



## Response to “Economics and Business” All elements 7-10

### Introduction: Scope of the work of BEA

Business Educators Australasia Inc (BEA) is the national teacher association which, together with its affiliates across Australia, represents teachers in the following curriculum areas – Accounting, Business, Civics and Citizenship, Consumer Education, Economics, Financial Literacy, Law-related education, and Work-related education.

As such it provides leadership as the national voice to advocate for, and foster excellent in, Economics and Business Education and, where relevant, Civics and Citizenship Education.

#### **BEA Affiliates:**

BEACT – Business Educators Australian Capital Territory  
BEAQ – Business Educators Association of Queensland Inc  
BEAT – Business Educators Australasia Tasmania Inc  
BETASA – Business and Enterprise Teachers Association of South Australia Inc  
BEWA – Business Educators of Western Australia Inc  
EBENSW – Economics and Business Educators New South Wales  
ETAWA – Economics Teachers Association of Western Australia  
ETSSA – Economics Teachers Society of South Australia  
QETA – Queensland Economics Teachers Association Inc  
VCTA – Victorian Commercial Teachers Association Inc

As a result of correspondence from BEA in late June 2020 offering our input into the Review of the Australian Curriculum 7-10, BEA was invited to meet with Terry Gallagher, ACARA Senior Manager, Australian Curriculum, who was leading the HASS review. Members of BEA Executive and affiliate representatives have been involved in meetings (via Zoom) with Terry Gallagher since late July 2020. We have been able to provide advice and feedback on draft documents and proposed content changes. Since the commencement of the public consultation period for the review draft curricula, BEA has had preliminary feedback sessions with Terry on both the 7-10 Economics and Business and 7-10 Civics and Citizenship.

Due to the different approaches to the implementation of the Australian Curriculum across the States we have encouraged our affiliate associations to make their own submissions to the draft curriculum in Economics and Business and, where relevant, Civics and Citizenship.

This submission from BEA provides the national perspective of the common responses of State/Territory affiliate associations.

BEA acknowledges that the release of the draft HASS curriculum 7-10 for public feedback by ACARA has provided an effective vehicle for deliberations at local, state, and national level. As the peak national professional association for teachers of Economics and Business and, where relevant, Civics and Citizenship, BEA continues to be committed to active participation in the consultation process in relation to the curriculum. BEA values continued collaboration with ACARA and further opportunities to draw on the expertise of our affiliate members in responding to the curriculum as it takes shape.

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## 1. Introductory comment

BEA believes that while there have been some improvements in the curriculum draft proposed, Economics and Business 7-10 has not been refined, reduced, or decluttered and therefore there is still a substantial amount of work required for the aims of the review to be achieved. Affiliates' submissions have differed in approach and while different aspects have been highlighted, each having merit, there have been shared views and clear majority conclusions arising from the individual submissions.

## 2. HASS - About the learning area

- 2.1 In the 2<sup>nd</sup> paragraph on page 1 of "HASS Economics and Business – All elements 7-10", when commenting on the year levels of study for Years 7-10, History is 'singled out' without saying that the study of History is compulsory in Years 7-10. It is contended that this is unnecessary. This is followed by a sentence indicating what is also compulsory in Years 7 and 8 – "students will study Geography, Civics and Citizenship, and Economics and Business". Since the difference between the study of History and the other HASS subjects lies only at Years 9 and 10, the description can be re-written without making History 'stand out'.
- 2.2 Some BEA affiliates went further and explicitly indicated that, although outside the scope of the review, Economics and Business has a case to claim an increase in the scope as a compulsory study beyond Year 8.

### RECOMMENDATION

- 2.1 Rewrite the 7-10 HASS study description – "~~In Years 7-10, students will study History.~~ In Years 7 and 8 students will study History, Geography, Civics and Citizenship, and Economics and Business. In Years 9 and 10, students will study History; student access to Geography, Civics and Citizenship, and Economics and Business will be determined by school authorities or individual schools".

## 2. Rationale – does not clearly or accurately represent Business

- 2.1 BEA affiliates are united in their assessment that the Rationale of Economics and Business Years 7-10 ("Economics and Business – All elements 7-10, page 14") does not clearly or accurately represent the nature of Economics and Business and what it offers to students. While Affiliates' depth of assessment of the Rationale differed, what was common to all submissions, and therefore represents BEA's view, is that the Rationale does not reference business or business concepts explicitly - in paragraph 1 and 2 and in the third sentence of paragraph 2 where the term 'producers' is used instead of 'businesses'. Finally in paragraph 3 when referring to entrepreneurship the paragraph fails to refer to businesses, which entrepreneurship is a component of.

### RECOMMENDATIONS

- 2.1a Paragraph 1 Economics and Business 7-10 Rationale to commence, "As global flows of people, resources, finances, and information produce social, economic, **business**, political and environmental complexities and challenges, .....".
- 2.1b Paragraph 2 Economics and Business 7-10 Rationale to commence, "The Australian Curriculum: Economics and Business empowers students to shape ~~their~~ social, economic, and **business** futures and to contribute to the development of.....".
- 2.1c In paragraph 2 Economics and Business 7-10 Rationale, the last sentence should, in part read, ".....including its effect on consumers, workers, ~~producers~~, **businesses**, the financial sector, governments and other economies, .....".
- 2.1d Paragraph 3 Economics and Business 7-10 Rationale, final sentence to read "Further, students to examine the role of the entrepreneur and how enterprising abilities affect responses to opportunities and changing economic **and business** conditions, and contribute to.....".

