that this is prescribed or it will not necessarily be taught. It cannot be assumed that a primary teacher would know that they have to do this if it is not part of their curriculum. The Year 5 curriculum is pitched at quite a high level, which many children may find difficult. This curriculum could be setting children up for failure.

Brisbane Catholic Education Office, written submission

4.6. Content elaborations

An analysis of feedback on Questions 16–18 is presented below.

Strengths

The content elaborations received some positive comments.

Stated elaborations are good for Economics and Business research – clearly set out in steps: defining, explaining and establishing questions to use to investigate an issue or event. Good for problem-based learning.

School teachers, NSW, survey

Very clear, offer good examples. Very descriptive. The sequencing and building of skills across the years is effective. Are clearly related to contemporary concerns, e.g. relationships with Asia, Indigenous perspective, etc.

Catholic Education Office of Wollongong, NSW, survey

Concerns

Respondents saw the content elaborations as particularly important due to the complex nature of the content descriptions, but expressed a number of concerns regarding the elaborations.

Some stakeholders were concerned that the elaborations were too highly pitched for students in Years 5 to 8.

The elaborations for Year 9 and 10 are appropriate but for other levels they demonstrate the content in ways that are often challenging/complex for the age group, e.g. the concept of relative scarcity as an elaboration in Year 5, relative and absolute poverty in Year 7.

Catholic Education South Australia, survey

A related concern was that the elaborations were not engaging enough for students and so could threaten to reduce student interest in the subject. This concern dovetailed with some respondents' concerns that business was under-represented – business was seen as more practical and thus more likely to facilitate engaging elaborations.

The curriculum needs to engage students where they see relevance in their lives ... The document does not inspire creative ideas in teachers and requires repackaging to come up with a way to link the content in with what is relevant to students.

Secondary school teachers, NSW, survey

Too much economic theory is required throughout (disparity between the ‘two strands’) and not enough ‘practical’ work is expected (financial, legal, etc.).

School teacher, secondary, Queensland

Respondents also thought non-specialist teachers could struggle with understanding and implementing the content elaborations due to their complex nature.

The content requires a high level of understanding on the part of the teacher to implement effectively. The elaborations must be specific and not simply provide a ‘definition of the definition’.

AISWA, written submission

While the elaborations provide a range of possibilities and ideas for teachers, there is concern that some suggest a higher level of expectation than the content descriptions require and that this could mislead non-specialist teachers particularly at lower year levels.

Queensland Studies Authority, written submission

Improvements

There were a great number of suggestions about how the content elaborations could be improved. Many dealt with making the elaborations more age appropriate and easier for non-specialist teachers to understand. Stakeholders involved in the financial industry argued for greater representation of associated concepts such as banking and accounting.

The ACFID Global Education Working Group and the Human Rights Commission argued for greater inclusion of elaborations focused on human rights, social justice and international development. Other stakeholders contended further international and regional examples would also be useful.

It would also be helpful if the content descriptors (and elaborations in particular) gave more global and Asian examples to support teachers (particularly non-specialists in this learning area) to identify opportunities to explore these areas effectively.

Independent Schools Queensland, written submission

Respondents suggested the elaborations encourage more creativity, particularly at the younger year levels.

Elaborations should inspire creative ideas ... unfortunately this document does not inspire creativity (unlike the Geography Curriculum or the NSW Commerce syllabus). Many primary classes already adopt useful strategies that could be explicitly incorporated into the new Curriculum, e.g. many primary classes are already inviting parents as guest speakers to talk about their jobs; visiting the school canteen to find out how it operates; making items to sell in a business; planning their own budgets to save up for a special item; and going on excursions to interesting local businesses. With the new curriculum, a lot of these tasks just need to be more explicitly programmed, expanded on and the business and economics principles explored in more detail.

School teacher, SA, survey

Associated with this, some recommended the elaborations at the Year 5 and 6 level should focus on the individual and the home, rather than the wider global community.

