**Commerce Level 1 Course Outline**

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:

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| 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 |

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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 |
| Introduction | **What is an organisation and how are they structured?**    *‘Organisations’ includes whānau, hapū, iwi, community organisations, and businesses.*  *Whanaungatanga for Commerce incorporates koha, tauhokohoko, relationships, and value.*    Pick two organisation case studies and work through the following with ākonga. Its best to select two quite different organisations so they see the range eg supermarket, small business, community group.     * The pūtake of the organisation. * The values of the organisation – link to QBL. * The leadership. * The organisational structure. * Tikanga.     Get ākonga to do a concept map, showing connections between concepts. Concepts ākonga can use are pūtake, organisation, values, leadership, structure, tikanga, whanaungatanga.    It is beneficial to reach out to the school community and whānau to see if there are people within the community able to come and speak about their organisational context to ākonga. As they share with the class, ākonga can apply the concepts from their concept map. This can be a great opportunity for ākonga to see how they can get ‘into business’. Ask the speaker to discuss both the topic of organisation structure and pathways in their industry.    Collaboratively design a set of questions that ākonga can use to interview whānau about organisations they are part of.  Ākonga take this new information and present to the class. The aim is for ākonga to see multiple forms of organisations that they can attach key commerce concepts to. | 2 weeks. |
| * explore how rangatiratanga empowers organisations or communities * 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 decisions made by organisations impact themselves and society * recognise that Māori, indigenous Pacific knowledges, and other perspectives inform a range of concepts that influence decision-making. | **Setting up and preparing to run an Organisation**   (AS 1.2 can be started 3 weeks into this learning.)  (Ākonga should be able to complete AS 1.1 early in Term 2.)  In this learning, ākonga will set up and possibly operate an organisation – if school calendar permits - to take a product to market. Ākonga can work in groups to complete elements of the marketing mix, however, they must understand each aspect so they can be successful in AS 1.1 and AS 1.2.     * Step one: Establish your organisation.  Ākonga discuss and make decisions on the pūtake, values, and kaupapa of their organisation.      * Step two: Marketing mix   Ākonga collaboratively work through each element of the marketing mix to get their product ready for market. Teachers take the opportunity to carry out deliberate acts of teaching in key areas such as ‘price’, as well as skills such as explanation, writing, and justifying ideas. Key concepts and ideas to reinforce throughout this unit:   * pūtake * models * decision-making * consequences & impacts * stakeholders.      |  |  | | --- | --- | | **Product or service** | ***What can your product do for the customer?***  Consider the design, quality, features, packaging, and options of your product or service. | | **Price – pricing model** | ***What price will you charge?***Use the different models to determine possible product prices.   * Penetration pricing. * Premium pricing. * Competitive pricing. | | **Promotion** | ***What is your marketing strategy? What channels will you use as part of this?*** | | **Place** | ***Where will people be looking for your product?***  Consider the needs of your pūtake, values, and customer when deciding on the sales method. | | **People** | ***How will you ensure that people who come into contact with your customer have the right impact on them?***   * Develop your marketers’ skills so they can carry out your marketing mix strategy. * Think about company culture and [brand personality](https://mailchimp.com/resources/set-your-brand-apart/). * Hire professionals to design and develop your products or services. * Focus on [customer relationship management, or CRM](https://mailchimp.com/features/crm/), which creates genuine connections and inspires [loyalty](https://mailchimp.com/resources/build-brand-loyalty/) on a   personal level. | | **Process/tikanga** | ***How will you ensure that your organisation operates smoothly? What will you do to ensure your people understand processes and know what to do?***  Design guidelines and/or policies that people within your organisation can follow so that the organisation operates smoothly. | | **Packaging** | **How will you package your product?**  Packaging can reinforce the value of your product and communicate the values of your organisation. There are different ways to package your product.    Investigate 2-3 alternative forms of packaging.   * For each packaging option complete a SWOT analysis. * Construct a price comparison chart. |     ***This topic may contribute to assessment of:***  ***AS1.2 (92029) Demonstrate understanding of price using a model or concept (Internal – 5 credits)***  ***AS1.1 (92028) Demonstrate understanding of the process that leads to an organisation’s financial decision (Internal – 5 credits)*** | 12 weeks |
| * understand what is necessary for organisations to be financially viable * use a financial management tool to assist decision-making for financial viability * explore how external factors impact organisations. * understand that due to scarcity, decisions need to be made * investigate how pūtake informs financial and non-financial decision-making * understand that decisions made by organisations impact themselves and society * recognise that Māori, indigenous Pacific knowledges, and other perspectives inform a range of concepts that influence decision-making. | **Financial viability**  (Ākonga begin this learning mid-way through term two. The Common Assessment Activity AS 1.4 occurs at the start of Term Three.)  Provide ākonga with resources that illustrate how an organisation has had to respond to an external event.  Examples could be:   * Horticulture and Agriculture businesses responding to a virus. * Weather damage to a building and loss of stock. * Potential employees not being able to enter Aotearoa New Zealand due to migration barriers.     Support ākonga to read financial reports that the organisations have available. You might like to point ākonga in the direction of businesses such as Ngai Tahu holdings, Fonterra, or Zespri.  This is a great opportunity for ākonga to reflect on their own organisation from the previous topic.    Ākonga need to find out (ākonga can work individually or in small groups):   * the organisation’s pūtake * a little bit of background on the business – who are they, what do they do, where do they do it * what was the external factor and how did it impact on the business? * what information did they use to understand the impact and make decisions? * what decisions did they make? * what were the flow on effects of this decision?     Have ākonga share and discuss what they have found out in a talanoa/wānanga, before making a presentation in which they draw conclusions about financial viability and the effects of the factor on the organisation by using pūtake, values, and tikanga.  ***This topic will build knowledge for assessment of:***  ***AS1.4 (92031) Demonstrate understanding of an organisation’s financial viability (External – 5 credits)*** | 9 weeks |
| * understand how sectors and groups within society are interdependent * understand the impact of tax and debt * recognise that Māori, indigenous Pacific knowledges, and other perspectives inform a range of concepts that influence decision-making. | **Financial interdependence**    Have ākonga create a word map for interdependence and make connections back to organisations that they have looked at so far.    Ākonga collect stories outlining situations from newspapers that demonstrate:   1. an interdependent financial relationship between two or more groups 2. a change that has happened to that relationship because of an event.     Give two examples to demonstrate what you want ākonga to do. This activity is to get them to explore and engage with the current economic and social climate.    Possible examples include:   * The government launching a shared ownership scheme to help lower income families into homes – demonstrates interdependence between   government and families (people)   * Increased funding for environmental projects that create work – demonstrate interdependence between government, business, and people.     ***This topic will build knowledge for assessment of:***  ***AS1.3 (92030) Demonstrate understanding of interdependent financial relationships (External – 5 credits)*** | 9 weeks |