### 3. Aims - 'business' not recognised

BEA affiliates are likewise united in their assessment that the Aims of Economics and Business Years 7- 10 (in the "HASS Learning Area Aims" indicated in "Economics and Business – All elements 7-10" page 2 AND in the Economics and Business 7-10 Aims indicated in "Economics and Business – All elements 7-10" pages 14-15) does not accurately represent the nature of Economics and Business and what it offers to students by consistently avoiding reference to 'business' in all relevant areas apart from the subject name.

- 3.1 The HASS Learning Area Aims "All elements 7-10 Consultation curriculum" document, page 2 does not recognise 'business'. The word 'business' is not mentioned in the relevant dot points. It should appear in dot point 2 within "civic and economic knowledge...." and in dot point 6 where it should appear within "informed economic and financial choices....".
- 3.2 Dot point 2 of the "Economics and Business 7-10 Aims" on page 14 requires the inclusion of "the business sector" and some consequent adjustments.
- 3.3 The Economics and Business Aims "All elements 7-10 Consultation curriculum" document at dot point 4 on page 15 about entrepreneurship, fails to mention that entrepreneurship also contributes to the success of business.

#### RECOMMENDATIONS

- 3.1 The second dot point of Aims of HASS should read "key historical, geographic, civic, economic and **business** knowledge of people, places....". The sixth, and final, dot point of Aims of HASS should conclude, ".....informed economic, **business** and financial choices, and ethical reflection".
- 3.2 The second dot point of Economic and Business Aims should read, "...understanding of the relationships between consumers, workers, ~~producers~~, **the business sector**, the financial sector, governments and the global economy ~~within the economic and business environment~~".
- 3.3 The fourth dot point of Economic and Business Aims should read, "understanding of how entrepreneurship contributes to the **success of business** and prosperity of individuals and society".

### 4. Core Concepts HASS and Economics and Business Diagrammatically (F-10)

BEA does **not** agree with the naming and number of core concepts (see later in this submission).

While only two affiliate submission drew attention to Figure 1 on page 4 in the "All elements 7-10" document as part of its assessment of the document, the point raised is that the diagrammatic representation is in error. Since diagrams are often picked up as 'visual shortcuts' to the contained information to be used to illustrate concepts in professional development – they need to be accurate, and so this assessment is included as part of the BEA submission since BEA will recommend that there be some adjustment to the current core concepts. Therefore, if ACARA continue to use a diagrammatic representation for the final curriculum, greater attention will be given to the accuracy of the diagram published.

- 4.1 Diagrammatically, in the "All elements 7-10" document page 4 Figure 1 (the circular diagram component) is meant to show the Humanities and Social Sciences F-10 core concepts – including those for Economics and Business. This circular diagram and accompanying table is very confusing. It is contended that for Economics and Business 7-10 the circular diagram is in error. The inner part of the circle shows, "resource allocation and **making choices**" as a core concept for years 7-10. The three blank sections of the outer part of the wheel for Economics and Business of the circular diagram relate to the extra three core concepts shown on the table for years 7-10: "the economics and business environment," "consumer and financial literacy", and "entrepreneurship". But an examination of 7-10 draft curriculum documentation for economics and business indicates that the first core concept is named "resource allocation and **decision-making**". This makes the diagram on page 4 incorrect. Compare this to Figure 2 on page 18 where only the economics and business 7-10 core concepts are diagrammatically represented; there the term, "resource allocation and **decision-making**" appears.

## RECOMMENDATIONS

- 4.1 Reconstruct as necessary\*, Figure 1 page 4 circular diagram to make clear what is being represented for Economics and Business 7-10 in the light of the assessment in 4.1 above. One suggestion to aim for accuracy in this instance is to invert the inner circles so that the first inner circle (where there are currently empty boxes) names the F-6 core concepts and the second inner circle names the 7-10 core concepts leaving the most inner circle unchanged.
- 4.2 Since this figure appears in other documents – for example “HASS – All elements F-6” – the changes also be made to that diagram (and where necessary accompanying pages).
- 4.3 That the reconstruction \*of Figure 1 on page 4 be completed bearing in mind the BEA arguments and recommendations pertaining to the number and naming of the Economics and Business Core Concepts (see 5 Core Concepts Economics and Business Descriptively below) and references contained elsewhere in this submission as further evidence.

## 5. Core concepts Economics and Business Descriptively

The proposed core concepts for Economics and Business 7-10 are described on page 10 of “Economics and Business – All elements 7-10 consultation curriculum”. They are like the ‘key ideas’ in the existing curriculum where four are also listed – resource allocation and making choices, the business environment, consumer and financial literacy, and work and work futures. The draft review curriculum suggests resource allocation and decision-making, the economic and business environment, consumer and financial literacy, and entrepreneurship, be the four core concepts.

