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Any books recommended by any authors of articles and internet sites in the Journal are not the recommendation of the Economics & Business Educators NSW.
Welcome to the first edition of “The EBE Journal” for 2012. I hope the content proves useful for you and your students. The journal has been delivered in an electronic format for the first time and we would welcome any feedback you have about this development as we go through this transitional stage.
Email admin@ebe.nsw.edu.au.

New Board of Studies NSW HSC Business Studies Syllabus

EBE NSW is mindful that members across the state and in our Australian International Schools overseas are implementing the new Board of Studies NSW HSC Business Studies Syllabus which began being taught in term 4, 2011 and will be examined for the first time this year. The Board of Studies NSW has the following resources available on its website:

- A support document for the new HSC Business Studies Syllabus.
- A guide to the revised Stage 6 Business Studies Syllabus
- The 2012 Business Studies HSC Specimen Examination Package.

The Business Studies session in the EBE NSW professional development event, “Teaching Year 12 HSC Business Studies, Economics and Legal Studies Courses for the first time in Term 4, 2012/2013?” on the 23 July 2012 will focus on the new HSC Business Studies syllabus. In addition a trial HSC Business Studies examination will be produced by EBE NSW this year as usual. EBE NSW directors are available for advice and assistance (email helpdesk@ebe.nsw.edu.au) in relation to the new Business Studies Syllabus.

“Teaching Year 11 Preliminary Business Studies, Economics and Legal Studies Courses for the first time in 2012?” Professional Development Event

During term 1 we held a very successful professional development event, “Teaching Year 11 Preliminary Business Studies, Economics and Legal Studies Courses for the first time in 2012?” with around 50 teachers and student teachers attending to gain support and advice as well as network with colleagues about effective teaching and learning strategies with regards to our foundational courses. Many thanks go to EBE NSW Directors Andrew Athavle, Liz Criddle, Kate Dally and Stuart Jones for presenting sessions at this event. During term 3 we will hold the HSC equivalent of this event as teachers prepare to begin teaching HSC courses in term 4. Further details will be communicated to members in term 2. EBE NSW is a NSW Institute of Teachers endorsed provider of Institute Registered professional development for the maintenance of accreditation at Professional Competence. I encourage members to book early for this event as it has tended to be a very popular event in the past.

2012 Business Educators Australasia National Conference

Our regular state annual conference will be replaced by the Business Educators Australasia National Conference this year which will be hosted by EBE NSW in Sydney on 4 and 5 October 2012. The conference will provide a forum for the
teaching and learning of Business and Economics education and associated studies for colleagues across Australia and beyond. A particular emphasis will be on the development of the Business and Economics Australian curriculum (more information about the conference is in this edition of the journal). As a conference sponsor, the Commonwealth Bank Foundation is offering free registration to two teachers who have been teaching for less than five years to attend the conference (more information in this edition of the journal). This will be the one professional development event this year not to be missed.

**Australian Curriculum – Economics and Business**

This year will see significant developments with regards to the Economics and Business Australian curriculum. An initial advice paper is due for release in a few months and this will then be followed by a shape paper which will be released for national consultation.

It is envisaged that the curriculum will be published in 2013. It is imperative that members stay connected to developments in this area and that your views are made known and communicated in order for our students to access a world-leading and high quality Economics and Business curriculum. In addition to the national conference which will inform members about developments in this area, EBE NSW will be conducting a state forum, “What do you think about the draft Economics and Business Studies national curriculum? Time for your feedback!” later this year which will give members an opportunity to hear from other members about what they think and also offer their own views in a forum style environment. Please check the EBE NSW website for further details about this event.

**Australian Curriculum – Civics and Citizenship**

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has now commenced the curriculum development process for Civics and Citizenship with the preparation of a draft initial advice paper. Civics and Citizenship is given attention in the Melbourne Declaration on Educational Goals for Young Australians (2008) which states that all young Australians should become active and informed citizens. The question we now need to answer is what exactly do we mean by “active” and “informed”? I represented EBE NSW at the ACARA Civics and Citizenship National Forum on 19 March 2012. This feedback is now being analysed and a draft Shape of the Australian Curriculum: Civics and Citizenship will be released for national consultation in mid-2012. Our subjects have heavy connections to Civics and Citizenship and this aspect of the Australian Curriculum will have major implications for us. Again it is important that members stay abreast of developments in this area and help shape the Civics and Citizenship curriculum. At the forum there was a deep desire to ensure that a quality and meaningful curriculum is produced for young Australians and a recognition that politically aware and engaged students now and later in life can contribute to a strong and effective democracy in Australia.

