

Commerce
Teaching & Learning Programme
Commerce.dot.com 2nd Edition

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Unit Title: CORE TOPIC 1.1 Consumer Choice	Outcomes: A student: <ul style="list-style-type: none"> 5.1 - Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts. 5.2 - Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts. 5.3 - Examines the role of law in society. 5.4 – Analyses key factors affecting commercial and legal decisions. 5.5 – Evaluates options for solving commercial and legal problems and issues. 5.6 – Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues. 5.7 – Researches and assesses commercial and legal information using a variety of sources. 5.8 – Explains commercial and legal information using a variety of forms. 5.9 – Works independently and collaboratively to meet individual and collaborative goals within specified timelines. 			Suggested Assessment Items: <ul style="list-style-type: none"> - Definitional and true and false activities, p.36 - Research tasks on a selected topic, p.36
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>Commerce and choice</i> Decisions affecting the quality of our lives - consumer, financial, business, employment and legal	- Investigate the scope of Commerce and choice - identify and classify examples of different types of commercial and legal decisions that people make on a daily basis	- Group work activities on needs and wants - Text analysis and comprehension style questions - Survey of types of decisions people make - Class debate on commercial and legal decisions	p.5 pp.4-7 p.7 p.7	pp.2-3

- environment	- recognise the consequences of commercial and legal decisions on the quality of our lives and the environment	- Web activities using NSW Office of Fair Trading (www.fairtrading.nsw.gov.au) - Small group brainstorm strategies on reducing environmental impacts	p.7 p.7	pp.3-4
<i>Consumer decisions</i>	- research consumer information from a variety of sources that may include the internet, advertising material, specialist magazines and comparison shopping surveys	- Group work to brainstorm sources of information - Text analysis and comprehension activities	p.10 pp.8-10	
Comparison shopping				
- types of goods and services				
- different brands and products	- select and apply appropriate criteria to rank alternative purchasing options	- Students to complete a table of products in their households	p.10	
- choosing what to buy	- explain the factors influencing decisions to buy locally, regionally, interstate or globally, retail or wholesale or on the internet	- Class discussion leading to criteria - Design a consumer brochure - Activities based around Choice Magazine	p.10 p.10 p.10	
Choosing where to shop				
- range of locations and sources		- Edmonton Mall website activities - Group work activities on convenience shopping	p.14 p.16	
- types of retail outlets		- Comparison of different types of stores	pp.11-13	
- internet purchasing and mail order		- Advantages and disadvantages of internet - Internet activities on avoiding internet fraud	p.14 p.14	

<ul style="list-style-type: none"> - locally, interstate, globally 		<ul style="list-style-type: none"> - Design a brochure on internet shopping - Class survey on where classmate purchase products - Design an educational campaign on buying Australian made products 	<p>p.14 p.16 p.16</p>	
<p>Key factors affecting consumer decisions</p>	<ul style="list-style-type: none"> - explain the factors affecting consumer decisions 			
<ul style="list-style-type: none"> - finance, price, marketing, age, gender, convenience, service 	<ul style="list-style-type: none"> - examine factors which contribute to changes in behaviour and practices by individuals and organisations 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Activities on best values - Report based on Australian Government consumer website www.consumersonline.gov.au 	<p>pp.16-19 p.19 p.18</p>	
<ul style="list-style-type: none"> - environmental considerations 		<ul style="list-style-type: none"> - Design an advertisement on reducing packaging 	<p>p.19</p>	
<p><i>Consumer protection</i></p>	<ul style="list-style-type: none"> - use the internet to research scams and rip-offs 			<p>pp.5-6</p>
<ul style="list-style-type: none"> - the need for consumer protection – scams and rip-offs 	<ul style="list-style-type: none"> - identify the methods used in scams and rip-offs and analyse the ethics involved 	<ul style="list-style-type: none"> - Text analysis leading to the construction of summary table - Internet activities using the REVs website www.revs.nsw.gov.au - Conduct a role play on unethical behaviour 	<p>pp.20-22 p.21 p.23</p>	
<ul style="list-style-type: none"> - features of a simple contract 	<ul style="list-style-type: none"> - identify the features of a simple contract using at least one legal case study 	<ul style="list-style-type: none"> - Flowchart analysis - Internet activities on contracts using the money stuff website 	<p>p.25 p.26</p>	
	<ul style="list-style-type: none"> - investigate consumer laws and appropriate processes for 	<ul style="list-style-type: none"> - Text analysis and comprehension activities 	<p>pp.25-26</p>	

<ul style="list-style-type: none"> - legal rights and protective legislation for consumers - organisations that provide assistance for consumers - processes of consumer redress <p>Payment choices</p> <ul style="list-style-type: none"> - Methods of payment 	<p>consumer protection</p> <ul style="list-style-type: none"> - work collaboratively to gather, interpret and present information on the protection provided by consumer protection agencies and independent bodies - identify the criteria that should be considered when determining methods of payment for different suppliers - research the criteria to determine the most appropriate methods of payment in a range of contexts - identify the advantages and disadvantages book up - propose options that could be taken to improve financial services available to Aboriginal and Torres Strait Islander people and remote communities 	<ul style="list-style-type: none"> - Internet activities on the <i>Fair Trading Act</i> - Text analysis and comprehension activities - Students conduct research on ACA and Kidsafe - Features of a letter seeking redress - Text activities and comprehension activities - Feature of a cheque - Advantages and disadvantages of various methods – students construct table - Class discussion on most appropriate payment methods for various good and services - Small group activities on improving services to Aboriginal and Torres Strait Islander people and remote communities 	<p>p.25</p> <p>pp.27-29 p.29</p> <p>p.22</p> <p>pp.30-33 p.30 p.32</p> <p>p.33</p> <p>p.33</p>	<p>pp.7-8</p>
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<p>- Methods of keeping records</p>	<p>- develop and use spreadsheets and databases to maintain effective records and monitor monthly transactions including running totals of cash, direct debit and credit purchases</p>	<p>- Text analysis and comprehension activities - Group work activities to make a list of resources to keep records - Use spreadsheet program, such as Excel, to keep records of student expenses over a period of time</p>	<p>p.33 p.33 p.33</p>	
<p>- Changes over time and the impact of technology</p>	<p>- identify how technology has impacted on the payment processes of businesses and consumers</p>	<p>- Newspaper comprehension - Students write a newspaper article on shopping in 2050 using desktop publishing program</p>	<p>pp.34-35 p.35</p>	

<ul style="list-style-type: none"> - Expenditure - Spending patterns and factors which influence the need for saving 	<ul style="list-style-type: none"> - investigate the relationship between responsible spending and saving patterns at various life stages 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Diagram interpretation - Spending and saving hypothetical activities - Diagram interpretation - Internet activities using bank websites - Activities using newspaper financial sections 	<ul style="list-style-type: none"> pp.42-43 p.43 p.43 p.44 p.45 p.45 	
<p><i>Borrowing money</i></p> <ul style="list-style-type: none"> - Reasons for borrowing 	<ul style="list-style-type: none"> - discuss the reasons for and against borrowing money - evaluate the borrowing options for making a substantial purchase 	<ul style="list-style-type: none"> - Cartoon interpretation - Diagram interpretation on avoiding credit card traps - Internet activities using Money Manager site www.moneymanager.com.au 	<ul style="list-style-type: none"> p.47 p.48 p.49 	pp.13-15
<ul style="list-style-type: none"> - Getting a loan 	<ul style="list-style-type: none"> - identify specific situations in which individuals should or should not borrow money - compare the advantages and disadvantages of different types of loans and lenders - identify factors affecting an individual's credit rating 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Students design a new credit card for young people - Hypothetical activities on getting a loan 	<ul style="list-style-type: none"> pp.49-50 p.50 p.50 	
<p><i>Managing finances</i></p> <ul style="list-style-type: none"> - Features of responsible financial management 	<ul style="list-style-type: none"> - use a spreadsheet to prepare a hypothetical household budget - monitor and modify the hypothetical budget 	<ul style="list-style-type: none"> - Internet activities based on Financial Planning Association, ASIC, Consumer Credit Code - Students design and modify a hypothetical 	<ul style="list-style-type: none"> pp.51-52 p.57 	pp.15-16