BEA Affiliates differ in their discussions, conclusions and recommendations pertaining to the proposed core concepts. What is **common** to all, however, **is that the core concept which covers ‘economics’ be retained** – whether the name contains ‘choices or ‘decision-making’, ‘resource allocation’ or ‘Economics’. Secondly the majority wish to ensure **that ‘business’ retains some position as a core concept**, whether as a sole core concept or part of entrepreneurship, but also encompassing ‘work and work futures’. For the majority, this links in with comments and recommendations pertaining to a lack of recognition of ‘business’ in the rationale and aims of Economics and Business (see 2 and 3 above). Thirdly, the majority wish to ensure that **financial literacy, whether in conjunction with ‘consumer’, or alone, or encompassing ‘work and work futures’ is retained as a core concept**. Finally, there are **mixed feelings about the positioning of entrepreneurship as a stand-alone core concept**, with BEA affiliates favouring entrepreneurship as a component of a wider core concept, be that ‘business’ or ‘work’ related.

### 5.1-5.6 below summarise some of the cases for change and these are followed by suggested recommendations

- 5.1 The arguments for a change of core concept 1 name: “Economics and Business - All elements 7-10” page 7 and repeated on page 17: First core concept in the proposed revised Economics and Business says, “Resource allocation and decision-making”, when in the current Australian Curriculum: Economics and Business this is named, “Resource allocation and making **choices**”. Additionally, in the proposed F-6 (Years 5 and 6 for Economics and Business) the existing term “Resource allocation and making choices” is retained. This inconsistency caused by the proposed change from ‘choices’ to ‘decision-making’ in Years 7-10 is confusing. Even in the description of “Resource allocation and decision-making” on page 7 and again on page 17 of the “all elements” document” the phrase “**choices** must be made” appears. The words ‘decision-making’ do not form part of the description so why are they part of the title? There is also an argument that the first core concept could just as easily be titled ‘Economic choices’ to make more explicit the relationship of the core concept to matters ‘economic’.
- 5.2 The arguments for a retention of core concept 1 name, but also as the sole core concept: The core concepts developed for economics and business do not reflect ‘high level ideas’ thinking gained from the teaching of the knowledge and understanding in the current version of the Australian Curriculum: Economics and Business 7-10. The majority of the suggested core concepts can be classified as a ‘topic’ rather than a ‘concept’. The only accurate core concept reflective of the subject is “resource allocation and decision-making” and this should be retained.

- 5.3 Second core concept in the proposed revised Economics and Business 7-10 curriculum says, “The economics and business environment.”

The arguments for a change of name:

In many places throughout the proposed Economics and Business 7-10 curriculum document the term “**the economics and business environment**” is used and the phrase suggests there is **one** environment. For example, in the “All elements” document page 7 and again as part of the aims of Economics and Business on page 14 and again on page 17, 2<sup>nd</sup> aim “**the economic and business environment**” (mentioned twice). Interestingly, the **description** of this core concept on page 7 and again on page 17 indicates that this core concept “...examines the way **businesses** operate at many levels.... As **businesses** operate in markets the decisions they make.....”. If the core concept is about business why not just name it ‘the business environment’?

To explain further, the proposed second core concept in the consultation curriculum raises the possible interpretation that there is one economics **and** business environment but it also confuses rather than clarifies what for the past 5 years of teaching The Australian Curriculum Economics and Business 7-10 where the **first** ‘organising idea’ became understood very early on (and reinforced by specialist economics teachers and Economics and Business texts and resources), to be a study of the economics environment, with the **second** organising idea clearly stated and taught as “**The business environment**”. In the proposed revision of the Economics and Business curriculum still commencing with the term “Resource allocation” – this is clearly a study of relevant Economics; the second proposed core concept being titled “The economics and business environment”, confuses.

The proposed 2<sup>nd</sup> core concept in the draft of the revised Economics and Business 7-10 curriculum is lumping economics and business into **one** environment but describing this environment as what could only be termed “the business environment”- as it should be and as the current curriculum rightfully has it.

- 5.4 The arguments for abolition of the core concept “the economic and business environment”: “Economic and business environment” is a context and not a concept. It should be incorporated into other core concepts. By removing “economics and business environment” the curriculum wording could be decluttered - i.e. from AC9HE7K03, 04, AC9HE8K02, 04 05, ACHE9K03, 04, AC9HE10K05.

One core concept ‘business’ could be incorporated into it through re-naming the core concept ‘entrepreneurship’ to ‘business entrepreneurship’ to provide a specific focus. The topic is about business processes.

- 5.5 Fourth core concept says “Entrepreneurship”

The arguments for incorporation into another core concept:

In the proposed curriculum the language used suggests that the focus in entrepreneurial behaviour is on the employer side. Entrepreneurial behaviour is a concept which focuses on the traits of an individual. Work and Work Futures is a broader study and while entrepreneurial behaviour is part of what one envisages to be work, the study of Work and Work Futures provides a study of trends geopolitically, economically, environmentally, socially, and technologically, and as such is more all-encompassing (without excluding the importance and role of enterprising behaviours and capabilities at an individual and business level). Entrepreneurial behaviour should be contained within a study of Work and Work Futures core concept and not highlighted as a feature. In many ways, when one considers the proposed content descriptions of the draft Years 7-10 Economics and Business curriculum, there is a mixture of work, change in work, and entrepreneurial behaviour suggested. The proposed core content is more than just entrepreneurship.