**Financial Literacy**

EBE NSW is committed to supporting teachers in implementing the National Consumer and Financial Literacy Framework (see the EBE NSW website for a copy of this document). Last year EBE Vice President, Liz Criddle and myself participated in a Sydney Morning Herald article titled “Financial guidance on the money” which we have
included in this edition of the journal. There is a substantial amount of research which suggests that schools can play a vital role in improving the financial literacy of future generations and preventing a lot of the pain and distress that can be experienced in life as a result of financial difficulties. The Australian Curriculum will require financial literacy to be integrated across the curriculum and as teachers of our subjects we are in a good position to take a leadership role in this area. There will be professional development opportunities based on financial literacy available at the 2012 Business Educators Australasia National Conference referred to above.

**White Paper on Australia in the Asian Century**

There is wide consensus that this century will be known as the “Asian Century”. In 2011 the Prime Minister commissioned a White Paper on Australia in the Asian Century.

The purpose of the White Paper is to identify what action Australia should take to meet the opportunities and challenges arising from the Asian Century. EBE NSW made a submission based on the 2011 Issues Paper, Australia in the Asian Century, which we have included in this edition of the journal. The rest of the submissions can be accessed at asiancentury.dpmc.gov.au. In terms of education, there can be no doubt now that all teachers will need to give more attention to Asia in their classrooms in the future with “Asia and Australia’s engagement with Asia” identified as a cross-curriculum priority in the Australian Curriculum. Our subjects have a lot to offer this priority. If you missed the National Statement on Asia Literacy in Australian Schools 2011–2012, you will be able to find a copy of this document on the EBE NSW website.

**Field trip for teachers**

The Asia Education Foundation is offering an overseas in-country study program for business educators. Titled “Riding the Iron Rooster for Economic Reform”, it will be held from the 1 July – 12 July 2012 (end of term 2 school holidays) and will enable participants to experience the economic powerhouse that is modern China (the “world’s factory”). See the EBE NSW website for further details.

**2012 CPA Australia Plan Your Own Business Enterprise Competition**

The 2012 CPA Australia PYOE Competition is currently underway. There is no better way to teach students about business planning than through this competition. In this edition of the journal you will find the winning entries from last year’s competition. We look forward to many entries from students around NSW. Please note the deadline for entries is 22 August 2012 (Term 3, Week 6). Further details are available in this edition of the journal.

**2011 Professional Teachers’ Council NSW Annual Presentation Evening**

On the 28 November 2011 PTC NSW held its Annual Presentation Evening. Congratulations to EBE NSW Immediate Past President and current Director, Lyn Kirkby who was awarded an Outstanding Professional Service Award (more information on this award can be found in this edition of the journal). EBE NSW as an organization was presented with a Certificate of Appreciation “in recognition of the association’s voluntary contribution during 2011 to quality education, the students of NSW and the teaching profession”. Thank you to all directors, members and office staff for your efforts during 2011.
New EBE NSW Board Member

EBE NSW welcomes Professor John Lodewijks as a new board member. John’s nomination was unanimously endorsed by directors at the last EBE NSW Board Meeting. John holds the position of Head of School (Economics and Finance) at the University of Western Sydney. We look forward to working with John during 2012 and beyond.

Thank you to our journal co-editors Kate Dally and Jennifer Gibson who have prepared this edition of the journal for members. I also thank all the contributors to this edition of the journal. All members are invited to submit an article for publication (please email the co-editors at admin@ebe.nsw.edu.au). Further information about submitting an article can be found in this edition of the journal. Contributing to the journal is one way to demonstrate professional competence, accomplishment or leadership for the purposes of accreditation with the NSW Institute of Teachers. It is also an effective way to engage in professional dialogue and sharing with other teachers.

All good wishes for a successful and productive term 2.

Joe Alvaro
In these changing times be sure you are informed and prepared...