Respondents from regional and remote areas of Australia considered some elaborations unsuitable for students in their schools or jurisdictions. It was argued that elaborations need to better reflect students' experiences, including students' geographical location and socio-economic status.

Content (descriptions and elaborations) are discriminatory, particularly on a socio-economic basis. They make a lot of assumptions about where individuals are placed financially; about people having jobs; being able to save. Consequently, it would exclude those students not in middle or higher income brackets. Schools in similar areas would face the same discrimination.

Queensland Economics Teachers' Association, written submission

4.7. Achievement standards

An analysis of the feedback on Questions 19–22 is presented below.

Strengths

Positive comments on the achievement standards noted their 'clear progression and coherence'. Trial school teachers noted that the standards were 'clearly understood by both teachers and students', 'can be used and adapted to challenge the more capable students or to pitch at general level of achievement' and seemed 'to be sequenced appropriately'.

Concerns

Other respondents disagreed, arguing the achievement standards were unclear and unhelpful for teachers to make judgements about student performance.

The achievement standards are general and read much like a summary of the content to be taught, rather than giving a qualitative standard. The verbs in the achievement standards (discuss, explain, etc.) are not tangible enough to allow accurate assessment.

AISWA, written submission

A similar concern was that there was not enough of a distinction between the achievement standards at different year levels. The high degree of overlap between the standards was seen as making it difficult to establish whether a student is working above or below a standard.

Some primary school trial teachers viewed the achievement standards as too difficult for Years 5 and 6.

We still hold concerns about the age appropriateness; particularly for Years 5 and 6. We are also concerned about the capacity of many of our remote Indigenous students who, due to their cultural backgrounds and the nature of living in remote communities, may have limited capacity to demonstrate the achievement standard at age appropriate levels in this subject.

NT DECS, written submission

There was also some comment that the achievement standards should not specify the tools to be used for assessment and that this should be left open to teachers to develop their own assessment practices.

Improvements

Suggestions around the achievement standards focused on improving the accuracy of the language used and drawing out reference to changes in the achievement standards for skills between year levels.

Simplify language in Achievement Standard and match with Content Descriptor, e.g. 'needs and wants and limited resources and unlimited needs and wants', as opposed to 'make informed choices about resource allocation'.

AISWA, written submission

Continue to refine the achievement standards to ensure that they describe the typical extent of knowledge, depth of understanding, and sophistication of skills at the end of each band of content descriptions.

Queensland Studies Authority, written submission

4.8. Diversity of learners

An analysis of the feedback on Questions 23–25 is presented below.

Strengths

In the diversity of learners section, respondents were pleased to see 'recognition of students of varying capabilities' including the 'needs of gifted and talented students' and of students with a disability.

As it is a challenging curriculum, teachers will need to differentiate their lessons and expectations to suit their specific classes of students. Teachers will need to use the content descriptors to plan activities which allow different 'types' of learners to demonstrate their understanding of content and skills. I believe the curriculum is set out to allow for this.

Trial school teacher, primary, WA

Concerns

Some respondents expressed a concern that the curriculum failed to take into account the diverse socio-economic and cultural backgrounds of students, many of whom would have little contact with their own money in the primary years.

The curriculum appears to be targeted towards the experiences of middle to upper income groups with little consideration or awareness of the challenges facing students in many lower socio-economic schools.

Trial school teacher, secondary, Queensland

Others argued the curriculum lacked a defined course to support the needs of some students, particularly those with special education needs, as the curriculum was seen as complex.

Due to the content-heavy and complex nature of this subject there is no clear path to support the needs of students ... Where one concept is not grasped this will dramatically impact their ability to grasp subsequent concepts. Structured learning paths for catering to diverse needs are required.

Catholic Education Office NSW, written submission

Concerns were also noted around the cultural appropriateness of aspects of the curriculum, particularly in relation to Aboriginal and Torres Strait Islander students.