- 5.6 Rename entrepreneurship to “business entrepreneurship”:

A rename broadens the core concept and provides a specific focus. The core concept is about business processes and content. This could include innovation and intrapreneurship to better encompass the concept of entrepreneurship in business. The ‘work and work futures’ concepts currently included in entrepreneurship and appearing in elaborations provide two options – either add work futures as a core concept OR remove related content from descriptors.

## RECOMMENDATIONS

- 5.0 BEA recommends that more work be done on the core concepts to be applicable to economics and business 7-10 in view of the arguments put forward above against the mix of the four core concepts proposed in the draft curriculum for Economics and Business 7-10.
- 5.1 That the first core concept for Economics and Business 7-10 remain as per the current curriculum – i.e. Resources allocation and making **choices**. Alternatively, to achieve consistency, the first core concept for Economics and Business 7-10 be titled as is currently suggested in the draft – i.e. ‘Resource allocation and decision-making’. The ‘economic environment’ or, as a compromise ‘Resource allocation in the economic environment’ are other possibilities The description to remain as proposed in the review draft.
- 5.2 Retain the name of the first core concept as proposed, but remove all other proposed core concepts (see also 5.4 above)
- 5.3 That the second core concept for Economics and Business 7-10 remain as per the current curriculum, as a separate core concept– i.e. ‘the business environment’. Alternatively, the core concept be removed entirely – especially as it carries the term ‘economics’ with it which is covered in core concept 1. The description to remain as proposed in the review draft. One other possibility is to add ‘business’ to entrepreneurship.
- 5.4 Alternatively, abolish the core concept ‘the economics and business environment’.
- 5.5 That the fourth core concept for Economics and Business 7-10 remain as per the current curriculum – i.e. Work and Work Futures.
- 5.6 Alternatively add into the title of ‘entrepreneurship’, the word ‘business’ (see 5.4).

## 6. General Capabilities

- 6.1 There was insufficient commentary by BEA affiliates on General Capabilities that would justify BEA proposing any recommendations.

## RECOMMENDATIONS

- 6 No recommendations

## 7. Cross-curriculum priorities

- 7.1 There was insufficient commentary by BEA affiliates on Cross-curriculum priorities that would justify BEA proposing any recommendations.

## RECOMMENDATIONS

- 7 No recommendations

## Economics and Business Years 7-10

### 8. Strands and sub-strands

The proposed introduction of two sub-strands into the knowledge and understanding strands of the economics and business 7-10 curriculum was **by far the change most strongly rejected by a strong majority of BEA Affiliates** either at the Zoom meeting providing initial feedback to Terry Gallagher on the draft Economics and Business 7-10 review curriculum (May 13, 2021) or in State affiliate submissions to the draft review curriculum, or both. Most BEA Affiliates rejected the proposed sub-strands outright while a small minority proposed some alternative sub-strands.

- 8.1 What is clear, nonetheless, is that BEA opposes the introduction of the proposed Knowledge and Understanding sub-strands - “the function and operation of systems; and economic and business activity” on the following grounds:
- The sub-strands titles do not reflect the core knowledge and understanding
  - The sub-strands are not explained in the draft curriculum document and provide no guidance as to their meaning. On page 16 of the “Economics and Business – All elements 7-10 consultation curriculum” document all that is written about the two knowledge and

understanding sub-strands is “It is comprised of two sub-strands: the function and operation of systems; and economic and business activity.”

- The attempt to insert these sub-strands into each of the existing strands leads one to question whether the brief of the revision of the Australian Curriculum (refining, realigning, and decluttering) in this instance has gone beyond its objective. The review as we understand it is to ‘tinker’ to improve what currently exists but not change the content by changing the structure. On the ACARA review website at <https://www.acara.edu.au/curriculum/curriculum-review> in answering a FAQ about whether the review will make changes to the structure of the Australian curriculum, in part the FAQ answer states: “*The focus of the review is on content refinement and reduction within the existing three dimensions and organising structure of the Australian Curriculum. The eight learning areas, seven general capabilities and three cross-curriculum priorities remain, as do the structural elements of content descriptions, achievement standards and content elaborations*”. The proposed change to insert new sub-strands into the “knowledge and understanding” strand of the Economics and Business 7-10 curriculum as alluded to above, we believe is changing the structure of Economics and Business affecting the **content descriptions in particular**.
- The sub-strands, in adding an extra level (which is not refining and reducing content) is unnecessary and will result in confusion rather than clarification and therefore not result in making teaching easier for the teacher (in-field and even more so out-of-field) or making learning more straightforward for the learner. It also clutters rather than de-clutters the Economics and Business curriculum.
- The sub-strands lack relevance, meaning and clarity.
- The introduction of the two knowledge and understanding sub-strands creates an artificial division in the curriculum content and overlooks the key features of an economic system, that is the interdependence between the sectors/groups in the economy and how decisions made in one sector/group impacts the other sectors/groups and the standard of living and economic activity. They lack clarity in themselves, reduce the clarity of each content description at all levels across 7-10, and are too inter-related, resulting in a poorly structured curriculum. 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”.
- The artificial construction of two sub-strands will result in repetitive coverage of content.
- The structure misrepresents the fundamental principles of Economics and Business.