Connect with colleagues from Australia and New Zealand to discuss the teaching and learning of business and economics education and associated studies. With a particular emphasis on the Australian curriculum Informed and prepared for 21st century learning provides a forum for sharing and action on implications of forthcoming curriculum change.

KEYNOTE SPEAKERS

Dr Ken Henry AC

Asia and Australia’s engagement with Asia is a cross-curriculum priority of the Australian Curriculum. In his keynote address, Dr Ken Henry will focus on teaching economics in the Asian century.

Dr Henry was appointed as a Special Adviser to the Prime Minister in 2011 and is responsible for developing a White Paper on Australia in the Asian Century. Dr Henry was Secretary to the Treasury from 2001 to 2011. In his role as Treasury Secretary, Dr Henry also served as a member of the Board of the Reserve Bank of Australia, the Board of Taxation, the Council of Financial Regulators and was Alternate Governor (for Australia) of the International Monetary Fund. Dr Henry chaired the Australia’s Future Tax System Review in 2009.

Tristan Landers

What will business look like in the future and what changes are businesses undertaking? What are the implications for business educators in preparing students for the future workforce or as future entrepreneurs? This presentation explores the rapid reshaping of the way business is done and identifies associated competencies, personal and life skills young people will require.

Tristan Landers is the Executive General Manager of Corporate Sustainability for the Commonwealth Bank of Australia. Tristan is responsible for the Bank’s strategy and programs focusing on corporate sustainability, community investment, environment and Indigenous banking. This includes building sustainable partnerships between the Bank and the communities in which it operates, the management of the Commonwealth Bank Foundation and the Bank’s Indigenous Banking Team. Tristan’s focus is on the fundamental links between the sustainability of organisations and their investments in people and leadership, community and education.

Ross Gittins AM

Just as the media has lost interest in talking about globalisation it’s starting to have big effects on Australia, but do we really have a sound understanding of the forces at work? World commodity prices, the ever-increasing integration of financial markets and the euro currency zone, the rise of emerging economies… Ross will identify the forces impacting the Australian economy and in so doing will reflect on the growing need for citizens to be economically literate.

Ross has been Economics Editor of The Sydney Morning Herald since 1978. He is also an economic columnist for The Age, Melbourne. Ross is a winner of the Citibank Pan Asia award for excellence in finance journalism. In 2008 Ross was made a member of the Order of Australia for service to journalism as a commentator on economics. Ross is author of Gittins’ Guide to Economics, Gattanomics, The Happy Economist (all Allen & Unwin) and co-author with Professor Rodney Tiffen of How Australia COMPARES (Cambridge University Press).
Business Educators Australasia Biennial Conference 2012

DRAFT PROGRAM (as of 12 April 2012)
Thursday 4 October 2012

9.00am  KEYNOTE: Presentation hosted by CPA Australia

10.15AM  MORNING TEA AND TRADE DISPLAY

10.45am  Concurrent workshops and presentations

11.45am  KEYNOTE: Economics and Business in the Australian Curriculum, ACARA (to be confirmed)

12.45AM  LUNCH AND TRADE DISPLAY

1.30pm  Concurrent workshops and presentations

2.30pm  KEYNOTE: Globalisation – the importance of an economically literate Australia
        Ross Gittins AM, Economics Editor Sydney Morning Herald and economic commentator, The Age

3.30PM  WELCOME RECEPTION
        sponsored by the Commonwealth Bank Foundation

5.00PM  CPA AUSTRALIA PLAN YOUR OWN ENTERPRISE AWARD NATIONAL PRESENTATION

7.00pm  Close

Friday 5 October 2012

9.00am  KEYNOTE: Informed and prepared for 21st century business
        Tristan Landers, Executive General Manager, Corporate Sustainability, Commonwealth Bank Foundation

10.15AM  MORNING TEA AND TRADE DISPLAY

10.45am  Concurrent workshops and presentations

11.45am  Concurrent workshops and presentations

12.45AM  LUNCH AND TRADE DISPLAY

1.30pm  Concurrent workshops and presentations

2.30pm  KEYNOTE: Teaching economics in the Asian century
        Dr Ken Henry AC, Special Advisor to the Prime Minister

3.30pm  Prize winners and close

CONCURRENT WORKSHOPS AND PRESENTATIONS

Including... online learning... employment relations and HR... one-to-one laptops and student achievement... general capabilities in the Australian curriculum... formative assessment to improve student learning... entrepreneurship... resources for legal educators... social enterprise... consumer and financial literacy... human rights...