<p>- Insurance</p> <p>- Consequences of poor financial management</p> <p>- Sources of financial advice</p>	<p>- Identify different types of insurance policies and discuss their importance</p> <p>- identify the consequence of the misuse of credit</p> <p>- identify and critically analyse a range of strategies to solve a variety of financial problems</p> <p>- discuss the factors which may contribute to financial mismanagement in particular communities</p> <p>- research and report on the scope of the financial services industry</p> <p>- access and evaluate financial advice provided by a range of organisations</p> <p>- discuss the responsibilities of lenders and advisors when</p>	<p>budget</p> <p>- Text analysis and comprehension activities</p> <p>- Class discussion on the value of insurance</p> <p>- Cartoon interpretation</p> <p>- Text analysis and comprehension activities</p> <p>- Students design a poster on the need to manage finances</p> <p>- Class discussion on the consequences of poor financial management – complimented by contemporary newspaper examples</p> <p>- Class discussion on lender responsibilities and rights</p>	<p>pp.53-54 p.54</p> <p>pp.56-57 pp.56-57 p.57</p> <p>p.57</p> <p>p.54</p>	
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	providing information			
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<p>Unit Title:</p> <p>CORE TOPIC 2.1</p> <p>Law and Society</p>	<p>Outcomes:</p> <p>A student:</p> <p>5.1 - Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.</p> <p>5.2 - Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts.</p> <p>5.3 - Examines the role of law in society.</p> <p>5.4 – Analyses key factors affecting commercial and legal decisions.</p> <p>5.5 – Evaluates options for solving commercial and legal problems and issues.</p> <p>5.6 – Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.</p> <p>5.7 – Researches and assesses commercial and legal information using a variety of sources.</p> <p>5.8 – Explains commercial and legal information using a variety of forms.</p> <p>5.9 – Works independently and collaboratively to meet individual and collaborative goals within specified timelines.</p>	<p>Suggested Assessment Items:</p> <p>- Prepare a brochure on Legal Aid, p.79</p> <p>- Literacy task with students writing a newspaper on the legal rights of children, p.80</p>
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Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<p><i>The legal framework</i></p> <p>- Reasons for laws</p> <p>- The legal system</p>	<p>- explain the need for laws in society</p> <p>- examine the rules and regulations applied in schools and explain the similarities and differences with established</p>	<p>- Text analysis</p> <p>- Case study on anarchy in Baghdad</p> <p>- Text analysis</p> <p>- Class discussion on need for school rules</p>	<p>pp.60-61</p> <p>p.60</p> <p>p.61</p> <p>p.64</p>	<p>pp.18-20</p>

<p>- How laws are made</p> <p>- The relationship of laws to values, morals and ethics</p> <p>- How laws are changed</p> <p><i>Using the legal systems</i></p> <p>- Accessing the law</p>	<p>cases</p> <ul style="list-style-type: none"> - examine how a bill becomes a law using a contemporary example - distinguish between the role of the federal and State constitutions in guiding law-making - critically assess whether laws reflect the values of society - discuss why laws change, how they change and the effect of the changes using contemporary case studies - examine the political process leading to legislative change - investigate the importance of being able to access the law - identify some of the difficulties which people have in accessing the law - assess the options available to 	<ul style="list-style-type: none"> - Internet activities on preamble to the Constitution - Case study of the US Bill of Rights - Flowchart interpretation of passing a bill - Law case analysis <i>Donoghue v Stevenson</i> - Text analysis leading to class discussion on morals and ethics - Cartoon interpretation - Class discussion on whether laws reflect societies values, ethics and morals - Text analysis and comprehension activities - Case study of changing <i>The Native Title Amendment Act 1998</i> (Cwlth) - Class discussion on referendums - Case study of the 1967 referendum - Text analysis and comprehension activities - Internet activities on Legal Aid www.legalaid.nsw.gov.au - Cartoon analysis - Students write a newspaper article on accessing 	<p>p.67</p> <p>p.68</p> <p>p.71</p> <p>p.75</p> <p>pp.72-73</p> <p>p.73</p> <p>p.75</p> <p>pp.74-75</p> <p>p.74</p> <p>p.75</p> <p>p.75</p> <p>pp.76-78</p> <p>p.77</p> <p>p.76</p> <p>p.78</p>	<p>pp.24-25</p>
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<p>- Issues of fairness in using the law</p>	<p>individuals when accessing the law to solve a simple problem</p> <ul style="list-style-type: none"> - identify groups which may experience difficulties in achieving equal access to the law - evaluate the effectiveness of attempts within the legal system to address issues of unequal access to the law 	<p>the law</p> <ul style="list-style-type: none"> - Small group role play on improving access to the legal system - Internet and library research on government initiatives to improve access to the legal system - Flowchart interpretation - Text analysis and comprehension activities - Cartoon interpretation 	<p>p.78</p> <p>p.78</p> <p>p.77 pp.77-78 p.78</p>	
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<p>Unit Title:</p> <p>CORE TOPIC 2.2</p> <p>Employment Issues</p>	<p>Outcomes:</p> <p>A student:</p> <p>5.10 - Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.</p> <p>5.11 - Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts.</p> <p>5.12 - Examines the role of law in society.</p> <p>5.13 – Analyses key factors affecting commercial and legal decisions.</p> <p>5.14 – Evaluates options for solving commercial and legal problems and issues.</p> <p>5.15 – Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.</p> <p>5.16 – Researches and assesses commercial and legal information using a variety of sources.</p> <p>5.17 – Explains commercial and legal information using a variety of forms.</p> <p>5.18 – Works independently and collaboratively to meet individual and collaborative goals within specified timelines.</p>			<p>Suggested Assessment Items:</p> <p>- Construct mindmaps of employment issues, p.116</p> <p>- Literacy tasks using photographic stimulus, p.116</p>
<p>Students Learn About</p>	<p>Student Learn To</p>	<p>Suggested Teaching & Learning Strategies</p>	<p>Text Page Ref.</p>	<p>Homework Book Ref.</p>
<p><i>The workplace</i></p> <p>- Types of employment</p> <p>- Changing work patterns</p>	<p>- identify the range of employment options available for young people</p> <p>- examine the advantages and disadvantages associated with particular types of employment for men and women</p>	<p>- Text analysis and comprehension activities</p> <p>- Graph interpretation and analysis</p> <p>- Statistical analysis and graph construction</p> <p>- Matching hypothetical people to jobs</p>	<p>pp.82-87</p> <p>pp.84-85</p> <p>p.85-88</p> <p>p.88</p>	<p>pp.27-28</p>