## RECOMMENDATIONS

- 8 BEA recommends that the existing Economics and Business 7-10 structure of the knowledge and understanding strand in the light of the published aims and subsequent outcomes of the process of review of the Australian Curriculum Review as illustrated at <https://www.acara.edu.au/curriculum/curriculum-review> remain in place, subject to supported changes to the economics and business knowledge and understanding strand arising from this review, and the supported changes to economics and business skills arising from this review.

## Curriculum Elements

### Economics and Business Year 7 to 10 begin on next page

## Curriculum Elements

### Economics and Business Year 7

BEA affiliates in making their Association submissions have varied in their style of submissions and the degree to which year level aspects have been approached for comment and recommendation. The following looks at common aspects and recommendations.

#### 9 Year 7 level description

- 9.1 The final dot point inquiry question is specifically about work and work choices, a core concept removed by the draft in favour of the narrower 'entrepreneurship. Therefore, work and work choices should remain a core concept (see 5 Core Concepts).
- 9.2 The year level description in the third paragraph, final sentence comments, "...consider how entrepreneurship contributes to business success". This is excellent but was missing in the economics and business 7-10 aims (see 3.3 above).

#### RECOMMENDATIONS

- 9.1 Retain work and work choices as a core concept incorporating entrepreneurship.
- 9.2 Retain the reference to "...how entrepreneurship contributes to business success" and ensure that this is also added into the aims of economics and business 7-10 as per recommendation 3.3.

#### 10 Year 7 Achievement standard

- 10.1 "The achievement standard does not mention anything about "what types of work exist, and in what other ways can people derive an income?" – one of the inquiry questions in the final content description.

#### RECOMMENDATIONS

- 10.1 That the achievement standard and proposed content description (as identified by the inquiry question relating to work and incomes) come into alignment.

#### 11 Year 7 Detailed curriculum - strand/sub-strand, content description, elaboration knowledge and understand strand

- 11.1 First content description is about reasons societies make economic decisions. The suggested replacement from the current "the ways consumers and producers interact and respond to each other in the market" on face value seems to be clearer, as it does mention "limited economic resources". However, the proposed wording change is unnecessary as it does not enhance the current one, provided that the elaborations are good examples (as the ones provided are.)
- 11.2 Aligned with the above issue of the proposed content description there is also the problem in economic terms that the concept of a 'market' is neither mentioned in the proposed content description, nor illustrated in the examples of elaborations. Building the concept of an economic system operating in a 'market' is an important building block in understanding economics. The model of a simple economy showing the interaction between households and businesses is part of this building. Hence the existing curriculum content description is more useful to build economic concepts for the learner – by using economic terms such as 'producer' and 'consumer' and 'market'. This content now appears as proposed content for Year 8 in the draft curriculum as part of the first content description. There are two lines of thought by BEA Affiliates on the introduction of the concept of 'market'. One is to leave 'market' to Year 8 as it appears in the draft curriculum. The other is to introduce it in Year 7 leaving further development of knowledge and understanding for the first Year 8 content description. The case could be put that the 'introduction' in knowledge and understanding of markets is better left in Year 7 and developed further in Year 8. For example, introducing the simple circular flow at Year 7, leading to the concept of a means of exchange in a market, the classification of types of industries and the posing of the three basic economic

questions (what to produce, how to produce, for whom to produce) would be a good introduction at Year 7 to then be developed further in Year 8.

- 11.3 The introduction of elaborations into Year 7 through the transfer of the first and second elaboration for the first content description currently proposed for Year 8, would make this development obvious.
- 11.4 The second content description relates to rights and responsibilities – moving the essence of the knowledge and understanding from the current Year 8 to a proposed Year 7. The content relates to the core concept of consumer and financial literacy. While the change is acceptable, categorising this as another element of the sub-strand “the function and operation of systems”, begs the question “what systems?”, and further exemplifies the unnecessary confusion created by the insertion of the new sub-strands and BEA’s recommendation to delete the sub-strands of the knowledge and understanding strand. (See 8 Strands and Sub-strands)
- 11.5 The final content description for Year 7 is about work – why, types and the derivation of income. It is pleasing to see this content retained from the existing curriculum in Economics and Business. Again, the sub-strand categorisation is unnecessary for reasons already identified. (See 8 Strands and sub-strands).

One problem identified with the content description about work is that AC9HE7K04\_E1 (the first elaboration for this content description) fails to identify the obvious ways of earning an income – for example, working for a wage or salary.

- 11.6 The content description adds in “including First Nations Australians” unnecessarily, making the study of First Nations Australians in this context compulsory. First Nations Australians are but one category of ‘individuals’ – why not also identify post World War 2 migrants to Australia or even more recently, refugees? The mere insertion of First Nations Australians as an elaboration is all that is necessary to highlight these individuals.