For full details on concurrent workshops and presentations visit the BEA conference website.

www.bea.asn.au/beaconf2012

REGISTRATION

Fees are inclusive of GST and include morning tea and afternoon teas, lunches and the welcome reception.

*BEA Affiliate Member
Early Bird $299  Standard $349

Non Member
Early Bird $389  Standard $439

Concession/Student/Teacher in Training
Early Bird $219  Standard $269

Early Bird Rate before 15 August 2012
Standard Rate after 15 August 2012

*BEA affiliate members are economics and business subject associations across Australia and New Zealand as recognised by Business Educators Australasia. For affiliate listings visit www.bea.asn.au

COMMONWEALTH BANK FOUNDATION
professional development grants

As conference sponsor, the Commonwealth Bank Foundation is offering an opportunity for two teachers who have been teaching for less than five years to attend the BEA Conference in Sydney on 4 and 5 October 2012.

For more information and/or an application form, visit www.bea.asn.au/events/conferences

Venue
Sydney Masonic Centre
Corner Castlereagh & Goulburn Sts,
Sydney, NSW

The venue is located in the centre of the Sydney CBD.

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ATTENTION: ECONOMICS AND BUSINESS EDUCATORS

COMMONWEALTH BANK FOUNDATION
professional development grants

Your opportunity to travel to Sydney and attend the Business Educators Australasia (BEA) Conference on 4 and 5 October 2012

The Commonwealth Bank Foundation seeks to encourage developments in education, in particular the financial literacy skills of young Australians. Financial literacy is an essential life skill. By supporting education programs, the Foundation seeks to empower young Australians to approach their future with confidence.

As conference sponsor, the Commonwealth Bank Foundation is offering an opportunity for two teachers who have been teaching for less than five years to attend the BEA Conference – Informed & prepared for 21st century learning to be held in Sydney on 4 and 5 October 2012.

With a particular emphasis on the Australian curriculum the conference provides a forum for conversation and action on implications of forthcoming curriculum change.

AM I ELIGIBLE?
Any teacher who has been teaching for five years or less in the business education/economics area and who is a financial member of a BEA affiliate (details of affiliates overleaf).

HOW CAN I APPLY?
Submit an application of 500 words or less on 'what benefits you and your teacher association would obtain from you interacting with teachers in your subject area from across Australia and New Zealand'.

WHAT WILL I RECEIVE?
The Commonwealth Bank Foundation will award free registration to two teachers to attend the BEA Conference – Informed & prepared for 21st century learning to be held in Sydney on 4 and 5 October 2012. BEA will contribute up to $350 towards the airfare from your nearest capital city.

HOW DO I APPLY?
Submissions should be received by no later than 30 May 2012 by your local BEA affiliate of which you are a member (see application form on reverse side).

More information at www.bea.asn.au
APPLICATION FORM

Please attach to this application form a submission in 500 words or less on: “What benefits you and your teacher association would obtain from interacting with teachers in your subject area from across Australia and New Zealand”. Submissions should be sent to your BEA affiliate in your State/Territory by 30 May 2012. For further information contact your State affiliate’s contact person or BEA on 1800 631 203.

First name

Surname

School

Member of which BEA affiliate organisation

Home address

Phone

Mobile

Email

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Financial guidance on the money
Teaching young people to be smart with their cash pays big dividends, writes Kristie Kellahan.

Personal finance management is one of life’s responsibilities that simply cannot be avoided, says Joe Alvano, from Marist College North Shore. Alvano, who teaches legal studies and commerce, is also a board member at Economics and Business Educators NSW.

“As educators, we have an important responsibility to teach young people about financial literacy, as the costs of financial illiteracy can be huge,” he says. “We can help students avoid poor financial decisions and the stress that these decisions can produce for many years.”

Alvano says many young people come to high school lacking even basic financial knowledge. “They don’t know a lot about spending responsibly, that borrowing money means interest will build up or that credit cards do not equate to free money,” he says. “There are many dangers, including falling victim to abusive practices and scams.”