<p>- Benefits of education and training for employment</p> <p>- Types of employment contracts</p>	<ul style="list-style-type: none"> - investigate changing work patterns and discuss the impact on the individual and society - research and evaluate stereotypes of employment patterns - propose strategies to address workplace issues and concerns - identify the range of skills and benefits of employment programs - use the internet to investigate the types of employment contracts - discuss the advantages and disadvantages of each type of employment contract - research the employment conditions of casual, part-time, full-time employees and 	<ul style="list-style-type: none"> - Students prepare summaries and make presentations to inform a class discussion on the changing nature of work - Extended response writing on the future of work - Class debate on future employment - Text analysis and comprehension activities - Internet activities on government employment programs www.dewr.gov.au - Internet research on career options - Students conduct research on training needed for various occupations - Text analysis and comprehension activities - Newspaper comprehension - Internet activities on awards using Aus Gov site www.wagenet.gov.au - Class debate on whether awards should become enterprise agreements 	<p>pp.86-88</p> <p>p.88 p.88</p> <p>pp.89-90 p.89</p> <p>p.90 p.90</p> <p>pp.91-94 p.92 & 94 p.92</p> <p>p.94</p>	
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<p>- Unemployment</p> <p><i>Employment relations</i></p> <p>- Legal issues relating to the workplace</p>	<p>contractors</p> <p>- discuss the implications of unemployment for the individual and society</p> <p>- research a current employment relations issue that affects different groups in society</p> <p>- identify ethical and unethical workplace practices and investigate the impact of these practices on individuals</p> <p>- discuss the extent to which anti-discrimination laws protect individuals in the workplace</p>	<p>- Analysis of unemployment graphs and statistics</p> <p>- Text analysis and comprehension activities</p> <p>- Text analysis and comprehension activities</p> <p>- In small groups students discuss important aspects of employment</p> <p>- Internet activities on worker compensation using WorkCover site www.workcover.nsw.gov.au</p> <p>- Brainstorming workplace hazards in small groups</p> <p>- Text analysis on discrimination and anti-discrimination</p> <p>- Internet research on laws relating to discrimination in the workplace</p> <p>- Cartoon analysis</p> <p>- Report writing activities</p> <p>- Text analysis on unlawful and unfair dismissal</p> <p>- Internet activities on redundancy</p> <p>- Students examine real life examples of unfair dismissal</p> <p>- Internet research into piecework and outsourcing</p> <p>- Newspaper comprehension</p>	<p>pp.94-95</p> <p>pp.94-95</p> <p>pp.96-98</p> <p>p.98</p> <p>p.99</p> <p>p.99</p> <p>p.100</p> <p>p.101</p> <p>p.101</p> <p>p.101</p> <p>p.102</p> <p>p.103</p> <p>p.102 & 104</p> <p>p.105</p> <p>p.106</p>	<p>pp.29-31</p>
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<ul style="list-style-type: none"> - The role of union and employer groups 	<ul style="list-style-type: none"> - identify the role of unions and employer groups - assess the changing role of unions and employer groups 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Internet activities on ACTU www.actu.asn.au - Report writing on the role of unions and employer groups in promoting workers rights - Internet and library research into an employer groups 	<p>pp.107-108 p.108 p.110 p.110</p>	
<ul style="list-style-type: none"> -Resolving dispute 	<ul style="list-style-type: none"> - identify a range of alternative dispute resolution methods - explain a possible dispute resolution process 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Cartoon interpretation - Students prepare a brochure for union members on their rights of strikers 	<p>pp.109-110 pp.109-110 p.110</p>	
<p><i>Taxation and superannuation</i></p>	<ul style="list-style-type: none"> - describe the range of services funded by taxation 	<ul style="list-style-type: none"> - Text analysis 	<p>p.111</p>	<p>pp.32-33</p>
<ul style="list-style-type: none"> - Taxation 	<ul style="list-style-type: none"> - complete a basic taxation return and tax declaration - explain the relationship between taxation, income and government-funded services - identify the obligation of employers towards employees in relation to superannuation 	<ul style="list-style-type: none"> - Overview of different types of tax in Australia - Text analyse followed by students constructing a table of what tax is funded - In small groups students discuss a school government and how it would collect and spend tax - Calculating taxation exercises - Students complete taxation return using hypothetical person 	<p>p.111 p.112 p.112 p.113-114 p.114</p>	
<ul style="list-style-type: none"> - Superannuation 	<ul style="list-style-type: none"> - discuss the advantages and disadvantages of superannuation as a 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Students survey parents and relatives about superannuation issues 	<p>pp.114-115 p.115</p>	

	saving/investment option	- Class brainstorm and discussion on the advantages and disadvantages of superannuation	p.115	
Unit Title: OPTION 1 Investment	Outcomes: A student: 5.1 - Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts. 5.4 – Analyses key factors affecting commercial and legal decisions. 5.5 – Evaluates options for solving commercial and legal problems and issues. 5.6 – Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues. 5.7 – Researches and assesses commercial and legal information using a variety of sources. 5.8 – Explains commercial and legal information using a variety of forms. 5.9 – Works independently and collaboratively to meet individual and collaborative goals within specified timelines.			Suggested Assessment Items: - Students complete a table of investment options, examining advantages and disadvantages, p.132
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>Investing</i> - Investment decisions - Financing investment	- analyse the reasons why individuals and businesses invest - identify a range of ways to finance investment	- Text analyse and comprehension activities - Group activities on investment goals - Activities on negative gearing - Activities on home loan interest rates - Students write a discussion on investing	p.118 p.122 p.119 p.120 p.122	pp.35-36

<p>- Ethical investments</p>	<p>- investigate the issues relating to ethical investment</p>	<p>- Internet activities on ethical investments using <i>CHOICE Magazine</i> site www.choice.com.au</p>	<p>p.121</p>	
		<p>- Research activity on ethically questionable industries</p>	<p>p.122</p>	<p>pp.37-39</p>
<p>Investment options</p> <p>- The range of investment options</p>	<p>- research the range of options and identify appropriate options for individuals in difference situations</p>	<p>- Text analysis and comprehension activities</p>	<p>pp.123-128</p>	
	<p>- construct an investment plan for an individual</p>	<p>- Graphing activities on share market fluctuations</p> <p>- Share market game activities</p> <p>- Activities based on hypothetical investments, examining best options and rates of return</p>	<p>p.124</p> <p>p.125</p> <p>p.128</p>	
<p>- Risk and return</p>	<p>- assess the relationship between risk and return for a range of investment options</p>	<p>- Graph analysis of risk and return</p> <p>- Activities on compound interest</p> <p>- Internet activities using ASX & BT Online site, www.btonline.com.au/education</p>	<p>p.125</p> <p>p.126</p> <p>p.127</p>	
	<p>- examine expenses arising from particular investment options</p>	<p>- Students select best investment options based on risk and return for hypothetical investments</p>	<p>p.128</p>	
<p>Investment planning</p> <p>- Selecting a mix of investments</p>	<p>- identify the diversity of possible investments</p>	<p>- Text analysis and comprehension activities</p> <p>- Investment planning scenarios</p> <p>- Students research various investment options</p>	<p>pp.129-131</p> <p>p.129</p> <p>p.131</p>	<p>pp.39-41</p>
<p>- Maintaining records</p>	<p>- select an appropriate mix of investments for individuals in different situations</p>	<p>- Internet activities using Standard and Poor’s site</p>	<p>p.129</p>	

<p>and monitoring investments</p> <p>- Modifying investments to maximise long-term gains</p>	<ul style="list-style-type: none"> - use a spreadsheet to construct a hypothetical investment plan with an appropriate mix of investments - construct an maintain an effective procedure to monitor investments - research information using the internet and other sources, to select appropriate investment options - select investment options to maximise long-term returns - modify investment plans in relation to changing personal / economic conditions 	<p>www.stanardandpoors.com.au</p> <ul style="list-style-type: none"> - Students construct an investment spreadsheet using hypothetical data - Text analysis and comprehension activities 	<p>p.131</p> <p>pp.130-131</p>	
<p><i>Current issues</i></p> <p>- Key issues related to investment in current financial environments</p>	<ul style="list-style-type: none"> - identify, investigate and report on current issues relating to investment 	<ul style="list-style-type: none"> - Text analysis - Students conduct research into a current issue 	<p>p.130</p> <p>p.131</p>	

<p>Unit Title:</p> <p>OPTION 2</p> <p>Promoting and selling</p>	<p>Outcomes:</p> <p>A student:</p> <p>5.1 - Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.</p> <p>5.2 – analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts</p> <p>5.4 – Analyses key factors affecting commercial and legal decisions.</p> <p>5.6 – Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.</p> <p>5.7 - Researches and assesses commercial and legal information using a variety of sources.</p> <p>5.8 - Explains commercial and legal information using a variety of forms.</p> <p>5.9 - Works independently and collaboratively to meet individual and collaborative goals within specified timelines.</p>			<p>Suggested Assessment Items:</p> <p>- Definitional and matching activities, p.150</p> <p>- Research activities on promoting and selling, p.150</p>
<p>Students Learn About</p>	<p>Student Learn To</p>	<p>Suggested Teaching & Learning Strategies</p>	<p>Text Page Ref.</p>	<p>Homework Book Ref.</p>
<p><i>The selling process</i></p> <p>- Factors which differentiate products</p>	<p>- identify why consumers select particular products</p> <p>- discuss social, ethical and environmental considerations in promoting products</p>	<p>- Text analysis and comprehension activities</p> <p>- Flowchart analysis</p> <p>- Students consider the factors that affect their decision making for various products</p>	<p>pp.134-135</p> <p>p.134</p> <p>p.135</p>	<p>pp.43-45</p>