## RECOMMENDATIONS

- 11.1 There are two lines of thought by BEA Affiliates on the introduction of the concept of ‘market’. One is to introduce it in Year 7 leaving further development of knowledge and understanding for the first Year 8 content description. Consequently BEA proposes two recommendations for consideration....(a) That the current Economics and Business Year 7 first content description remain unchanged. This will facilitate the actions within recommendations 11.2 and 11.3 below to be put into place. (b) Alternatively, the proposed content description remain and recommendations 11.2 to 11.3B not apply.
- 11.2 That the study of an introduction of the setting of an economy within a market be retained in Year 7 and be further developed in Year 8 rather than all set for Year 8 as the proposed first knowledge and understanding content description suggests. For example, introducing the simple circular flow at Year 7, leading to the concept of a means of exchange in a market, the classification of types of industries and the posing of the three basic economic questions (what to produce, how to produce, for whom to produce) would be a good introduction at Year 7 to then be developed further in Year 8.
- 11.3 That to facilitate the content within recommendations 11.2 and 11.3 above, the first and second elaboration for the first content description currently proposed for Year 8 be transferred as elaborations for the first proposed content description in Year 7.
- 11.3A In order to facilitate recommendations 11.1 to 11.3, the Year 7 inquiry questions would need to include the first proposed Year 8 inquiry question, “How do markets facilitate economic decision-making and the allocation of resources?”, and in part the currently proposed Year 8 inquiry question, “Why are markets needed?”, leaving the Year 8 inquiry question, “Why are governments involved in the market?”.
- 11.3B In order to facilitate recommendations 11.1 to 11.3A, the Year 7 and 8 achievement standards will need to be slightly modified.
- 11.4 See Recommendation 8.
- 11.5 That the first elaboration relating to the final content description or Year 7 (page 21) include the

obvious ways of earning an income – for example, working for a wage or salary.

- 11.7 That in the proposed final Year 7 content description reference to “including First Nations Australians” be excluded as it implies that they work differently to other Australians. The mere reference to First Nations in the relevant elaboration is sufficient to highlight this area.
- 11.8 That the alignment between the final Year 7 proposed content description and the proposed Achievement Standard be completed with the addition, “They are able to understand the different types of work and the ways in which individuals can derive an income”.

## 12. Skills strand

Some BEA affiliates considered the skills strand in some depth and drew valuable conclusions while others provided more global comments or did not make any recommendations. Therefore an overall BEA position on the Economics and Business Skills strand has not been able to be formulated.

## Curriculum Elements

### Economics and Business Year 8

BEA affiliates in making their Association submissions have varied in their style of submissions and the degree to which year level aspects have been approached for comment and recommendation. The following looks at common aspects and recommendations.

## 13. Year 8 level description

Commentary by BEA Affiliates was limited and varied.

### RECOMMENDATIONS

- 13.1 No recommendation

## 14. Year 8 Achievement standard

- 14.1 The achievement standard for Year 8 makes no reference to taxation which is a suggested addition to the Year 8 curriculum and appears in the year level description and as one of the inquiry questions.

### RECOMMENDATIONS

- 14.1 That the alignment between the final Year 7 proposed content description and the proposed Achievement Standard be completed with the addition of words related to the Australian taxation system (should this content remain in Year 8 after the feedback received from BEA and other stakeholders).

## 15. Year 8 Detailed curriculum - strand/sub-strand, content description, elaboration knowledge and understand strands

- 15.1 First knowledge and understanding content description: There are two lines of thought by BEA Affiliates on the introduction of the concept of ‘market. One is to introduce it in Year 7 (as previously mentioned) leaving further development of knowledge and understanding for the first Year 8 content description. Using this approach the price mechanism and government intervention are appropriate and so modification of the elaborations further to the movement of the first two currently shown for Year 8 to move into Year 7 (as previously suggested), would be minimal.
- 15.1A The other line of thought is to leave the treatment of ‘markets’ to Year 8.
- 15.2 The elaborations cited for the second knowledge and understanding content description, fail to provide teachers with any illustration of ways to teach this content description other than about the First Nations which is only meant to be a portion of the knowledge and understanding to be covered by this content description. (“...including First Nations Australians....”). As indicated on page 3 of the “All elements 7-10” document, content elaborations should – i.e. “illustrate and exemplify content descriptions with a diverse range of examples” – these elaborations fail to meet

that specification. What “economic decision-making in Australian markets and economic and business environments” are meant to be considered?

- 15.3 The third knowledge and understanding content description is a proposed new stand-alone study in the Economics and Business 7-10 curriculum. As it is written for year 8 in the proposed curriculum this could add considerable time to the Year 8 – purposes, types, influence on consumer decision-making, influence on financial decision-making, how government uses the tax system to support consumers or businesses. The study of government intervention as part of content elaboration one would provide knowledge and understanding of the government intervening in the market through the imposition of taxation for redistribution for welfare, for example – something Year 8 students can understand. However, the proposed content elaboration three goes well beyond this, as the elaborations suggest. BEA questions, therefore, whether this detail fits the context of study and hence the flow of scope and sequence. BEA does support the introduction of taxation into the Economics and Business 7-10 curriculum; however, it believes that Year 8 and to the depth implied is not the best choice. Year 9 might be more appropriate for this area to be covered.
- 15.4 The elaborations for the fourth content description provide sound exemplars for both consumer and business planning.
- 15.5 The fourth content description proposes the use of the term ‘producer’. In terms of planning to achieve objectives – especially financial objectives – perhaps the term ‘business’ is more appropriate. The elaborations do exemplify that is what the draft curriculum writers had in mind and would be consistent with what teachers taught and students learned in the current Australian Curriculum Economics and Business within the business environment key organising idea for this section of the curriculum.