The commerce curriculum includes topics on personal finance, consumer choice, investing and e-commerce. The syllabus content is then related to the real world through classroom discussions on employment, banks, the sharemarket and shopping. Students enjoy monitoring the Australian Competition and Consumer Commission’s SCAMwatch website to keep up to date with the latest scams. Alvano also encourages students to speak with parents about what they are learning in class and to ask them about their financial experiences.

“Schools cannot achieve the goals of financial literacy alone and therefore all our year 9 commerce students experience the Commonwealth Bank’s StartSmart financial literacy program,” Alvano says. “Bank staff come to the school and conduct workshops for the students that are interactive and practical.”

“Engaging with the financial services industry this way adds great variety to our program. I find it very satisfying teaching financial literacy, especially when I see students discovering effective ways to use and manage money.”

“It’s rewarding to know I am contributing to the financial health and well-being of future generations and preventing unpleasant experiences like poor credit decisions and bankruptcies.”

Liz Criddle teaches business studies and commerce at Woonona School. She says financial literacy education is more important than ever as it responds to the world economic climate and the stresses created by the global financial crisis.

“For me, teaching at a girls’ school, the challenges and rewards of teaching financial literacy are related to the importance of educating young women in lifelong economic health and financial security as, statistically, women still fall behind when it comes to having control of their finances,” she says.

Criddle, who describes herself as “a passionate believer” in lifelong learning, is working part time on her PhD. She says “My PhD is about curriculum change and its impact on schools and on the profession so it applies well to the current climate of national curriculum challenges and change. I’m looking forward to the excitement of submitting my PhD within the next year.”

Criddle was recently awarded the Premier’s First State Super Financial Literacy Scholarship. She is planning a study tour to examine global approaches to the teaching of critical financial literacy.

“I plan to attend conferences organised by the Directorate for Financial and Enterprise Affairs at the Organisation for Economic Co-operation and Development and consult with colleagues around the world,” she says. “This study tour will enable the integration of cutting-edge and contemporary global theory on critical financial literacy into the NSW school curriculum.”

“I am involved in the teaching profession as a director of my professional association and as a co-ordinator of a national curriculum conference, so I will not only bring my learning from the study tour to the college, I will be able to disseminate to a wider audience.”

Criddle says a global perspective of financial literacy is important in this day and age.

“Taking it from the micro-level, where it’s a personal finance view, to more of a global view, is especially relevant as the OECD has announced that a financial literacy component will be included in the 2012 Program for International Student Assessment.”

Credit note – Joe Alvano warns of the costs of financial illiteracy. Photo: Naro Bel Grande
Two Unresolved Issues Emanating from the Global Financial Crisis by John Lodewijks, University of Western Sydney

The Global Financial Crisis has created all sorts of questions about the efficiency of financial markets and the usefulness of economic theory in explaining what happened. In this article we examine two issues that have not been resolved and may in future have considerable consequences for the global economy.

1. What is the future of the American dollar?

For most of the post-war period the US dollar has served as the world’s reserve currency. Those countries that persistently run a current account surplus, or in other words save more than they invest domestically, often hold their foreign reserves in US dollars. For example, China has international reserves of $US2 trillion of which $US1.5 trillion is held in US dollars. Much of these foreign exchange reserves are sitting in low-yield dollar (or euro-denominated) government bonds. Why do countries such as China and Japan and East Asian economies hold such high levels of foreign exchange reserves (especially in low-yield $US government bonds) and what would happen if they started diversifying away from the $US?

Part of the explanation relates to what is called the Dutch-Disease. This occurs when a significant surge of export earnings (for example, from a minerals boom) pushes up the value of the local currency through additional export earnings and the higher exchange rate disadvantages other export industries and import-competiting sectors. It may also encourage excessive spending in the local economy that has inflationary consequences. These consequences can be avoided if the export earnings are held offshore, in another currency – perhaps in a sovereign wealth fund. In 2007, before the global financial crisis, investments in sovereign wealth funds accounted for about $US3.5 trillion. Their value may now have dropped to $US2 trillion.