<p>- Product promotion strategies</p>	<p>- identify a range of strategies used to promote products</p> <p>- discuss the role of gender in product promotion</p>	<p>- Text analysis and comprehension activities</p> <p>- Case study of Ian Thorpe and product endorsement</p> <p>- Internet activities on the Optus sponsorship program www.optus.com</p> <p>- Newspaper comprehension on product placements in movies</p> <p>- Students construct a collage of logos and classify the goods and services associated with each</p> <p>- Students compile a list of links between sports and companies</p> <p>- Students examine television advertisements in terms of presentation of gender</p> <p>- After collecting magazine advertisements students complete tasks on gender</p>	<p>pp.136-140</p> <p>p.137</p> <p>p.137</p> <p>p.138</p> <p>p.140</p> <p>p.140</p> <p>p.141</p> <p>p.141</p>	<p>pp.45-46</p>
<p>Targeting consumers</p> <p>- Processes used to identify target markets</p> <p>- Legal and ethical issues associated with product promotion strategies</p>	<p>- match appropriate target markets for particular products</p> <p>- research and discuss a range of legal and ethical issues associated with product promotion</p> <p>- identify how promotion strategies target particular groups in the community</p>	<p>- Text analysis and comprehension activities</p> <p>- Comparison of advertisements</p> <p>- Internet activities on advertising standards using Advertising Standards Bureau site, www.advertisingstandardsbureau.com.au</p> <p>- Group work on the way advertising affect hypothetical examples</p>	<p>pp.142-145</p> <p>pp.145</p> <p>p.145</p> <p>p.145</p>	

<p><i>Applying selling techniques</i></p> <p>- Processes associated with the development and implementation of selling techniques for a particular product or service</p> <p>- Monitoring and evaluating selling techniques</p> <p><i>Current issue</i></p>	<p>- analyse the selling techniques used to market a product or service to maximise profit</p> <p>- investigate a number of these selling techniques for a product</p> <p>- evaluate the effectiveness of the selling techniques of a particular products</p> <p>- evaluate the effectiveness of selling techniques on consumers</p> <p>- identify and investigate current issues relating to the promotion and selling of goods and services and the impact on consumers</p>	<p>- Text analyses and comprehension activities</p> <p>- Small group sales strategy</p> <p>- In small groups students research a brand of mobile phone in terms of selling techniques used</p> <p>- Comparison of television advertisements at different times of the day</p> <p>- Students analyse the selling techniques used by McDonalds</p> <p>- Evaluate hypothetical advertising and promotional campaigns</p> <p>- Text analysis and comprehension activities on spam</p> <p>- Students conduct a role play involving encounters with various salespeople</p>	<p>pp.146-147</p> <p>p.146</p> <p>p.147</p> <p>p.147</p> <p>p.147</p> <p>p.147</p> <p>p.148-149</p> <p>p.149</p>	<p>p.46</p> <p>pp.47-49</p>
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<p>Unit Title: OPTION 3 E-commerce</p>	<p>Outcomes: A student:</p> <p>5.2 – analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts 5.3 – examines the role of law in society 5.4 – Analyses key factors affecting commercial and legal decisions. 5.5 – Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues. 5.7 – researches and assesses commercial and legal information using a variety of sources 5.10 - Explains commercial and legal information using a variety of forms. 5.11 - Works independently and collaboratively to meet individual and collaborative goals within specified timelines.</p>			<p>Suggested Assessment Items:</p> <p>- Literacy task – writing a letter of advice in relation to a given scenario, p.164</p> <p>- Students complete a mindmap of issues related to e-commerce, p.164</p>
<p>Students Learn About</p>	<p>Student Learn To</p>	<p>Suggested Teaching & Learning Strategies</p>	<p>Text Page Ref.</p>	<p>Homework Book Ref.</p>
<p><i>The scope of e-commerce</i></p> <p>- Uses of e-commerce for commercial</p>	<p>- identify the range of e-commerce used by public and private organisations and individuals</p>	<p>- Text analysis and comprehension activities - Newspaper comprehension on music sites</p>	<p>pp.152-154 p.153</p>	<p>pp.51-52</p>

<p>purposes by private and public institutions and individuals</p> <p>- Advantages and disadvantages of using the internet for researching commercial information and buying and selling goods and services</p>	<p>- search for and find key websites in Australia and internationally that are used for commercial purposes</p> <p>- use the links provided by key websites to access the information provided by government, non-government and commercial institutions</p>	<p>- Group activities on how students use the internet</p> <p>- Internet activities on using e-commerce using NSW Office of Fair Trading www.fairtrading.nsw.edu.au</p> <p>- Class discussion on the benefits of e-commerce to business</p>	<p>p.154</p> <p>p.154</p> <p>p.154</p>	
<p><i>The e-commerce user</i></p> <p>- On line shopping</p>	<p>- investigate the process of purchasing and paying for goods electronically</p> <p>- identify exchange rate issues related to purchases and payments</p> <p>- analyse the importance of protection for consumers</p> <p>- identify laws which provide protection for e-commerce users</p> <p>- identify the problems associated with transferring</p>	<p>- Text analysis and comprehension activities</p> <p>- Internet activities on on-line shopping</p> <p>- Internet activities on the Privacy Act, www.privacy.gov.au</p> <p>- Students construct a flowchart of the steps involved in on-line shopping</p> <p>- Students use on-line shopping sites to cater for a hypothetical event</p> <p>- Create a poster to inform on-line shoppers</p> <p>- Internet activities based on bank websites</p> <p>- Research relating to on-line share purchasing using the ASX and other sites</p>	<p>pp.155-160</p> <p>p.156</p> <p>p.157</p> <p>p.159</p> <p>p.159</p> <p>p.159</p> <p>p.160</p> <p>p.161</p>	<p>pp.52-54</p>

<p>- Advice on e-consumer issues</p> <p>- E-consumer protection issues</p> <p>- Laws relating to young people using e-commerce</p>	<p>funds on line</p> <p>Identify the safeguards that an individual would undertake before transferring funds on line</p> <p>- investigate a range of government and non-government websites that provide advice, useful tips, courses seminars and workshops for consumers</p> <p>- identify consumer protection issues in electronic commerce</p> <p>- access government websites to investigate and report recent Australian and/or international scams</p> <p>- Investigate Federal and State government websites which provide information tailored to young people</p> <p>- identify legal issues related to the use of e-commerce by</p>	<p>- Text analysis and comprehension activities</p> <p>- Internet research leading to making a brochure on getting advice on e-commerce</p> <p>- Students in pairs design a webpage to promote a hypothetical product</p> <p>- Common on-line scams</p> <p>- Students research government websites to investigate recent scams</p> <p>- Using research gathered from government sites students write a report</p> <p>- Text analysis and comprehension activities</p> <p>- Internet activities using NSW government sites www.moneystuff.fairtrading.nsw.gov.au</p>	<p>pp.160-161 p.160 & 161</p> <p>p.161</p> <p>p.161 p.161 p.161</p> <p>pp.162-163 p.163</p>	
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<p>- Workplace issues</p> <p><i>Current Issues</i></p> <p>- Current issues related to e-commerce</p>	<p>young people</p> <ul style="list-style-type: none"> - identify privacy, defamation and copyright laws - identify rights and responsibilities of employees working from home using the internet - discuss current guidelines on workplace web browsing and e-mails - research and communicate a current issue relating to e-commerce 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Newspaper comprehension on computer viruses - Class discussion on forming a policy <p>- Students conduct independent research into a current issue relating to e-commerce</p>	<p>p.163</p> <p>p.163</p> <p>p.163</p>	<p>pp.55-56</p>
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Unit Title: OPTION 4 Global links	Outcomes: A student: 5.2 – examines the role of law in society 5.4 – analyses key factors affecting commercial and legal decisions 5.5 – evaluates options for solving commercial and legal problems and issues 5.7 – researches and assesses commercial and legal information using a variety of sources 5.8 - explains commercial and legal information using a variety of forms. 5.9 - works independently and collaboratively to meet individual and collaborative goals within specified timelines.			Suggested Assessment Items: - Research and presentation of an issue relating to global link, p.184 - Statistical exercise, p.184
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>The global consumer</i> - Sourcing products internationally - Trends towards a global market - The relationship between domestic and international trade	- use the internet to investigate the process of purchasing a product from overseas - identify the range of products that are imported and exported - describe trends towards a global market - discuss the influences of globalisation and the interrelationships between	- Internet activities examining global shopping sites - Using information from Department of Foreign Affairs and Trade site www.dfat.gov.au to create a wall display of commonly imported and exported products - Text analysis and comprehension activities - Complete a table on factors affecting global markets - Flowchart interpretation - Text analysis	p.167 p.168 pp.166-168 p.168 p.167 p.167	pp.58-60