[Curriculum may not be suitable] for many of our remote Indigenous students, who have a vastly different world view and conceptualisation of use of resources, limited economic choice and a lack of exposure to many of the concepts that underpin this curriculum.

NT Department of Education and Children's Services, written submission

Some concerns have been expressed regarding the cultural appropriateness of aspects of content about consumer and business decisions. This is the case particularly in relation to the importance of 'community' in Aboriginal and Torres Strait Islander communities.

Economics and Business Educators of NSW, written submission

Improvements

Suggestions for improvements to the diversity of learners section centred on increasing the flexibility of the curriculum, to allow schools and teachers to adapt content to the needs of their students.

Could be greater flexibility and choice built explicitly into the document, e.g. provision for industry case studies from a range of alternatives. The teacher could then more readily adapt the course to suit the needs of the students. Current document does not consider what is relevant to students at their age.

Teacher, secondary, NSW, survey

Schools need to be provided with flexibility to develop topics/units and contexts that would suit their individual students/context; this would allow for the true application of 'Student Diversity' mentioned in the curriculum document ... the Curriculum needs to be more flexible to allow for schools to cater for their individual students.

Trial school leader, secondary, Queensland

The Australian Human Rights Commission welcomed the inclusion of the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* but argued the curriculum should also include reference to the international Convention on the Rights of Persons with a Disability.

4.9. General capabilities

An analysis of the feedback on Questions 26–27 is presented below.

Most respondents saw the general capabilities as a strength of the curriculum, with the capabilities forming strong links to the Economics and Business content.

These [general capabilities] are a fantastic way to make Economics and Business come alive especially with younger students. In fact the general capabilities here have more than an aspirational position. They can and should form the basis of teaching and learning in Economics and Business. This means that Economics and Business are able to provide the best platform from which to hang any particular course which is developed.

Economics Teachers Society of South Australia

There is good scope within the curriculum for teachers to target and plan for inclusion of the general capabilities.

Trial school teacher, primary, WA

Literacy

Respondents suggested that economics terminology should be more fully elaborated to ensure students and teachers are able to follow the curriculum.

Greater attention will need to be made in the way of introducing students to the specialised language. Many terms will not be encountered by students in their everyday lives because of the disparity between what they are learning and what is relevant to them.

All Hallows School, Queensland, written submission

Numeracy

Respondents argued the curriculum should cover interest rates and develop a stronger link to the mathematics curriculum.

The respondents suggest the inclusion of understanding interest rates in the Numeracy section. It is important for students to be able to understand interest rates in terms of interest earned, interest charged, compound interest, and interest rate settings, including the role of the RBA [Reserve Bank of Australia] cash rate, the other factors that drive funding costs for banks, and the interplay of domestic and global wholesale markets.

ASIC et al, written submission

Cross-reference this curriculum with the demands in mathematics so that students are not asked to have higher numeracy skills than would be reasonable for their year level.

Queensland Studies Authority, written submission

Information and communication technology capability

Some comments on the information and communication technology (ICT) capability suggested that greater emphasis could be placed on how integrated technology is in the operation of most businesses.

ICT capabilities are highly relevant in the areas of Economics and Business; however, the presence of this has not come through as clearly as possible. These capabilities go beyond using ICTs as an investigative tool and presenting data. Technology is more integrated than this. It drives much of business in practice.

One submission also commented that the opportunities and risks of ICT should be emphasised.

Respondents recommend the opportunities and risks of technology at an individual, and system level, be explored under Information and communication technology (ICT) capability and also within the curriculum content. We strongly believe that technology is [complex], and will continue to add complexity for consumers.

ASIC et al, written submission

Critical and creative thinking

Respondents who addressed this capability suggested it could be represented more strongly throughout the curriculum, and that it should include entrepreneurship in the definition.

Critical and creative thinking refers to thinking logically but fails to capture the range of possibilities for exploring new ideas and innovation through the study of Economics and Business. A statement outlining how students develop their capacity to innovate would add value to this description. The development of enterprising behaviours and capabilities within this point is good, but this must be within a more suitable and age appropriate framework of learning and investigation.