Another reason to hold substantial foreign exchange reserves relates to the adverse experiences of the Asian Financial Crisis of 1997. Many of the local Asian currencies came under attack for speculators, in the context of considerable capital flight from foreign investors, and currency values plummeted. Moreover, rescue packages formulated by the International Monetary Fund imposed all sorts of difficult conditions and unpopular policies on recipient countries. To avoid these problems in future Asian economies consciously decided to build up substantial foreign exchange reserves to defend their currencies in times of speculative attacks.

Finally, countries may hold substantial reserves in foreign currencies to keep the value of their currency low (and hence competitive in export markets). Export success pushes up the value of the currency as foreign exchange is converted into domestic currency raising the demand.
for the local currency. The government can offset the rise in demand for domestic currency by increasing the supply – to buy up the foreign exchange and hold it. These foreign exchange reserves are often held in dollar-denominated US Treasury securities. In this way they can keep the value of the currency low and keep an undervalued exchange rate that supports export competitiveness. This has been a continual complaint made against the Chinese by the Americans. The Renminbi has been allowed to appreciate since 2005 but in 2008 they pegged it to the US dollar again. China’s central bank buys dollars from Chinese exporters and uses them to buy interest-earning US assets. They sterilize the local liquidity increase via issuing debt and so prevent inflation at home and appreciation of its currency abroad.

What are the costs of this strategy? By parking foreign exchange reserves in low-yielding government bonds you have security but low returns. There are then opportunity costs of placing money in low-yielding assets when more productive (albeit riskier) investment opportunities are available. It has been estimated that a dollars worth of physical capital in India would produce 58 times the returns available in the United States. Because US government debt has such low returns, some of the surplus of saving in China, Japan and Germany has been used to purchase securitized debt with perhaps 40 to 50 percent of all US generated securities held by foreigners before the Crisis. These investments sustained the US boom, as much of the housing boom was financed by non-resident, and the inevitable collapse of the boom was far deeper as a consequence.

The US now finds itself with considerable government debt obligations. What if US inflation rates were consciously increased to reduce the real value of these debts? Foreign central banks and sovereign wealth funds who bought US Treasury bills and bonds would dump dollars and the US dollar would fall precipitously. If the dollar falls then Chinese dollar-denominated securities are worth less in terms of their own currency. On the other hand, American assets are cheaper to purchase but the US has so far resisted foreign ownership of its most important corporations. China also restricts citizens and firms from holding foreign assets. The US may respond by raising interest rates to defend the dollar but that would benefit those that hold US government debt. For example, a 1 percent interest rate means $15 billion flows to China. A 5% interest rate means a $75 billion outflow.

If the US dollar did crash there would be a need for a new global reserve currency that exhibits strength and stability. Would the $US be replaced by the Chinese Renminbi or by Special Drawing Rights? On a positive note, would the fall in the $US significantly increase US exports to rectify their current account imbalance and would the now more expensive imports reduce the ability of the Chinese to export to America? Might this fix the imbalance between the US current account deficits and the Chinese current account surpluses? Or will this require the American household to fundamentally change their attitude to debt and consumption while the Chinese learn to save less? The latter is unlikely as most Chinese continue to purchase their homes in cash and so need to save and there are no or limited safety nets available in old age with the one child policy. China would have to substantially improve its pension and social security system, and wages would need to rise significantly, to raise Chinese household consumption.
2. Will the European Monetary Union Collapse?

Sovereign debt defaults in Europe are now a distinct possibility. Unsustainable levels of sovereign debt – the so-called ‘Eurozone crisis’ – is a threat to the existence of the European Monetary Union as it is not clear how many countries can be bailed out. This is particularly an issue for countries such as Greece, Ireland, Italy, Portugal and Spain. Unless rescue packages are sizeable enough and credible, some of these countries may have to exit the monetary union and adopt a new devalued currency. Moreover, if a nation exits the monetary union and defaults on debts held by other member nations, they may also be expelled from the European Union.

Public sector bailouts of troubled financial institutions (and countries) has lead to rising government indebtedness where in a worse-case scenario budgets are consumed entirely by interest payments on debt. In Ireland the government guaranteed all the debts of the biggest Irish banks and faces a budget deficit of 32 percent of GDP. In the case of Iceland where the banking system collapsed, debts amount to 850 percent of their GDP.