<p>- Australia's major item of trade and main trading partners</p> <p>- Australia's changing trade patterns</p> <p><i>The global investor</i></p> <p>- investing money in the global financial market</p>	<p>domestic and international trade</p> <p>- investigate and communicate the major trading partners and items of trade</p> <p>- describe the changes in trade patterns</p> <p>- describe the trends in the growth of international financial flows over the last decade</p> <p>- identify opportunities for investing money internationally</p> <p>- compare the advantages and disadvantages of investing money internationally compared with domestic investment</p>	<p>- Text analysis</p> <p>- Diagram interpretation</p> <p>- Students examine goods in their own home and identify their origin</p> <p>- Statistical analysis</p> <p>- Graph construction using trade statistics</p> <p>- Text analysis and comprehension activities</p> <p>- Internet research on foreign direct investment using UN site www.un.org/jsummit/html</p> <p>- Students compare advantages and disadvantages of investing money internationally and domestically</p> <p>- Research into the share markets of various nations</p> <p>- Definitional activities relating to global investing</p> <p>- Website design activity</p>	<p>p.167</p> <p>p.168</p> <p>p.168</p> <p>p.167</p> <p>p.168</p> <p>pp.169-172</p> <p>p.169</p> <p>p.172</p> <p>p.170</p> <p>p.172</p> <p>p.172</p>	<p>pp.60-61</p>
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<p><i>Transnational organisations</i></p> <p>- Features of a business with global links</p> <p>- Operations</p> <p>- Employment issues</p> <p>- Management issues</p>	<p>- explain the reasons why Australian businesses might expand globally</p> <p>- use computer-based technology to investigate issues relating to transnational corporations and offshore businesses</p> <p>- identify the main activities of a TNC in the Australian economy</p> <p>- identify employment issues for a global business</p> <p>- discuss key management issues in relation to commercial, financial, legal, employment and environmental matters</p>	<p>- Text analysis</p> <p>- Internet activities on TNC's using various company sites</p> <p>- Activities based on Rip Curl case study of an Australian TNC</p> <p>- Web activities using Rip Curl site www.ripcurl.com</p> <p>- Text analysis and comprehension activities</p> <p>- Internet activities on sweatshops using Oxfam site www.caa.org.au/campaigns</p> <p>- Group work activities on employment issues in the textile industries</p> <p>- Text analysis and comprehension activities</p> <p>- Case study of McDonalds customised menus</p>	<p>p.173 p.174</p> <p>pp.173-174 p.175</p> <p>pp.177-178 p.177 p.178</p> <p>p.175 p.175</p>	<p>pp.61-63</p>
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<ul style="list-style-type: none"> - Ethical issues of international trade 	<ul style="list-style-type: none"> - investigate how traded goods should meet minimum environmental and human rights standards 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Class brainstorm following research on ethical standards - Class debate on ethical issues 	<p>p.179 p.179 p.179</p>	
<i>Global business</i>				
<ul style="list-style-type: none"> - Global business and environmental issues 	<ul style="list-style-type: none"> - investigate the environmental impact of global business on communities 	<ul style="list-style-type: none"> - Students construct a table on environmental impacts of various corporate activities 	<p>p.179</p>	
<ul style="list-style-type: none"> - Risks associated with selling to global markets 	<ul style="list-style-type: none"> - identify and discuss the risks for global businesses 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Media file collection leading to report writing on risks - Group work activity to make a media campaign to inform businesses about risks 	<p>p.180 p.180 p.180</p>	
<i>International aid programs</i>				
<ul style="list-style-type: none"> - Role of aid 	<ul style="list-style-type: none"> - describe the process involved in a particular aid project and evaluate its effectiveness - discuss the role of foreign aid in supporting economic programs in neighbouring 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Graphs and statistical analysis - Internet activities using AusAID site to investigate specific aid programs www.aisaid.gov.au 	<p>pp.181-182 p.182 p.182</p>	<p>pp.63-65</p>

<p><i>Current issues</i></p> <p>- Current issues impacting on globalisation</p>	<p>countries</p> <p>- identify and investigate current issues relating to globalisation</p>	<p>- Text analysis</p> <p>- Internet activities evaluating globalisation using various sites</p>	<p>p.183</p> <p>p.183</p>	
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<p>Unit Title:</p> <p>OPTION 5</p> <p>Towards independence</p>	<p>Outcomes:</p> <p>A student:</p> <p>5.2 – examines the role of law in society</p> <p>5.4 – analyses key factors affecting commercial and legal decisions</p> <p>5.5 – evaluates options for solving commercial and legal problems and issues</p> <p>5.7 – researches and assesses commercial and legal information using a variety of sources</p> <p>5.8 - explains commercial and legal information using a variety of forms.</p> <p>5.9 - works independently and collaboratively to meet individual and collaborative goals within specified timelines.</p>			<p>Suggested Assessment Items:</p> <p>- Student design a pamphlet giving advice to teenagers, p.202</p> <p>- Students conduct interviews comparing experiences of leaving home, 202</p>
<p>Students Learn About</p>	<p>Student Learn To</p>	<p>Suggested Teaching & Learning Strategies</p>	<p>Text Page Ref.</p>	<p>Homework Book Ref.</p>
<p><i>Moving from home</i></p> <p>- Reasons for leaving home</p>	<p>- identify reasons for independent living</p>	<p>- Text analysis</p> <p>- Activities based on case study of Sonique</p> <p>- Group work activities on reasons for leaving home</p>	<p>pp.186-187</p> <p>p.187</p> <p>p.188</p>	<p>p.67</p>

<ul style="list-style-type: none"> - Major issues involved with independent living - Organisations providing support 	<ul style="list-style-type: none"> - describe the key issues facing young people and their moves to independent living - access government websites to investigate issues related to leaving home - identify the types of support provided by organisations 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Analyse of the legal issues surrounding leaving home - Internet activities based on various NGO and government sites - Students contact a support agency and conduct an interview with a spokesperson - Group work activities based on establishing a support agency 	<p>pp.187-188 pp.187-188</p> <p>p.188</p> <p>p.188</p> <p>p.188</p>	pp.68-69
<i>Arranging accommodation</i>				
<ul style="list-style-type: none"> - Types of accommodation 	<ul style="list-style-type: none"> - describe the range of accommodation options 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Students describe advantages and disadvantages of renting - Students construct a table of costs associated with accommodation 	<p>pp.189-190 p.190</p> <p>p.190</p>	
<ul style="list-style-type: none"> - Finding the right place 	<ul style="list-style-type: none"> - evaluate and match types of accommodation to particular situations and needs including budget constraints - calculate the affordability of accommodation 	<ul style="list-style-type: none"> - Activities based on costs using the accommodation classifieds - Note taking from text 	<p>p.193 p.190</p>	
<ul style="list-style-type: none"> - Processes for arranging a lease 	<ul style="list-style-type: none"> - access and use a range of sources, including internet 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Students prepare their own accommodation 	<p>pp.191-193 p.193</p>	

	sites, that provide information on tenancy rights, financial advice, accommodation and homelessness	advertisement - Class discussion of the legal rights of tenants - Internet activities on the Renting Guide from Fair Trading www.fairtrading.nsw.gov.au - Group work activity analysing advertising	p.192 p.193 p.193	
- Task sharing	- identify household tasks and develop equitable processes to share tasks	- Text analysis and comprehension activities - Group work activities to identify and share out household tasks	pp.192-193 p.193	
<i>Managing finances</i>				pp.69-71
- Major costs	- identify and describe the major costs involved in independent living	- Activities based on a typical household budget	p.194 & 196	
- Avoiding financial problems	- develop strategies to minimise financial problems	- Text analysis and comprehension activities - Prepare a budget for hypothetical meals	pp.194-196 p.196	
- Types of insurance	- identify and cost types of essential insurance	- Note tasking based on text - Internet activities using NRMA and MBF sites www.nrma.com.au & www.mbf.com.au - Research insurance covers	pp.195-196 p.196 p.196	
<i>Major purchases</i>				pp.71-72
- Main items to be purchased for independent living	- identify the options for major purchases in a hypothetical situation	- Text analysis and comprehension activities - Students brainstorm a list of major household goods that need to be purchased	pp.197-199 p.199	