School leader, NSW, survey

Personal and social capability

There were no comments on this area.

Ethical understanding

On this capability, some respondents saw further opportunities to include issues of social justice and corporate social responsibility.

[There are] opportunities in 'ethical understanding' and 'intercultural understanding' to highlight global issues of child labour, fair trade, aid, social justice, and equity.

World Vision, survey

Intercultural understanding

This capability received a lot of attention in the written submissions of the Australian Human Rights Commission and Asia Education Foundation. Both organisations argued that intercultural understanding (ICU) should be given greater prominence in the curriculum.

It is necessary to consider ways to improve learning progression for the ICU capability across year levels ... there is likely to be a major gap between theory and practice when it comes to implementing AAEA [Asia and Australia's engagement with Asia] and ICU through Economics and Business in schools.

Asia Education Foundation, written submission

The Commission recommends that intercultural understanding include reference to the importance of intercultural understanding in the workplace, in particular the impact of racism and discrimination. The Commission also recommends that cultural competency be addressed in the context of intercultural understanding.

4.10. Cross-curriculum priorities

An analysis of the feedback on Question 28–29 is presented below.

It was the strong view of a number of respondents that the cross-curriculum priorities were not fully integrated into the curriculum. Respondents recommended further inclusion of the priorities in the content elaborations.

The representation of each of the cross-curriculum priorities in the draft curriculum appears to be at an 'immature' stage of development. We endorse further expert input and further consultation in regard to this critical component of the curriculum.

Economics and Business Educators of NSW, written submission

These [the cross-curriculum priorities] appear as a token and are not represented in a meaningful way.

Business Educators of Western Australia, survey

BEA [Business Educators Australasia] strongly disagrees with the claim that these are appropriately represented in the draft curriculum for Economics and Business in a reasonable and appropriate way. The inclusion of the priorities is seen as tokenistic, represented as an 'add on'.

Business Educators Australasia, written submission

Aboriginal and Torres Strait Islander histories and cultures

Some participants argued that Aboriginal and Torres Strait Islander references were too historical and that more needs to be done to reflect 'the different lens and perspectives' that Aboriginal and Torres Strait Islander people bring to business and the economy.

The Aboriginal priority is less well managed. The language risks glossing over very significant cultural issues and practices concerning property and trade and attitudes to those activities. There is an underlying assumption that Indigenous people have always engaged in trade, commerce and consumption on the model of Western economies. It is not enough to examine trading practices of Indigenous people as if they were part of a contemporary economic framework: these practices need to be seen within their own cultural framework.

Australian Primary Principals Association, written submission

Some respondents had specific suggestions about how Aboriginal and Torres Strait Islander content could be improved.

[I am concerned] about the way the Indigenous stream is represented. It seems not much thought was put into this. To suggest Indigenous communities still use bartering is very out-dated. Other issues, such as income management, private vs community property rights and links to environment would be more appropriate.

Trial school teacher, secondary, Victoria

In the Economics and Business curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority will be recognised through investigating the

interdependence between Aboriginal and Torres Strait [Islander peoples'] economic outcomes, education, health, wellbeing, employment and culture ... It should also look at the nature of resource allocation, human rights and social justice issues, for example, the Northern Territory intervention and the income management system.

ACFID Global Education Working Group, written submission

The curriculum content descriptions and elaborations need to make direct reference to Aboriginal and Torres Strait Islander Peoples. This can be achieved, for example, through:

- *the use of examples of positive action and policies supporting the growth of Aboriginal and Torres Strait Islander business and economic activity (in the organising idea of resource allocation and making choices in the business environment);*
- *variations within Australian standards of living (low life expectancy); and*
- *the use of examples in the skills content and elaborations which specifically refer to issues or events directly impacting Aboriginal and Torres Strait Islander communities such as mining, the introduction and use of declared national marine parks and the altering of waterways.*

Victorian Commercial Teachers Association, written submission

Asia and Australia's engagement with Asia

The Asia Education Foundation took particular interest in this cross-curriculum priority and, while congratulating ACARA for the 'intent to meaningfully include Asia perspectives within the Draft curriculum', it argued that references to Asia should be added, and current references should be made more explicit.