## RECOMMENDATIONS

- 15.1 That the concept of ‘market’ be introduced in Year 7 and continued in Year 8 with the content of the price mechanism in addition to modifications already proposed for Year 7 (see 11 above).
- 15.1A That the concept of ‘market’ be taught wholly within Year 8.
- 15.2 That the elaborations for the second content description for Year 8 Economics and Business be rewritten with a view to including elaborations relating to economic decision-making other than only First Nations Australian communities.
- 15.3 That the third content description for the proposed Year 8 Economics and Business curriculum be removed from Year 8 and placed into Year 9 as it is felt that the content about “Australia’s system of taxation” as presented is more than likely beyond the ability levels of Year 8 if most of the five elaborations suggested are to be taken as indicative exemplars of what the draft writers propose could be studied. The amount of time needed to cover the proposed content clutters the curriculum. Removal from Year 8 would, of necessity, mean the adjustment of the year level description, the inquiry questions, and the achievement standard for Year 8.
- 15.4 That the elaborations used as examples of the fourth content description for Year 8 remain unchanged.
- 15.5 That careful consideration be given to the replacement of the term ‘producers’ with the word ‘businesses’ within the Economics and Business Years 7-10 curriculum as within the draft Economics and Business 7-10 curriculum (not just in Year 8 as in this instance) there is an interchange of language between producers and businesses, and this is not logical.

## 16. Skills strand

Some BEA affiliates considered the skills strand in some depth and drew valuable conclusions while others provided more global comments or did not make any recommendations. Therefore an overall BEA position on the Economics and Business Skills strand has not been able to be formulated.

## Curriculum Elements

### Economics and Business Year 9

BEA affiliates in making their Association submissions have varied in their style of submissions and the degree to which year level aspects have been approached for comment and recommendation. The following looks at common aspects and recommendations.

#### 17. Year 9 level description

- 17.1 Commentary by BEA Affiliates was limited and varied

#### RECOMMENDATIONS

- 17 No recommendation

#### 18. Year 9 Achievement standard

- 18.1 The achievement standard, in keeping with the 'global' theme at Year 9 level, introduces "the global economic and business environment". Attaching 'global' on face value suits the global theme but realistically there is a global economic environment (trade facilitating interactions between economies) and a global business environment (actions of multinational businesses). This exemplifies the problem alluded to in the commentary in 5.3– i.e. that using the term "economic and business environment" suggests only one environment which is incorrect.

#### RECOMMENDATIONS

- 18 See 5.3

#### 19 Year 9 Detailed curriculum - strand/sub-strand, content description, elaboration knowledge and understand strands

- 19.1 The first knowledge and understanding content description is lengthy but does give clarity to the current content description, with the elaborations providing a sufficient range of suggestions. However BEA questions the introduction of trade agreements. This content has been added and provides more cluttering rather than reduction of content. The content is more suited to senior economics.
- 19.2 The second knowledge and understanding content description moves away from the global perspective back to the domestic. Is this an appropriate sequence? Would it be a more appropriate sequence to have the third content description moved to be the second?
- 19.3 Superannuation is an investment and so a part of the Australian financial system. It should be included in the current proposed second content description (for example, within the second elaboration) rather than be presented as a stand-alone item of content in Year 10. See comments in Year 10 knowledge and understanding content descriptions for further detail and recommendation. See also 23.3 Additionally, superannuation is best introduced at the same time as taxation as they are authentically connected as both are experienced when earning an income.
- 19.4 The second knowledge and understanding content description mentions "...effects on consumers and producers". The use of 'producers' and the absence of 'business' confuses the correct terminology used in flow models of the economy, and in this case the content is clearly about consumers and businesses financial involvement. The terminology should be corrected.
- 19.5 The third knowledge and understanding content description relates to interdependence. Consumers, producers, financial sector, and government are covered in the content description, but businesses are not. In the relevant elaboration the focus is on explaining the independent (??) nature of consumers, producers, and the financial sector. Again, the use of 'producers' and the absence of 'business' confuses the correct terminology used in flow models of the economy.
- 19.6 As mentioned above, the third knowledge and understanding content description relates to the interdependence "of consumers, producers the financial sector and government". The second elaboration asks for an explanation of the independent nature of economic decision-making (for example....consumers.....producers...financial sector), while the fourth elaboration seeks an analysis

of the “implications of interdependence.....for Australian consumers, workers and producers.....”. Are sectors dependent on each other or interdependent? Our understanding is they are interdependent which suggests that on face value the second elaboration is incorrect.

- 19.7 The fourth content description and accompanying range of elaborations fit well. Improvements can, however, be made. One relates to the use of ‘producers’ in the second elaboration. The content description clearly states how “individuals and businesses.....”, which does not sit well with the second elaboration’s use of the term ‘producers’ instead of ‘businesses’.
- 19.8 Finally, BEA believes, as previously mentioned, that the study of Australia’s taxation system is best to be covered in Year 9. Just adding this into Year 9 without cutting back on something else would create a somewhat more time-consuming curriculum. The suggestion in 19.1 above regarding trade agreement removal and that of reducing the content about superannuation in 19.3 would reduce the overall Year 9 content.