The causes of this situation are manyfold. The immediate problem relates to the contagion effects of the collapse of the US sub-prime mortgage market and the resulting crisis in the most sophisticated financial system in the world. However, housing stress and real estate bubbles affected some European countries more than others. Only 40 percent of Germans own their own house while the figure is almost double in the UK. German banks only loan to a maximum of 60 percent of a property’s value. In France it is stricter and borrowing is based on a percentage of your income, usually one third of your gross income. Moreover, bank can be sued for reckless lending. In France there is a far lower level of household debt and this is also reflected in home ownership. In Denmark borrowers are limited to borrowing at most 80 percent of the value of the house and the mortgage originator has to bear the first losses in times of mortgage stress. Indeed, it is often stated that Britain did not join the Euro because of its mortgage market – mortgages are so much larger there – and hence its interest rates are too politically important to be set externally.

Yet European banks were also highly leveraged, and made high-risk loans in particular to emerging Europe, and so shared some of the same vulnerabilities as the US economy. Even in a country such as Germany which did not experience a credit boom or inflated real estate prices or excessive borrowing for consumption while exhibiting high fiscal responsibility – did have its banks lend aggressively to Iceland banks, US subprime borrowers and Irish real estate barons. Prudent financial behaviour at home did not translate to the same behaviour abroad.

A focus on current dilemmas, however, obscures more deep-seated structural problems associated with a monetary union. In 2001 when Greece entered the European Monetary Union it could now borrow long term funds at roughly the same rate as the Germans. The adoption of Euro allowed some countries to borrow and consume more than they otherwise would and they became heavily indebted to banks elsewhere in Europe. The end result was that their exports were dearer, wages higher, and budget and current account deficits larger, than that consistent with responsible economic management. Some statistical manipulation of the official economic data hid the extent of the problems even before the global financial
crisis occurred. Deficit figures were totally understated by moving expenses off the books so that a reported budget deficit of less than three percent of GDP actually corresponded to a real deficit of around 15 percent. Similar manipulation took place with respect to the reported inflation rate. In Greece particular difficulties related to the wage bill of the public sector, the generous pensions and very early retirement age, the expensive education and health system that delivered poor quality outcomes, and the very low tax compliance with widespread understating of income and little effective tax penalties.

Given these difficulties the remedies are not clear. In mid-2008 the European Central Bank increased interest rates and refused to adopt an aggressive expansionary policy. Only later did policy become more counter-cyclical while the current contractionary policies in Europe are threatening to lower global aggregate demand. Some observers note that some countries like Greece need to be excluded from the European Monetary Union to keep the Union viable. Others note that there are now two Europes and we might have to divide the Eurozone into two subregions (those that have efficient economies and sensible, prudent economic management and those that do not). Or it may be that Germany is such a productive economy that it should go it alone, as its standards of monetary and fiscal discipline cannot be matched elsewhere in Europe. Another alternative is a fiscal union – a central body that set taxes and government spending – to complement the monetary union. With a monetary union, a country loses its exchange rate policy and its independent monetary policy. A fiscal union would deprive it of its fiscal policy. Few countries could agree to that loss of sovereignty.

Postscript

If foreign governments no longer wish to hold US government debt it presents dire consequences for the American dollar and for the American economy. High interest rates may usher in another period of recession or a version of Japanese stagnation that has persisted for decades. It may result in a new global power structure where the US has come to the “end of influence”. Meanwhile, sovereign debt issues in Europe may threaten the existence of the European Monetary Union or even the European Union as a whole. We certainly do live in interesting times!

Useful references


Income inequality increased in more than three-quarters of OECD countries from the mid-1980s to mid-2000s. The disparities in the U.S are particularly stark. The top 1 percent of American households accounted for only 8.9 percent of income in 1976, but this share grew to 23.5 percent of the total income generated in the United States in 2007. Of every dollar of real income growth that was generated between 1976 and 2007, 58 cents went to the top 1 percent of households. In 2007 the hedge fund manager John Paulson earned $3.7 billion, about 74,000 times the median household income in the United States. In this paper we highlight aspects of U.S income inequality presented in books written by Paul Krugman (2007) and Raghuram G. Rajan (2011).