The ACFID Global Education Working Group and others argued that the Pacific island nations should be included when referring to Australia and the Asia region.

The Asia and Australia's relationship [sic] to Asia needs to include the Pacific nations when describing regional activity. Students will be learning about interconnections with the region ... the Pacific has historically [been] and still is an important part of the region in terms of economic and business relationships and trade histories.

ACFID Global Education Working Group, written submission

Sustainability

Some stakeholders wanted greater emphasis on 'how business achieve sustainable business practices' while others wanted 'sustainability' to be expanded to refer to financial sustainability.

Integrate a broader interpretation of the term 'sustainability'. This needs to be expanded from just examining issues relating to the environment to considering all of the important stakeholders both internal and external to the business. For example, a large component of any firm's annual report is the sustainability (social) report which includes the disclosure of items ranging from absenteeism, carbon accounting, occupational health and safety issues to firm donations to charities.

Accounting and Finance Association of Australia and New Zealand, written submission

The impression that the Draft Curriculum creates is that ‘sustainability’ has been interpreted through the narrow lens of the environment. We support the contention of ASIC and others that there needs to be a broader conceptualisation of this cross-curriculum theme that includes financial and business sustainability. These foci are of particular interest in the context of an Economics and Business curriculum.

CPA Australia and the Institute of Chartered Accounts Australia, written submission

4.11. Glossary

There was significant support for an Economics and Business curriculum glossary. It was seen as an important resource, as economics terminology is likely to present challenges for non-specialist teachers.

There is a clear need for a comprehensive glossary. Precise language around specific content would allow teachers to more adequately prepare as they will require specific and in-depth knowledge in order to support student learning at an appropriate level.

SA Department for Education and Child Development, written submission

Language needs to be well defined and terms used consistently. Beginning teachers would need more support than is currently offered.

Education and Training Directorate ACT, written submission

4.12. Perspectives by state and territory

Table 5 below summarises feedback provided by states and territories regarding key themes and perspectives (i.e. strengths, concerns and suggestions for improvement) in relation to the draft curriculum.

Table 5: Economics and Business – key themes and perspectives by state/territory

Participant/s	Theme/s	Comments
AUSTRALIAN CAPITAL TERRITORY		
Education authority	Strength	<ul style="list-style-type: none"> Overall support for the development of the curriculum – it validates the learning as essential
	Concern	<ul style="list-style-type: none"> Too much content for the time allocated
	Improvement	<ul style="list-style-type: none"> There are possibilities for integration with mathematics especially in primary and it would be helpful if these were highlighted.
Others	Concern	<ul style="list-style-type: none"> Many concepts aimed at younger students are too abstract and difficult.
	Improvement	<ul style="list-style-type: none"> Content will need to be taught in an integrated way with either history, or geography, or both. Writers need to consider how this ties in with the current history and geography curricula more.
NEW SOUTH WALES		
Education authority	Concern	<ul style="list-style-type: none"> Sequencing issues, particularly from Years 5 to 8 Concerned over the breadth of curriculum to be achieved in the time allocation, a lack of clarity in the document, and the age-appropriateness of the content. Some of the content for the general capabilities and cross-curriculum priorities appears to be tokenistic.
	Improvement	<ul style="list-style-type: none"> Imbalance between Economics and Business should be addressed with business being strengthened
Others	Strength	<ul style="list-style-type: none"> Provides scope for teachers to reflect on their specific context and the needs of their students when developing their teaching programs
	Improvement	<ul style="list-style-type: none"> Ensure that complex concepts are not introduced in years where students will not be able to 'make meaning' of the concepts because they lack relevance to their lives.
NORTHERN TERRITORY		
Education authority	Strength	<ul style="list-style-type: none"> Balance between Economics and Business is equitable and represents a holistic and well-structured curriculum
	Improvement	<ul style="list-style-type: none"> Recommend broadening some of the content descriptions to allow more practical and hands-on teaching and learning
Others	Strength	<ul style="list-style-type: none"> The content is clear and allows students to develop specific skills in Economics and Business. The Year 10 curriculum is a suitable platform for Year 11 and Year 12 study.
QUEENSLAND		
Education authority	Concern	<ul style="list-style-type: none"> Enterprising behaviours and capabilities appear to be an additional layer to the four overarching ideas. It is not identified in the Shape paper as an organising idea, however appears as an additional construct in the curriculum content.
	Improvement	<ul style="list-style-type: none"> Strengthen consistency across subjects within the Humanities and Social Sciences learning area. Strengthen alignment throughout the curriculum, from the rationale and aims to the organisation of the content descriptions and achievement standards. Clearly align the knowledge and understanding described for each year level to the four overarching ideas.

