

UNIT OUTLINE

Year: 11/12 Accreditation: T/A

Timetable Period: Semester 1 2021

Classroom Teacher: Leica Burt

Executive Teacher: Andraya Stapp-Gaunt/Jane Watson

Course Title	Business	Course Code:	4513 (T) 4514 (A)
Semester Unit	Changing Business Environment	Unit Value & code	1.00 45911(T) 45895(A)
Term Unit (a)	Unit 1a Changing Business Environment		0.5 45912(T) 45896(A)
Term Unit (b)	Unit 1b Changing Business Environment		0.5 45913(T) 45897(A)

Specific Unit Goals:

Understand the characteristics of local, national, and global business
 appreciate the continual changing nature of the business environment

Content Summary:

Teachers will select appropriate topics, depending on the interests and composition of the class.

Business structures, operations, and classifications
 Business life cycle
 Ethics and Business
 Impact of globalisation
 Key drivers of globalisation
 Impacts of globalisation on business
 Entrepreneurship

Assessment:

TASK	DUE DATE	WEIGHTING
Media portfolio and essay	Week 5	30%
Exam	Week 9	20%
Market day	Week 15	30%
In class-essay	Week 17	20%

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit; students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Students will be assessed on the degree to which they demonstrate:
 knowledge and understanding
 skills.

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. To meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Tasks (Non-Test Tasks)

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached. If an item is more than 7 days late, it receives the notional zero score (Refer to 4.3.11 Notional Zeros). Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.

Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions. The policy is to be stated on assessment tasks and drawn to the attention of students.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing, or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph, or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Further information on relevant BSSS policies can be found here:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf

, Humanities & Languages: Legal Studies: Unit 1 Crime and Justice Unit Schedule

Week	Dates	Content	General Info	Assessment	Weight	TERM	
1	1/2	Introduction					TERM 1
Week	Dates	Content	General Info	Assessment	Weight		
1	1/2	Introduction to Business – <ul style="list-style-type: none"> • KWL, broad definitions 					
2	8/2	<ul style="list-style-type: none"> • Research skills • Defining a business 					
3	15/2	<ul style="list-style-type: none"> • Business environments and life cycle • The role business has on the Australian economy. 					
4	22/2	<ul style="list-style-type: none"> • What is meant by globalisation? • Globalisation partners 	AAA emailed	Drafts			
5	1/3	<ul style="list-style-type: none"> • Business classifications • Key considerations in establishing a business 	Tuesday 2/3 Moderation Day/AST Trials	Case study	30%		
6	8/3	<ul style="list-style-type: none"> • Globalisation influences • Globalisation impacts • Expansionism 	Canberra Day 8/3				
7	15/3		SPR's emailed				
8	22/3						
9	29/3	Revision, exam		Exam	20%		
Holidays 5th April – 16th April							
11	19/4	<ul style="list-style-type: none"> • What is an entrepreneur? • Purpose and impact of entrepreneurs • Market day proposal • Market day costings 				TERM 2	
12	26/4						
13	3/5				Business proposal		
14	10/5			AAA emailed	Costings		
15	17/5	<ul style="list-style-type: none"> • Business skills for the future? • Preparation for market day 	SPR's emailed	Market day			
16	24/5				Reflection		30%
17	31/5	Revision In-class		In-class essay	20%		
18	7/6						
19	14/6						
20	21/6						

Achievement Standards for Business A Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding Skills	<ul style="list-style-type: none"> critically analyses the structures, institutions, processes, and practices of Legal Studies and evaluates the interrelationship between the Legal Studies and society critically analyses legal concepts and principles and evaluates their significance locally, nationally and globally critically analyses the nature and purpose of politics/law and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes synthesises and analyses a variety of viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to legal systems 	<ul style="list-style-type: none"> analyses the structures, institutions, processes, and practices of Legal Studies and explains the interrelationship between the Legal Studies and society analyses legal concepts and principles and explains their significance locally, nationally and globally analyses the nature and purpose of politics/law and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes compares and analyses viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to legal systems 	<ul style="list-style-type: none"> explains the structures, institutions, processes, and practices of Legal Studies and describes the interrelationship between the Legal Studies and society explains legal concepts and principles and describes their significance locally, nationally and globally explains the nature and purpose of politics/law and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and outlines values and attitudes compares and explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to legal systems 	<ul style="list-style-type: none"> describes the structures, institutions, processes, and practices of Legal Studies with some reference to the interrelationship between the Legal Studies and society describes legal concepts and principles with some reference to their significance locally, nationally and globally describes the nature and purpose of politics/law with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts describes viewpoints, ideas and decisions and makes some reference to how individuals and groups can influence the stability of, and changes to legal systems 	<ul style="list-style-type: none"> identifies the structures, institutions, processes, and practices of Legal Studies with some little or no reference to the interrelationship between the Legal Studies and society identifies legal concepts and principles with little or no reference to their significance locally, nationally and globally identifies the nature and purpose of politics/law with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts identifies viewpoints and ideas with little or no reference to how individuals and groups can influence the stability of, and changes to legal systems
Skills Achievement Standards for Business A Course - Year 11	<ul style="list-style-type: none"> evaluates information to draw evidence-based conclusions to solve problems constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses information to draw evidence-based conclusions to solve problems constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence-based conclusions to solve problems constructs arguments to justify conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement standards for Business T Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the structure and operation of Business models and evaluates the relationship between theory and practice critically analyses concepts, principles, data, trends and opportunities and evaluates the impact of change locally, nationally and globally critically analyses the nature and purpose of Business and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes synthesises a variety of viewpoints, ideas and decisions to present a reasoned understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> analyses the structure and operation of Business models and analyses the relationship between theory and practice analyses concepts, principles, data, trends and opportunities and explains the impact of change locally, nationally and globally analyses the nature and purpose of Business and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes compares and analyses viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> explains the structure and operation of Business models and explains the relationship between theory and practice explains concepts, principles, data, trends and opportunities and describes the impact of change locally, nationally and globally explains the nature and purpose of Business and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and identifies values and attitudes compares and explains viewpoints, ideas and decisions to present an understanding of the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> describes the structure and operation of Business models and describes the relationship between theory and practice describes concepts, principles, data, trends and opportunities with some reference to the impact of change locally, nationally and globally describes the nature and purpose of Business with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts describes viewpoints, ideas and decisions and makes some reference to the interdependence of individuals, business, and government 	<ul style="list-style-type: none"> identifies the structure and operation of Business models and identifies the relationship between theory and practice identifies concepts, principles, data, trends and opportunities with little or no reference to the impact of change locally, nationally and globally identifies the nature and purpose of Business with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts identifies viewpoints and ideas with little or no reference to the interdependence of individuals, business, and government
Skills	<ul style="list-style-type: none"> evaluates information to draw evidence based conclusions to solve problems constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate terminology and accurate referencing 	<ul style="list-style-type: none"> analyses information to draw evidence based conclusions to solve problems constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems constructs arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, terminology and accurate referencing 	<ul style="list-style-type: none"> describes information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations with some lapses in logic uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing