# **CM Level 1 Course Outline 3**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

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| **Significant Learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| Significant learning   * whanaungatanga incorporates koha, tauhokohoko, relationships and value * understand how sectors within society are interdependent * recognise that Māori, indigenous Pacific knowledges, and other perspectives lead to a range of concepts that influence decision making * use concepts or models to communicate financial and non-financial information * understand how prices affect or are affected by financial and non-financial decision making * explore how collaboration, such as talanoa and wānanga, may lead to innovation or resolution * understand that due to scarcity, decisions need to be made * explore rights or responsibilities of consumers or organisations * investigate how pūtake informs financial and non-financial decision making * understand the impact of tax and debt * understand that profit (or surplus) is necessary for organisations to be financially viable * understand avenues available for financial and non-financial advice and support * use a financial management tool to assist decision making for financial viability * understand that decisions made by organisations impact themselves and society * explore how rangatiratanga empowers organisations or communities * explore how external factors impact organisations. | **Unit - Introduction**  From <https://www.investopedia.com/terms/c/commerce.asp>   * “Generally, commerce refers to the exchange of goods, services, or something of value, between businesses or entities. * Commerce has existed from the early days of human civilization when humans bartered goods to the more complex development of trade routes and corporations.” * A focus on what ākonga already know and do in a commercial world. * Key questions/ideas to work with ākonga individually, in groups or as a whole class. * ‘Me and the organisations I interact with’. * What organisations do you associate with? – the school where you are being educated, the shop where you bought an ice-cream, the library where you borrowed a book, your whānau, the club you play sport for, the dance or kapa haka group you belong to, etc. * Make up an organisation’s board/poster/video/other digital presentation for your class. Can be done in a group or individually. * Consider your relationship with each organisation - why do you or your classmates interact with these different organisations - who benefits? How do they benefit? * What exchange takes place? * The class could investigate historical methods of trading between individuals/groups/organisations. * How have these methods of trading changed over time/why?   This introduction would be expanded on throughout the year the learning is the start of understanding interdependence, in preparation for **AS1.3 – Demonstrate understanding of financial interdependence**  **Unit - Financial decision making by an organisation**   * This unit could be completed using any organisation selected by the teacher, or the student(s), or through a business that students are setting up themselves. * A number of different organisations or case studies of organisations could be explored in the teaching and learning leading up to the assessment. * Why does the organisation need to make financial decisions? Could cover the idea of scarcity/availability of funding. * What is the pūtake of the organisation/what are its core values/constitution/DNA/vision? * How does pūtake influence the decisions the organisation will make regarding how to spend/borrow/finance spending priorities/raise funds to offer a community service/run a sports club/send a team to a competition out of town? * Use a financial tool(s) to consider options for spending/borrowing/financing, for example cash budget, cash flow statement/forecast, cost comparisons, income statement. * Preparing and/or understanding a cash budget to meet an organisation’s goals/fund an asset purchase/keep operating/fund a team to attend a regional, national, or international competition, and the implications for the organisation. * A focus on understanding debt is a useful life skill that can be incorporated into the teaching and learning and form part of the assessment task. * An accounting focus option for this mahi: Students could be investigating how a sports/recreation club/group for example earns income from member subscriptions as well as donations/grants/fund raising activities and/or trading activities, and how that income is then spent for the benefit of the group members/purchasing assets for the club/the need to borrow to fund larger asset purchases/financial decisions the club makes to ensure it can keep offering teams/members the opportunity to play sport/undertake the relevant recreation activity/take part in regional, national, or international competitions. Ākonga will use cash flow, budgets, income statements, balance sheets and other information linked to the club’s/organisation’s pūtake to prepare a digital presentation to members which could meet the requirements for AS1.1. To meet all the requirements, the mahi would include looking at a specific financial decision, linked to pūtake, explaining the consequences for the club/group, its members, and the wider community in which it exists.   Part of this learning can be an ongoing development of the concept of interdependence, this allows preparation for **AS1.3 – Demonstrate understanding of financial interdependence** – look at relationship between the club/group and its members/between the club group and any funding agency/bank, etc.  The main assessment this unit contributes to is – **AS 1.1 (Int) Demonstrate understanding of an organisation's financial decision**  **Unit - Planning, prices, profit**   * This unit of work is teaching and learning towards two achievement standards. * Investigate and/or prepare a business or organisation plan for the sale of an existing or new or innovative good or service, or plan for community event which tickets are sold for, or some similar business model. * Explore how rangatiratanga, having self-determination and autonomy, along with leadership, might contribute to the success of the organisation/business/group.   Include in the plan:   * the organisation’s mission/objectives - may include SMART goals * marketing information for the sale of the good or service or event - the marketing mix model could be explored here in relation to the good or service or event; a SWOT analysis could be prepared * a pricing plan - could be a cost-plus mark-up/similar to competitor/fair price for the customer/differentiated price/price that enables break-even or a fair profit/price that ensures the business earns enough to continue/price based on marketing mix model - this needs to be detailed enough within the teaching and learning for students to be assessed against the external achievement standard. * the people involved, including those within the organisation and external stakeholders * finance - sales forecasts, budget of revenue/costs/profit and/or income statement - could be explored for different prices and different sales volumes as a comparative budget/income statement, level of sales/prices to break-even, what you need to do to achieve a profit beyond break-event * operations - suppliers (**consider interdependence here to contribute to AS 1.3**), health and safety, quality control, employees - basic employee and health and safety laws can be explored here. * If the plan is prepared for a business the students have made, they should carry out the business and review their pricing and profit and what they would do going forward to remain financially viable - this could be done using any relevant financial tool - an income statement or other analysis such as SWOT. * If the plan is for a case study or organisation such as the club/group in Unit One the students have engaged with another way, they can explore how the organisation will be able to remain financially viable, where will future finance come from, how will debt be repaid, how will profit /break-even/ surplus be achieved/how will cash management impact on financial viability. * For either scenario explore how changes in price might impact on profit/explore different pricing strategies that could be used by the organisation that would fit with its pūtake. * For either scenario explore some external factors that might impact financial viability and how the organisation will respond to these based on the organisation’s pūtake.   **Assessment of CM1.2 Demonstrate understanding of an organisation's financial viability**  **Preparation for assessment of CM1.4 Use a commerce model to demonstrate understanding of price**  Note: An economics market model determining price and illustrating and explaining changes in price could be explored as part of the preparation for the external assessment | 2 Weeks  12 Weeks  10 Weeks |
|  | **Unit - Interdependence**   * Exploring whanaungatanga in interdependent financial relationships * Throughout the year students could have been identifying interdependent financial relationships (as suggested in each unit) * Explore the meaning of whanaungatanga - the *Māori Dictionary* has a good explanation as a starting point * <https://maoridictionary.co.nz/search?idiom=&phrase=&proverb=&loan=&histLoanWords=&keywords=whanaungatanga> * In relation to commerce/financial relationships the key points would include:  *- “a relationship through shared experiences and working together which provides people with a sense of belonging.” - “… a reciprocal relationship”* * The use of a model to illustrate interdependent financial relationships can be introduced * Explore a number of events that impact on interdependent financial relationships, particularly noting flow on effects to others and consequences of those flow on effects for others.   **Preparation for assessment of CM1.3 Demonstrate understanding of financial interdependence** | 8 Weeks |