Participant	Theme	Comment
Other participants	Concern	<ul style="list-style-type: none"> Content (descriptions and elaborations) makes assumptions about where individuals are placed financially – about people having jobs, being able to save There is too much content in this curriculum to be covered within the stated time allocation.
	Improvement	<ul style="list-style-type: none"> There is a lack of balance between Economics and Business that needs to be addressed.
SOUTH AUSTRALIA		
Education authority	Concern	<ul style="list-style-type: none"> Over-emphasis on economics theory and concepts Too high a level of technical knowledge required by generalist teachers
	Improvement	<ul style="list-style-type: none"> More emphasis and time for the development of the enterprising behaviours and capabilities that are listed in the rationale There is a clear need for a comprehensive glossary.
Others	Strength	<ul style="list-style-type: none"> Rationale and aims well rounded and helpful. The aims of any course are clear and well-articulated. General Capabilities are particularly relevant to Economics and Business and to engage younger students
TASMANIA		
Education authority	Strength	<ul style="list-style-type: none"> The achievement standards, especially from Years 5-8, are well crafted.
	Improvement	<ul style="list-style-type: none"> Would like to see reworking of the organisation section, some pruning of the Skills Strand and meaningful examples of cross-curriculum priorities
Others	Strength	<ul style="list-style-type: none"> The move from microeconomics/business at Year 7 through macroeconomics at Year 8 to broader issues at Year 9 then global issues at Year 10 is logical.
	Concern	<ul style="list-style-type: none"> There is a tendency to move material to earlier years than has previously been the case. Economics and Business topics have typically been introduced as options or semester courses from year 9 onwards.
VICTORIA		
Education authority	Strength	<ul style="list-style-type: none"> The draft curriculum covers the essential learning and entitlement for students in this area.
	Concern	<ul style="list-style-type: none"> The year level titles apply to all year levels equally well, and the use of arbitrary headings unnecessarily forces the organising ideas into a particular non-business context.
	Improvement	<ul style="list-style-type: none"> Reword elaborations to make clear that Year 9 and 10 content descriptions may be delivered to students in the context of a contemporary issue or event. The aims should be reordered to reflect the emphasis and direction of the Shape paper.