<ul style="list-style-type: none"> - Processes involved in purchasing major items - Item selection, loans, contracts, warranties, insurance 	<ul style="list-style-type: none"> - investigate and describe the purchasing processes for selected items - recognise likely problems associated with purchasing major items and devise strategies to overcome them 	<ul style="list-style-type: none"> - Text summary of key processes - Students calculate cost of purchasing various electrical goods using brochures - Compare costs of items new with second hand goods by using the Trading Post - Internet activities based on e-garage sales, www.egarage.com.au - Text analysis and comprehension activities 	<p>pp.197-198 p.199</p> <p>p.199</p> <p>p.199</p> <p>pp.198-199</p>	<p>pp.72-74</p>
<p><i>Community involvement</i></p>				
<ul style="list-style-type: none"> - Accessing community services 	<ul style="list-style-type: none"> - describe the range of community services available and how these can be assessed 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Internet activities using sites from various community groups - Research one community group 	<p>pp.200-201 p.200</p> <p>p.201</p>	
<ul style="list-style-type: none"> - Contributing to the community <p><i>Lifestyle issues</i></p>	<ul style="list-style-type: none"> - explain how young people can become involved in their community and assess the benefits of community involvement 	<ul style="list-style-type: none"> - Text summary - Class discussion of benefits of participation 	<p>pp.200-201</p>	

- Maintaining priorities	- Develop lifestyle plans	- Students consider their short and long-term goals	p.201	
Unit Title: OPTION 6 Political involvement	Outcomes: A student: 5.2 – examines the role of law in society 5.3 - Examines the role of law in society. 5.4 – analyses key factors affecting commercial and legal decisions 5.5 – evaluates options for solving commercial and legal problems and issues 5.7 – researches and assesses commercial and legal information using a variety of sources 5.8 - explains commercial and legal information using a variety of forms. 5.9 - works independently and collaboratively to meet individual and collaborative goals within specified timelines.		Suggested Assessment Items: - Multiple choice test, p.224 - Activities based on democracy, p.224	
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>Structure of government</i> - Federal, State and local - Levels of government responsibility	- describe the roles and responsibilities of the various levels of government	- Text analysis and comprehension - Flowchart analysis - Class debate on whether Australia needs three levels of government - Research into local governments - Table summary of roles and responsibilities of the levels of government - Photographic analysis activity	pp.204-206 p.205 p.206 p.206 p.206 p.206	pp.76-77

<p><i>Political action</i></p> <ul style="list-style-type: none"> - Issues that concern the community - How to take action on political issues 	<ul style="list-style-type: none"> - identify key issues at different levels of government that affect the lives of individuals, young people and groups - research and report on methods of political taken by individuals and groups 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Working in groups students brainstorm lists of issues of concern in the community - Students classify concerns into the levels of government that have responsibility for dealing with them - Text analysis and comprehension activities - Class discussion on individual action - Students conduct a survey of membership to interest groups - Students examine a local issue and consider the action that can be taken in relation to the issue 	<p>pp.207-209 p.209</p> <p>p.209</p> <p>p.207-209 p.208 p.209</p> <p>p.209</p>	
<p><i>Decision-making</i></p> <ul style="list-style-type: none"> - Organisations which decisions that impact on the community - Processes involved in 	<ul style="list-style-type: none"> - identify the impact of decision made by various organisations on different groups in the community - discuss the influence of particular organisations in the community on different groups - explain how governments 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Group work activity to classify organisations in categories - Internet activities on ACOSS site www.acoss.org.au - Class discussion of what constitutes an effective leader - Students select a current issue and examine the way the media reports on the issue and how this affects decision making - Text and flowchart interpretation and 	<p>pp.209-211 p.211</p> <p>p.210</p> <p>p.211</p> <p>p.211</p> <p>pp.210-211</p>	<p>pp.77-79</p>

decision-making	make decisions	comprehension activities		pp.80-82
<i>Participation in the democratic process</i>				
- Role and function of political parties	- identify the major similarities and differences between political parties	- Text analysis and comprehension activities - Internet activities of major political parties using party sites www.alp.org.au , www.liberal.org.au , www.national.org.au , www.greens.org.au	pp.212-214 pp.213-214	
- Right to vote	- identify which individuals have the right to vote	- Text analysis leading to summary - Class discussion on compulsory voting - Exposition on compulsory voting and democracy	p.215 p.217 p.217	
- Methods of voting	- investigate how an election is conducted - outline the range of voting methods	- Internet activities on the electoral process using the AEC site www.aec.gov.au and NSW State Electoral Office www.seo.nsw.edu.au - Students conduct an election on homework - Text analysis and comprehension activities	p.217 p.217 pp.215-217	
- Role and strategies of pressure groups	- identify key pressure groups and the strategies they use to achieve a goal	- Text analysis and comprehension activities - Internet activities on Australian interest groups using various sites - Research into one major interest groups such as Greenpeace, Amnesty International - Exposition on whether interest groups have a positive or negative impact on democracy	pp.218-220 p.219 p.220 p.220	pp.82-84
- Rights and	- design an appropriate action	- Class discussion of an important community		

<p>responsibilities of individuals and groups in the democratic process</p> <p><i>Current issues</i></p> <p>- Current issues involving the political process</p>	<p>plan to influence the decision-making process for an important community issue</p> <p>- identify, monitor and report on a current issue relating to the political process</p>	<p>issue and how individuals can influence this decision</p> <p>- Internet activities accessing various media sites</p> <p>- Political cartoon analysis</p> <p>- Class debate on whether the regulation of the media is a breach of freedom of the press</p>	<p>p.221</p> <p>pp.222-223</p> <p>p.223</p>	
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<ul style="list-style-type: none"> - Means of travel 	<ul style="list-style-type: none"> - assess the advantages and disadvantages of various means of travel - using word processing and computer-based graphics, plan and produce a travel brochure 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Summary table of advantages and disadvantages of travel means - With a partner students examining each of the means of travel 	<p>p.229 & 234 p.236</p> <p>p.234</p>	
<ul style="list-style-type: none"> - Options for organising travel 	<ul style="list-style-type: none"> - evaluate the different options available when planning a trip 	<ul style="list-style-type: none"> - Text summary and note taking 	<p>pp.229-230</p>	
<ul style="list-style-type: none"> - Considerations when planning a trip 	<ul style="list-style-type: none"> - investigate the processes involved in organising a trip - research and report on the requirements for a chosen destination - investigate processes involved in applying for a passport / visa 	<ul style="list-style-type: none"> - Flowchart interpretation - Internet activities using the Passports Australia site www.passports.gov.au - Research into visa requirements for specific destinations - Internet activities on travel alerts using the DFAT site, www.smarttraveler.gov.au - Travel insurance case studies 	<p>p.230 p.231</p> <p>p.234</p> <p>p.233</p> <p>p.233</p>	
<p><i>Organising an itinerary</i></p> <ul style="list-style-type: none"> - Main travel decisions 	<ul style="list-style-type: none"> - investigate the options available for an itinerary 	<ul style="list-style-type: none"> - Flowchart interpretation - Role play where students take on the role of a travel agent for hypothetical travellers 	<p>p.235 p.236</p>	<p>pp.89-91</p>

<p>- Budget and time constraints</p> <p><i>Solving travel problems</i></p>	<p>- use criteria to make appropriate decisions and produce an itinerary and budget within financial and time constraints</p>	<p>- Text analysis and comprehension activities - Students compare air travel prices for different destinations and classes of travel</p>	<p>pp.235-236 p.236</p>	<p>pp.91-92</p>
<p>- Problems / issues travellers may face</p> <p>- Strategies to resolve travel problems</p>	<p>- research and report on a range of problems that may be faced by travellers</p> <p>- identify strategies to deal with common problems associated with travel</p> <p>- where to go for assistance; role of embassies and airlines in assisting travellers</p>	<p>- Text analysis and comprehension activities - Exchange rates exercises</p> <p>- Students take on the role of a travel writer and prepare a 'Handy hints for travellers' guide - Research into various alternatives to money for travellers such as travel money, credit cards and travellers cheques</p>	<p>pp.237-238 pp.237-238</p> <p>p.238 p.238</p>	<p>pp.91-92</p>
<p><i>Current issues</i></p> <p>- Aspects of current issues relating to travel and tourism</p>	<p>- identify and research current issues affecting travel and tourism</p>	<p>- Text analysis - Students conduct independent research into a current issue</p>	<p>- p.239 - p.239</p>	<p>pp.92-93</p>

Unit Title: OPTION 8 Law in action	Outcomes: A student: 5.3 – examines the role of law in society 5.4 – analyses key factors affecting commercial and legal decisions 5.5 – evaluates options for solving commercial and legal problems and issues 5.7 – researches and assesses commercial and legal information using a variety of sources 5.8 - explains commercial and legal information using a variety of forms. 5.9 - works independently and collaboratively to meet individual and collaborative goals within specified timelines.			Suggested Assessment Items: - Extended response writing on an aspect of the law, p.262 - Research into areas of the law that affect young people, p.262
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>Contact with the law</i> - The nature of legal capacity - Contact with the criminal law	- identify the ages when various rights and responsibilities are granted by the law - research areas of the law that affect young people - identify when a young person is considered to be an adult in different criminal situations - use a range of cases to examine the levels of	- Text analysis and comprehension activities - Summary table of the ages that certain activities become legal - Class discussion on whether the voting age should be reduced to 15 - In small groups present a short oral report on aspects of law that may need to be changed - Text analysis and comprehension activities - Flowchart interpretation - Case study of shoplifting rights and laws - Students examine a range of criminal cases - Internet activities on the NSW Drug Court, www.lawlink.nsw.gov.au/drugcrt	pp.242-244 p.244 p.244 p.244 pp.244-246 p.245 p.244 pp.244-245 p.247	pp.95-97

<ul style="list-style-type: none"> - Elements needed to be proven for a person to be convicted of a crime - Contact with the civil law <li style="padding-left: 40px;">- contracts <li style="padding-left: 40px;">- negligence 	<p>responsibility that apply to young people</p> <ul style="list-style-type: none"> - identify the elements which must be proven for someone to be convicted of a crime - investigate how the same incident may give rise to both civil and criminal action - investigate the capacity of a young person to enter into different types of contract - identify situations where the civil law can hold young people responsible for their actions - use legal cases to discuss situations where businesses can be found to be negligent in a legal sense - examine remedies for negligence 	<ul style="list-style-type: none"> - Newspaper comprehension on prisons - Class debate on whether children who commit adult crimes should be tried as adults - Text analysis and class discussion of specific examples - Text analysis - Class discussion based on hypothetical traffic incidents - Text analysis and comprehension activities - Class role play of people entering into contracts for hypothetical situations - Text analysis and comprehension activities - Class discussion based on hypothetical cases of negligence - Students examine legal cases involving negligence - Students collect a media file of recent negligence cases 	<p>pp.246-247 p.247</p> <p>p.245</p> <p>p.247 p.247</p> <p>p.248 p.249</p> <p>pp.248-249 p.248-249</p> <p>p.249</p> <p>p.249</p>	
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<p><i>Rights and responsibilities</i></p> <p>- Individual rights and responsibilities in different situations</p> <p>- Protection provided by the law</p>	<p>- investigate and outline the rights and responsibilities of individuals in a range of situations</p> <p>- examine the ways in which children are protected under the Convention of the Rights of the Child</p> <p>- uses cases to examine how the law provides protection for individuals in a particular situation – family, commercial, work</p>	<p>- Text analysis and comprehension activities</p> <p>- Students examine legal cases involving commercial rights and responsibilities</p> <p>- Flowchart interpretation of employee rights and responsibilities</p> <p>- Internet activities on WorkCover site www.workcover.nsw.gov.au</p> <p>- Students examine legal cases involving workers rights</p> <p>- Internet activities on individual rights based on lawstuff site, www.lawstuff.org.au</p> <p>- Students assume role of advisor to Family Court and produce a brochure on rights and responsibilities</p> <p>- Internet activities on victims of crime site</p> <p>- Text analysis and comprehension activities</p> <p>- Class discussion on the Convention of the Rights of the Child</p> <p>- Internet activities on the Universal Declaration of Human Rights</p> <p>- Class discussion on the effectiveness of international treaties in protecting rights</p> <p>- Role play with students taking on the role of a defence lawyer – students prepare an e-mail outlining the rights of their client</p>	<p>pp.250-255 p.250</p> <p>p.253</p> <p>p.253</p> <p>p.254</p> <p>p.255</p> <p>p.255</p> <p>p.256</p> <p>pp.256-257 p.257</p> <p>p.257</p> <p>p.257</p> <p>p.257</p>	<p>pp.97-99</p>
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<p><i>Resolving disputes</i></p> <p>- Methods of resolving disputes</p>	<p>- identify the range of options for dispute resolution</p> <p>- evaluate the effectiveness of different methods of resolving disputes</p>	<p>- Text analysis and comprehension activities</p> <p>- Cartoon analysis</p> <p>- Class discussion and internet activities of community justice centres</p> <p>- Mediation role play based on hypothetical situation</p> <p>- Extended response assessing the advantages and disadvantages of various dispute resolution methods</p>	<p>pp.258-260</p> <p>pp.258-259</p> <p>p.259-260</p> <p>p.260</p> <p>p.260</p>	<p>pp.99-100</p>
<p><i>Current Issues</i></p> <p>- Current issues relating to the law in action</p>	<p>- compile a media file of appropriate current issues for discussion and report</p>	<p>- Text analysis</p> <p>- Internet activities based on Australiasian Legal Information Institute www.austlii.edu.au and NSW Attorney General's site www.lawlink.nsw.gov.au</p>	<p>p.261</p> <p>p.261</p>	<p>p.100</p>

Unit Title: OPTION 9 Our economy	Outcomes: A student: 5.4 – analyses key factors affecting commercial and legal decisions 5.5 – evaluates options for solving commercial and legal problems and issues 5.7 – researches and assesses commercial and legal information using a variety of sources 5.8 - explains commercial and legal information using a variety of forms. 5.9 - works independently and collaboratively to meet individual and collaborative goals within specified timelines.			Suggested Assessment Items: - Group work and report on issues associated with the economy, p.274 - Research and presentation tasks on the economy, p.274
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>Economic change</i> - Economic links between Australian consumers, employers, businesses and governments - The business cycle and changes	- identify the linkages involved in the production of a good and a service - describe the links between the Australian economy and the world economy - outline the effect of economic change	- Text analysis and comprehension activities - Internet activities on the Reserve Bank of Australia www.rba.gov.au - Diagram interpretation - Text summary on economic links - Text analysis and comprehension activities - Class discussion of the economic cycle - Interpretation of economic statistics - Group discussion based on graphic stimulus	pp.264-266 p.265 pp.265-266 pp.266-267 pp.267-269 p.268 p.269 p.269	pp.102-104

<p>- Interest rates</p> <p>- Effect of rising and falling interest rates on consumer and personal financial decision-making</p> <p>Price changes</p> <p>- Inflation</p> <p>- Effect of changes in the value of the Australian dollar on consumers and businesses</p>	<p>- differentiate between types of interest rate from a variety of sources</p> <p>- analyse the effect of rising and falling interest rates</p> <p>- describe the process of inflation</p> <p>- analyse the effects of changing inflation rates on consumers and businesses through the economic cycle</p> <p>- identify the effect of rising and falling exchange rates on consumers and businesses</p>	<p>- Text analysis and comprehension activities</p> <p>- Media based research on different interest rates from different lenders</p> <p>- Class discussion on the effect of changing interest rates</p> <p>- Summary table on the effect of changing interest rates</p> <p>- Text analysis and comprehension activities</p> <p>- Class discussion on the nature of inflation</p> <p>- Text analysis and comprehension activities</p> <p>- Media analysis and exercises on exchange rates</p> <p>- Internet activities on the economic statistics using the ABS site www.abs.gov.au</p> <p>- Table summary of the advantages and disadvantages of the effect of the changing Australian dollar</p>	<p>p.270 p.270</p> <p>p.270 p.270</p> <p>pp.271-272 p.271</p> <p>pp.271-272 p.272 p.272</p> <p>p.272</p>	<p>104-105</p> <p>pp.105-106</p>
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<i>Current issues</i>				pp.107
- Aspects of current issues relating to changes in economic activity	- investigate and report on current issues relating to changes in economic activity and its impact on consumers and businesses	- Text analysis - Internet activities on the state of the economy using the Commonwealth Treasury site www.treasury.gov.au - Cartoon analysis	p.273 p.273 p.273	

Unit Title: OPTION 10 Community participation	Outcomes: A student: 5.3 – examines the role of law in society 5.5 – evaluates options for solving commercial and legal problems and issues 5.6 – monitors and modifies the implementation of plan designed to solve commercial and legal problems and issues 5.7 – researches and assesses commercial and legal information using a variety of sources 5.8 - explains commercial and legal information using a variety of forms. 5.9 - works independently and collaboratively to meet individual and collaborative goals within specified timelines.		Suggested Assessment Items: - Matching and true and false activities, p.292 - Group role play on a hypothetical conflict, p.292	
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>Non-profit organisations</i> - Need for non-profit organisations	- explain, using a case study, the need for non-profit organisations	- Text analysis and comprehension activities - Internet activities on AUSTCARE www.austcare.org.au	pp.276-277 p.277	pp.110-111