## RECOMMENDATIONS

- 19.1 That the first content description and elaborations remain apart from trade agreements as they provide sufficient direction to teachers as to what content is required to teach and therefore for students to learn.
- 19.2 In order to maintain the global sequence, swap the proposed second and third content descriptors and accompanying elaborations, so that the sequence of teaching and learning becomes international (global) trade, followed by interdependence of bodies within the global environment.
- 19.3 That a study of superannuation (being a form of investment) be inserted into the knowledge and understanding required of the currently second content description in Year 9 and hence removed from the proposed Year 10 second content description.
- 19.4 That the term ‘producers’ be replaced with ‘businesses’ in the second knowledge and understanding content description. See also Recommendation 15.5 (which is relevant to the entire Year 7-10 Economics and Business curriculum).
- 19.5 That the current proposed third content description avoid the illogical interchange of language between producers and businesses. See Recommendation 15.5 (which is relevant to the entire Year 7-10 Economics and Business curriculum). Therefore, the term ‘businesses’ should be inserted into the content description (businesses form part of the financial sector, for example) and consideration be given as to whether it remains appropriate to continue to have ‘producers’ retained. Additionally, the term ‘businesses’ should be inserted into elaborations 3 and 4 with consideration given to continue to have ‘producer’ appear (for example, particularly as part of elaboration 4).
- 19.6 Since the current proposed third content description relates to interdependence, elaboration 2 be reconsidered as to whether the term ‘independent’ should be ‘interdependent’.
- 19.7 That in the second elaboration related to the fourth content description the word ‘producers’ be replaced with the word ‘businesses’. See also recommendation 15.5 (which is relevant to the entire Year 7-10 Economics and Business curriculum).
- 19.8 That the first content description (international trade) be shortened (as indicated by parts struck out below) to reduce the content load by the movement of taxation from Year 8 into Year 9. “The nature of international trade, including reasons for the unequal distribution of economic resources between countries, ~~implications for global trade and agreements~~, and the patterns of trade between Australia and Asia”.

Additionally, that the implications for the elaborations of this reduction, be considered – for example, the deletion of “and explaining the role of trade agreements” in elaboration 4.

## 20. Skills strand

Some BEA affiliates considered the skills strand in some depth and drew valuable conclusions while others provided more global comments or did not make any recommendations. Therefore an overall BEA position on the Economics and Business Skills strand has not been able to be formulated.

### Curriculum Elements

#### Economics and Business Year 10

BEA affiliates in making their Association submissions have varied in their style of submissions and the degree to which year level aspects have been approached for comment and recommendation. The following looks at common aspects and recommendations.

## 21. Year 10 level description

21.1 Comments by BEA Affiliates was limited and varied

### RECOMMENDATIONS

21 No recommendation

## 22. Year 10 Achievement standard

22.1 No reference to superannuation in the achievement standard for Year 10.

### RECOMMENDATIONS

22.1 That the achievement standard for Year 10 include reference to superannuation (provided the feedback supports superannuation as an inclusion as a stand-alone area in Year 10).

## 23. Year 10 Detailed curriculum - strand/sub-strand, content description, elaboration knowledge and understand strands

23.1 The first knowledge and understanding content description is appropriate.

23.2 The second knowledge and understanding content description is not logical in terms of sequencing. Logically the third content description follows the first as they both relate to the economic environment.

23.3 The knowledge and understanding content description related to superannuation is a new stand-alone content proposal and seems to be therefore given disproportional weighting when, in fact, superannuation could be treated in Year 9 as part of “the role of Australia’s financial system, including the influence on economic decision-making and possible effects on consumers and producers”. Superannuation is a type of investment, enabling people to receive income in the future. It also has an influence on both financial **and** economic decision-making. Since the “role of the financial system...” is already a proposed knowledge and understanding content description, it is not appropriate that superannuation as a part of the financial system be singled out for special treatment in Year 10 but rather inserted as a component of the second content description in Year 9. (See also comment in 19.3 and accompanying recommendation.)

23.4 The use of ‘particularly’ with reference to First Nations in the fifth content description, is unnecessary, inconsistent with the use of ‘including’ as used elsewhere, and implies their entrepreneurs work differently to other Australians.

### RECOMMENDATIONS

23.1 The first knowledge and understanding content description and suggested elaborations are appropriate and should remain.

23.2 That the current third content description – the way the government intervenes in the economy – should become the second content description as logically it provides an appropriate and better sequence with the first content description – the economic objectives of the Australian government.

23.3 That a study of superannuation (being a form of investment) be removed from the second content description in Year 10 and inserted into the knowledge and understanding required of the current second content description in Year 9. (See also Recommendation 19.3.) The relevant elaborations would also be moved into Year 9. It is contended that there is sufficient content to be covered within the proposed year Economics and Business curriculum with the superannuation content removed. In fact, the presence of the superannuation content overloads the proposed content for Year 10 as the draft currently stands.

23.3A That because of movement of the superannuation content and elaborations to Year 9, the Year 10 level description and achievement standard as well as adjusting the Year 9 level description and achievement standard be implemented.

23.4 In the fifth content description for Year 10 the word 'particularly' with reference to First Nations Australians should be replaced by the word 'including'. Alternatively, the reference to First Nations be removed from the content description since the first two elaborations makes it clear that First Nations Australians and entrepreneurial activities are good examples to apply.

## **24. Skills strand**

Some BEA affiliates considered the skills strand in some depth and drew valuable conclusions while others provided more global comments or did not make any recommendations. Therefore an overall BEA position on the Economics and Business Skills strand has not been able to be formulated.