Participant	Theme	Comment
Others	Concern	<ul style="list-style-type: none"> • There is a disconnect between some aspects of year level descriptions, inquiry questions, content and standards. • Reduces the status of business and as such omits fundamental business knowledge, understandings and skills • A lack of progression between the year levels and of contemporary content, elaborations and examples • Does not provide for engaging Years 9 and 10 electives and does not develop an adequate pathway from compulsory to post-compulsory years of schooling
	Improvement	<ul style="list-style-type: none"> • The draft curriculum should be mapped against the National Consumer and Financial Literacy Framework.
WESTERN AUSTRALIA		
Education authority	Strength	<ul style="list-style-type: none"> • The organisation into strands is good. The skills and organising ideas are clear and appropriate.
	Concern	<ul style="list-style-type: none"> • The Year 9 and 10 content does not have the rigour necessary for senior school preparation. • Lack of a conceptual frame leads to poor articulation of the role of enterprising behaviours and capabilities and an artificial division of knowledge and understanding into the organising ideas.
	Improvement	<ul style="list-style-type: none"> • Achievement Standards are unclear and unhelpful
Others	Concern	<ul style="list-style-type: none"> • Sequencing confused with a lack of a clear narrative of how the course develops and proceeds
	Improvement	<ul style="list-style-type: none"> • Curriculum needs to be simplified significantly in Years 5–6, for the benefit of students and teachers. • Need to provide more business content to prepare students for senior school Business Studies subjects.

Appendix 1: Online survey

YEARS 5–10 DRAFT AUSTRALIAN CURRICULUM: ECONOMICS AND BUSINESS CONSULTATION SURVEY

INTRODUCTION

The purpose of this survey is to enable individuals and groups to provide feedback on the draft Years 5–10 Australian Curriculum: Economics and Business.

Feedback is sought on the details of the draft curriculum in relation to the following:

- The structure, coverage, clarity, placement and sequence of curriculum content 5–10
- Representation of the general capabilities and cross-curriculum priorities in the 5–10 content
- The pitch, sequence, clarity, usability and coherence of the 5–10 achievement standards
- The manageability of the curriculum for teachers at each year level and the relevant stages of schooling.

Each section of the survey requires responses on a rating scale to statements about components of the draft Australian Curriculum: Economics and Business. There is an opportunity to include comments which preferably would include suggestions for improvement. If more detailed feedback is required, additional notes to the survey can be forwarded to economicsandbusiness@acara.edu.au with the essential <cover sheet>.

The 5–10 consultation website for Economics and Business officially closes on 19 July 2013.

THANK YOU FOR YOUR FEEDBACK.

Note: *This site and the relevant surveys are intended to gather feedback on the draft Years 5–10 Australian Curriculum: Economics and Business. It can be completed by an individual or by a group of people, e.g. an association or a school authority. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please visit the terms and conditions of the website at <http://consultation.australiancurriculum.edu.au/Copyright>*

Individual feedback

1. In which state or territory are you based? (drop down menu)
2. Which CATEGORY OF RESPONDENT best describes your perspective? (drop down menu)
 - Primary teacher
 - Secondary teacher
 - School leader
 - Academic
 - Parent
 - Student
 - Employer
 - Other (please specify)

Group feedback

3. If you are providing a group or institutional response (e.g. school, professional association, university faculty, education authority) which CATEGORY OF RESPONDENT best describes your perspective? (drop down menu)
 - School
 - Professional association
 - University faculty
 - Education authority
 - If other, please specify
4. Please indicate the NAME of the group or institution below.
Group/institution name: _____
5. If group/institution response, how many people have contributed DIRECTLY to this response?

6. My/our feedback relates primarily to: (check as appropriate)
 - 3–6
 - 7–10
 - 3–10

A. STRUCTURE OF THE CURRICULUM (3–10)

	Strongly disagree	Disagree	Agree	Strongly agree
7. The Rationale for the learning area provides clarity about intent and scope of the draft Australian Curriculum: Economics and Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
8. The Aims of the learning area clearly express the overall intention of the draft Australian Curriculum: Economics and Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
9. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Economics and Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

B. CONTENT DESCRIPTIONS

The draft content descriptions:

	Strongly disagree	Disagree	Agree	Strongly agree
10. are clear and unambiguous, i.e. explaining in understandable language what is to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. are coherent, i.e. work well together across strands and year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. are sequenced appropriately, i.e. in an order consistent with your experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. cover the important content for this learning area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. encourage the pursuit of in-depth teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please identify any content that you believe should be included in the draft curriculum that is not currently, and give reasons for your selection:

Please identify any content that you believe should not be included in the draft curriculum that is currently included, and give reasons for your selection:

