# **CM Level 1 Course Outline 1**

# 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.

## Big Ideas

The Commerce Big Ideas that provide a foundation for this course are:

|  |  |  |  |
| --- | --- | --- | --- |
| Culture and values shape consumer perspectives and organisations’ pūtake | Informed financial and non-financial decision-making and action can result in the sustainable use of scarce resources, and positive outcomes for stakeholders | Whānau, communities, and organisations are financially interdependent | Society benefits through kaitiakitanga, enterprise, innovation, and whanaungatanga |

|  |  |  |
| --- | --- | --- |
| **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 |
| * whanaungatanga for Commerce incorporates koha, tauhokohoko, relationships and value * understand how sectors and groups 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. | **Introduction to Commerce**   * Overview of the significant ideas. * Understand what an organisation means. This includes whānau, hapu, iwi, community organisation, and businesses. * Explore important ideas in business:   + profit   + price   + stakeholders   + decision-making   + communication   + financial vs non-financial   + innovation   + interdependence between members of society   + sustainability of resources. * Understand the terms pūtake, kaitiakitanga, whanaungatanga, rangatiratanga, koha, and tauhokohoko. * Explore examples of different organisations and ownership structures, types of organisations (small business, sole traders, not for profit organisations, local community organisation, limited companies, partnerships, and public vs private). * Explore the wider economy of the country and how various types of organisations fit within this big picture. * Students are encouraged to research an organisation of their choice. * Students are to identify the organisation’s:   + pūtake   + goods or services sold   + the type of potential income and costs   + marketing and promotion   + pricing strategies   + interdependence between that organisation and other organisations in the economy   + how the organisation might remain viable in the future. | 2 weeks |
| * 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 * investigate how pūtake informs financial and non-financial decision-making * understand that decisions made by organisations impact themselves and society * explore how rangatiratanga empowers organisations or communities * explore how external factors impact organisations. | **Organisational Decision-Making**   * Explore importance of pūtake when making financial and non-financial decisions within an organisation. * Understand that organisations need to make both financial and non-financial decisions to remain financially viable and that this may lead to conflict. * Recognise that Māori, indigenous Pacific knowledges, and other values and perspectives lead to a range of concepts that influence decision-making. * Recognise the role of tangata whenua in the decision-making process for certain organisations. * View indigenous methods that support decision-making; whanaungatanga, wānanga, runanga, talanoa. * Understand that sources of finance are integral to organisation decision-making. * Use a financial management tool to assist decision-making for financial sustainability:   + examples of different tools including SWOT, budgets, cost benefit analysis, SMART objective. * Explore relevant content:   + students to discuss the types of financial and non-financial decisions an organisation makes in the short, medium, and long term   + contexts can range from whānau level decisions to larger organisations. * Understand the importance of effectively communicating decisions to stakeholders   + relevant content - students explore different models to communicate decisions. * Understand that decisions may have flow on effects. * Understand why financial decisions are made (ie to manage scarce resources). * Understand the cultural significance of managing resources, such as valuing the importance of kaitiakitanga. * Understand the cultural significance of managing intergenerational assets for Māori. * Understand that strategic decisions impact an organisation into the future, and often involve capital expenditure * Understand that decision-making is linked to the commercial and non-commercial goals of an organisation.   A possible focus activity could see the students creating their own business. They would create their business plan, mission and objectives, marketing, organisational jobs, finance, and operations. They would carry out market research to enquire into decisions about their product/service. The students can then use this process to look at the organisation decisions they have encountered and use this to demonstrate their understanding of organisations’ decision-making.  There is opportunity to add a pathways lens to this business project. Students could be encouraged to identify a need in an industry they are interested in heading towards. If a student is interested in agriculture or becoming an electrician, what business could they start that could help develop their knowledge and understanding of that area?  *This topic may contribute to assessment of:*   * 1. Demonstrate understanding of the process that leads to an organisation’s financial decision (Internal, 5 credits)   *and build knowledge for:*  1.3 Demonstrate understanding of interdependent financial relationships (External, 5 credits) | 7 weeks |