<p>- Range of community organisations at a local, national and international level</p> <p>- Impact of these organisations on the quality of life</p> <p><i>Active community participation</i></p> <p>- Limits of individual action</p> <p>- Global citizenship</p> <p>- Benefits of membership of organisations</p>	<p>- identify and outline the range of community organisations</p> <p>- examine how these organisations benefit individuals and the community</p> <p>- examine and describe the limitations of individual action</p> <p>- identify global issues and actions</p> <p>- analyse the benefits of participation in a community organisation</p>	<p>- Text analysis and comprehension activities</p> <p>- Research using internet and media on a range of community organisations</p> <p>- Students develop a collage of community non-profit organisations at various levels</p> <p>- Internet activities on the International Red Cross www.icrc.org</p> <p>- Class discussion on the impact of non-profit organisations on local, national and international events</p> <p>- Internet activities on the Father Chris Riley site www.youthoffthestreets.com.au</p> <p>- Text analysis and comprehension activities</p> <p>- Students develop a mindmap</p> <p>- Students complete a survey and checklist on global citizenship</p> <p>- Group work brainstorm of global issues</p> <p>- Text analysis and comprehension activities</p> <p>- Internet activities using the Pro Bono website www.probonoaustralia.com.au/new/home.asp</p>	<p>pp.277-280 p.280</p> <p>p.280</p> <p>p.279</p> <p>p.280</p> <p>p.280</p> <p>pp.281-282 p.283</p> <p>p.282</p> <p>p.285</p> <p>pp.283-284 p.284</p>	<p>pp.111-113</p>
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<p>- How to be an effective participant</p> <p><i>Goal-setting in a range of contexts</i></p>	<p>- participate in a school or wider community organisation to achieve goals</p> <p>- demonstrate effective leadership skills where appropriate</p>	<p>- Text analysis and comprehension activities</p> <p>- Research into a head of non-profit organisation, identifying the qualities that make them a good leader</p> <p>- Group activity based on a school community activity</p>	<p>p.285 p.285</p> <p>p.285</p>	<p>pp.113-115</p>
<p>- Focussing on goals</p> <p>- Producing action plans</p> <p>- Strategies for achieving objectives</p>	<p>- define and articulate achievable goals</p> <p>- develop effective and worthwhile action plans for particular situations</p> <p>- identify meeting procedures</p> <p>- evaluate a range of strategies for achieving stated goals</p>	<p>- Class discussion based on text analysis</p> <p>- Text analysis</p> <p>- Students develop an action plan for a hypothetical situation</p> <p>- Class discussion of meeting agendas</p> <p>- Cartoon interpretation</p> <p>- Role play of a hypothetical meeting</p> <p>- Class discussion based on text analysis</p>	<p>p.286</p> <p>p.286</p> <p>p.287 pp.287-288 p.288 p.287-288</p>	<p>pp.115-116</p>
<p><i>Achieving community outcomes</i></p> <p>- How particular organisations can achieve their</p>	<p>- research and describe the goals and strategies of an organisation and evaluate its</p>	<p>- Internet activities based on various non-profit community-based organisations</p> <p>- Class discussion of NSW Rural Fire Service</p>	<p>pp.289-290</p> <p>p.289</p>	<p>pp.115-116</p>

objectives	effectiveness	- Internet activities on World Vision 40 Hour Famine www.worldvision.com.au - Research into a selected community organisation	p.290 p.290	
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Unit Title: OPTION 11 Running a business	Outcomes: A student: 5.3 – examines the role of law in society 5.5 – evaluates options for solving commercial and legal problems and issues 5.6 – monitors and modifies the implementation of plan designed to solve commercial and legal problems and issues 5.7 – researches and assesses commercial and legal information using a variety of sources 5.8 - explains commercial and legal information using a variety of forms. 5.9 - works independently and collaboratively to meet individual and collaborative goals within specified timelines.			Suggested Assessment Items: - Students complete a mindmap identifying business opportunities, p.308 - Interview of a local business with oral report, p.308
Students Learn About	Student Learn To	Suggested Teaching & Learning Strategies	Text Page Ref.	Homework Book Ref.
<i>Being an entrepreneur</i> - Reasons for being self-employed - Required skills and personal	- identify the advantages and disadvantages of being self employed - assess the required skills and characteristics needed for	- Text analysis and comprehension activities - Class discussion of the advantages and disadvantages of being self-employed - Class brainstorm of required skills	p.294 p.294 p.294	pp.118-119

characteristics needed	success as a business owner			pp.119-121
<i>Planning for success</i>				
- Selecting business opportunities	<ul style="list-style-type: none"> - identify the opportunities for small business operations - examine the range of opportunities for setting up a small business - select an appropriate structure for particular situations 	<ul style="list-style-type: none"> - Flowchart interpretation - Text analysis and comprehension activities - Internet activities on market research organisations www.acnielsen.com.au and www.roymorgan.com.au - Group brainstorm international business concepts - Students complete a SWOT analysis of a proposed business activity 	<p>p.295 pp.295-297</p> <p>p.296</p> <p>p.297</p> <p>p.297</p>	
- Selecting the appropriate structure	<ul style="list-style-type: none"> - describe the key features of each organisational structure - select an appropriate structure for particular situations 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Internet activities on sole traders and partnerships using Yellow Pages site www.yellowpages.com.au - Students write a discussion on the advantages and disadvantages of being a sole trader - Media analysis of business structures - Role play of forming a partnership for a hypothetical business 	<p>pp.297-299 po.298</p> <p>p.299</p> <p>p.299 p.299</p>	
- Arranging finance	<ul style="list-style-type: none"> - investigate and evaluate the range of finance options - prepare a loan application or a simple prospectus 	<ul style="list-style-type: none"> - Internet activities on financing small businesses using various banking sites - Class discussion based on text analysis - Students complete an on-line loan application from bank sites 	<p>p.299</p> <p>p.299 p.299</p>	

<ul style="list-style-type: none"> - Establishing a new or purchasing an existing business 	<ul style="list-style-type: none"> - describe the main steps in establishing a new or purchasing an existing business 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Internet activities using Federal Government Business Entry Point www.business.gov.au - Group brainstorm of franchises - Class discussion of case study of Velo Bicycles 	<p>p.299-301 p.300</p> <p>p.301 p.301</p>	pp.119-121
<p><i>Business operation</i></p> <ul style="list-style-type: none"> - Meeting regulations – local, State and federal 	<ul style="list-style-type: none"> - identify the regulations impacting on a business operation 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Internet activities on ASIC www.asic.gov.au - Internet activities in WorkCover and Fair Trading www.workcover.nsw.gov.au and www.fairtrading.nsw.gov.au - Research into local zoning regulations 	<p>pp.302-304 p.302 p.303</p> <p>p.304</p>	
<ul style="list-style-type: none"> - Selling products 	<ul style="list-style-type: none"> - select appropriate marketing strategies for promoting a business 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Group discussion on the promotion of a particular product - In a group students develop a marketing plan for a hypothetical product 	<p>pp.303-304 p.304</p> <p>p.304</p>	
<ul style="list-style-type: none"> - Maintaining records 	<ul style="list-style-type: none"> - construct and analyse key business documents 	<ul style="list-style-type: none"> - Class discussion based on text analysis - Internet research to find a balance sheet of a public company 	<p>pp.304-305 p.305</p>	
<ul style="list-style-type: none"> - Risk management 	<ul style="list-style-type: none"> - identify and develop strategies to minimise risk to avoid insolvency and bankruptcy 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Group brainstorm on minimising business risk 	<p>pp.306-307 p.307</p>	

<ul style="list-style-type: none"> - Aspects of key issues relating to running a business 	<ul style="list-style-type: none"> - identify, evaluate and report on key issues and processes related to running a business 	<ul style="list-style-type: none"> - Text analysis and comprehension activities - Internet activities using a range of websites 	<ul style="list-style-type: none"> pp.306-307 p.306 	
<ul style="list-style-type: none"> - Operating a business 	<ul style="list-style-type: none"> - set up and run a simulated or school-based business 	<ul style="list-style-type: none"> - Students establish a school based business following a series of steps 	<ul style="list-style-type: none"> p.307 	