Other comments

C. CONTENT ELABORATIONS

Strongly agree
Agree
Disagree
Strongly disagree

The draft content elaborations:

16.	illustrate the content descriptions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	are clear and unambiguous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	are relevant and appropriate illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

D. ACHIEVEMENT STANDARDS

The draft achievement standards are:

		Strongly disagree	Disagree	Agree	Strongly agree
19.	clear and unambiguous, i.e. explaining in understandable language what students are expected to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	coherent, i.e. articulate clearly across year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	sequenced appropriately, i.e. in an order consistent with your experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

E. DIVERSITY OF LEARNERS

The draft curriculum:

		Strongly disagree	Disagree	Agree	Strongly agree
23.	takes into account available evidence about the nature of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	takes into account the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	enables teachers to cater for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Strongly agree
Agree
Disagree
Strongly disagree

F. GENERAL CAPABILITIES

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 26. | The general capabilities are appropriately represented in the draft curriculum, i.e. in a reasonable and natural way as appropriate to the subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | The general capabilities are clearly evident in the draft curriculum, i.e. that the appropriate representation is visible to the reader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide any advice on the representation of general capabilities in the draft Australian Curriculum: Economics and Business

Strongly agree
Agree
Disagree
Strongly disagree

G. CROSS-CURRICULUM PRIORITIES

- | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 28. | The cross-curriculum priorities are appropriately represented in the draft curriculum, i.e. in a reasonable and natural way as appropriate to the subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | The cross-curriculum priorities are clearly evident in the draft curriculum, i.e. that the appropriate representation is visible to the reader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide any advice on the representation of the cross-curriculum priorities in the draft Australian Curriculum: Economics and Business.

H. FINAL COMMENTS

Please provide any further comments you have on the draft 3–10 Australian Curriculum: Civics and Citizenship.

Appendix 2: Organisations which submitted written responses

The providers of written submissions are listed below. In line with privacy laws, the names of individual and international submissions are not listed.

Education authorities (12)

Association of Independent Schools of Western Australia (AISWA)

Brisbane Catholic Education Office

Catholic Education Office Sydney

Department of Education Tasmania

Education and Training Directorate ACT

Independent Schools Queensland

NSW Board of Studies

Northern Territory Department of Education and Children's Services (DECS)

Queensland Studies Authority

SA Department for Education and Child Development (SA DECD)

Victorian Certification and Assessment Authority (VCAA) (on behalf of DEECD, CECV and ISV)

WA School Curriculum and Standards Authority (WA SCSA)

Teacher professional associations (8)

Australian Primary Principals Association

Business Educators Association, Queensland

Business Educators Australasia

Economics and Business Educators of NSW

Economics Teachers Society of South Australia

Queensland Economics Teachers' Association

Social Educators' Association of Queensland

Victorian Commercial Teachers Association (VCTA)

Education stakeholders (2)

Asia Education Foundation (AEF)

School Entrepreneur program

Government organisations (2)

Australian Human Rights Commission

Australian Securities and Investments Commission (ASIC) with the Australian Government Financial Literacy Board, Australian Taxation Office (ATO) and Australian Competition & Consumer Commission; in consultation with NAB, CBA Foundation, Westpac, ANZ, Australian Bankers' Association and consumer protection agencies.

Non-government organisations (1)

Australian Council for International Development (ACFID) Global Education Working Group representing Caritas Australia, Oxfam Australia, UnitingWorld, Save the Children Australia, PLAN International Australia, ChildFund Australia, World Vision Australia and UNICEF Australia

Industry and business bodies (5)

Accounting and Finance Association of Australia and New Zealand (AFAANZ)

Australian Institute of Company Directors

Cotton Australia

CPA Australia and the Institute of Chartered Accountants Australia

First State Super

Schools (2)

All Hallows School

Dandenong High School

Individuals (5)

Due to privacy laws individuals and international respondents cannot be named.