| * whanaungatanga incorporates koha, tauhokohoko, relationships and value * understand how sectors and groups within society are interdependent * explore how rangatiratanga empowers organisations or communities * investigate how pūtake informs financial and non-financial decision-making * recognise that Māori, indigenous Pacific knowledges, and other perspectives lead to a range of concepts that influence decision-making * understand that decisions made by organisations impact themselves and society * explore how external factors impact organisations. | **Understanding of scarce resources and interdependence**   * Explore the concept of interdependence and how different groups rely on each other within the economy.  Groups may include:   + whanau   + producers/suppliers   + retailers   + financial institutions   + primary, secondary, tertiary sectors. * Understand the difference between real flows (labour and resources) and money flows (wages, profit). For example - a whanau relies on income from their employment to buy goods and services from other organisations, that organisation uses the income to pay wages to their employees, the employees can choose to save their income in a financial institution. Students complete a circular flow model showing how the different groups are interdependent within the economy. * Understand the relationship between pūtake and interdependence. * Communicate financial and non-financial decision-making that aligns with an organisation’s pūtake. * Impact of external factors on interdependence.   + relevant context - students investigate different external factors and how they impact other members in society.   Preparation for external assessment:   * exam preparation including collaboration of potential resource topics * practice possible exam questions in groups in class * discussing relevant examples of interdependence in society.   *This topic will build knowledge for:*  1.3 Demonstrate understanding of interdependent financial relationships (External, 5 credits) | 6 weeks |
| * understand that profit is necessary for organisations to be sustainable * use a financial management tool to assist decision-making for financial sustainability * understand the impact of tax and debt * explore how external factors impact organisations * explore how rangatiratanga empowers organisations or communities * explore rights or responsibilities of consumers or organisations * understand avenues available for financial and non-financial advice and support * explore how collaboration, such as talanoa and wānanga, may lead to innovation or resolution * understand how prices affect or are affected by financial and non-financial decision-making. | **Profit and Financial Viability**   * Understand the term profit, how to calculate it, and how to improve profit to meet the organisation’s pūtake. * Understand the importance of budgeting and reducing costs in an organisation in order to remain financially viable. * Students are to prepare a budget for a small local organisation. * Understand cash flow and apply a cash budget to support cash related decisions. * Calculate profit using an income statement. * Discuss the different payment methods organisations use - tauhokohoko, cryptocurrency, koha, barter systems, and different forms of hire purchase or delayed payment services.. * Learn to manage tax payments and other financial requirements. * Understand that managers and owners must be aware of external factors that may impact the organisation’s financial viability.  For example, PESTEL - political, economic, social, technological, environmental, and legal factors.   + Investigate types that could impact an organisation. * Understand the need for organisations to develop innovative goods and services. * Students research examples of innovative products and services. * Understand the different rights and responsibilities of consumers and organisations. * Explore avenues for financial and non-financial support available to organisations to improve their financial viability. * Address the importance of effective rangatiratanga to empower an organisation to achieve organisational financial viability both in the short and long term   + Use examples of successful organisational leaders in New Zealand/Pacific.   Preparation for internal assessment:   * Students are to choose one of the following activities:   + Use a local community organisation to demonstrate understanding of how it determines and reviews the price for a good or service.   + Use an e-commerce business to demonstrate understanding of how it determines and reviews the price for a good or service.   + Use a business they carry out to demonstrate understanding of how it determines and reviews the price for a good or service.   *This topic may contribute to assessment of:*  1.2Demonstrate understanding of price using a model or concept- with teacher guidance, students decide which mode of assessment they will choose for the internal assessment.  *and build knowledge for:*  1.4 - Demonstrate understanding of an organisation's financial viability– note that this is sat early in Term 3 so near the middle of this topic. | 10 weeks |
| * 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 rights or responsibilities of consumers or organisations * understand that profit is necessary for organisations to be sustainable * investigate how pūtake informs financial and non-financial decision-making * recognise that Māori, indigenous Pacific knowledges, and other perspectives lead to a range of concepts that influence decision-making * understand avenues available for financial and non-financial advice and support * use a financial management tool to assist decision-making for financial sustainability * understand that decisions made by organisations impact themselves and society * explore how rangatiratanga empowers organisations or communities * explore how external factors impact organisations. | **Understanding Price**   * Understand the relationship between pūtake, price, and profit for an organisation to remain financially viable. * Recognise that Māori, indigenous Pacific knowledges, and other perspectives lead to a range of concepts that influence price. * Explore the importance of an organisation assessing external factors to remain competitive. * Explore different models to determine price in an organisation. Examples of models are:   + break-even analysis   + SWOT analysis   + market research   + competitor analysis   + price mechanism. * Understand how a change in pricing strategies can influence pūtake   + relevant context - students investigate examples of products and their different pricing strategies.   Possible focus activity: applying the marketing mix to students' business they have created.  *This topic will build knowledge for:*  1.2Demonstrate understanding of price using a model or concept | 7 weeks |