What were the causes of the increased US income inequality? Rajan points to skills-biased technical change, immigration and trade. Technological advance has reduced the demand for certain lower-skilled occupations while increasing the demands for highly educated and trained workers. Moreover, an influx of lower-skilled migrants and cheap labour-intensive imports from places like China has placed pressure on the wages of lower income Americans. Rajan notes that the education system has been unable to graduate enough students with the necessary higher-level skills to take advantage of the changes in technology. The demand for university graduates exceeds supply. Too many students are dropping out of high school and college and so locked out of productive jobs. A poor learning experience at high school may leave students unprepared for the rigours and cost of a university education. Costs of a private university in the US may be too high and even state university fees are increasing. There are also differences in aptitude for education related to early childhood learning environments and behavioural expectations – African Americans and Hispanics have been hardest hit by poor schooling. Overall, Rajañi says that the most important reason for growing inequality is the growing technological demand for skilled workers and the lagging supply because of deficiencies in the quantity and quality of education.

Krugman has a different explanation. He says that skills-biased technical change, immigration and trade are common explanations but at best they point to a rising gap between less-educated and more-educated workers but that is only part of the inequality increase – even the college educated have seen wage gains lag behind productivity. It does not explain the excessive gains at the very top of the income distribution. Krugman says that ‘No other advanced country has seen the same kind of surge in inequality that has taken place in the US’ and that if technology and globalisation is the answer then the same sort of inequality should have occurred in Europe. But it has not so there must be other factors intrinsic to the US experience that are responsible.

A major issue of discussion is what has happened to middle-class America? Some
studies report that while US GDP per capita increased by 10 percent between 2000 and 2008 – median household income was 4% lower. The median income of males in their thirties today is reported to be lower than it was three decades ago. There is heated debate on whether American median income has risen or fallen since the early 1970s. Studies suggest that it has either risen modestly or actually declined depending on whether you are just looking at males or households, whether it is adjusted for inflation and hours worked, and the time period studied. Looking at families it has risen by about 16 percent from 1973 to 2005 but the increase has mainly reflected longer working hours through greater female labour force participation. Since 1980 median family income has risen only about 0.7 percent a year. For men, median inflation-adjusted earnings have fallen slightly. If the gains in productivity had been evenly shared across the workforce, the typical worker’s income would be 35 percent higher now than it was in the early seventies. While the top 10 percent of the wage distribution saw spectacular gains, the rest of the distribution achieved far less than the 35 percent average. Average income has gone up substantially, as has labour productivity, but not median income.

Krugman says that Postwar America was a middle-class society with narrow income gaps, and a far more equal distribution of income and wealth. Ownership of wealth was less concentrated. There was no extreme inequality. Most people lived recognizably similar and remarkably decent material lives. It was a ‘golden age’ that lasted until the 1980s. Thereafter, inequality increased as the welfare state was rolled back, unions became less influential and tax rates on the wealthy were reduced – there were dramatic drops in the top marginal
tax rate. Between 1979 and 2006 the top tax rate on earned income was cut in half, the tax rate on capital gains was cut almost as much and the tax rate on corporate profits was cut by a quarter. The result was runaway growth of executive pay while at the other end the minimum wage in 1966, in real terms, was higher than it is today. In 1966 the typical male in his thirties was earning as much as his modern equivalent.

What are some of the distinctive features of the increased inequality in the US?
Income redistribution has hurt minorities disproportionately more. The African-American poverty rate is triple the white rate and the unemployment rate is double. The differences are also apparent in rates of crime, drug and alcohol addiction, female-headed households and welfare dependency. There is also a strong sense of unfairness, injustice and deprivation on the part of African-Americans in that they feel they have been dealt a bad hand in terms of resources of their parents and resources of their neighbourhoods. They may legitimately complain that they lack the skills and assets to compete effectively in the current labour market partly because of the low quality of schooling they have received. It might be noted that in the US only 34 percent of youths from households in the bottom quintile of the income distribution go to college, whereas 79 percent of those from the top quintile do. Only 11 percent of the bottom quintile graduate while 53 percent of the top quintile do.

Middle-class America is also worried about their children’s future and concerned that they are not getting the quality education they need to compete in the labour market. The rise in middle class debt was not luxury-driven but mainly spending on housing to get into good school districts,
given the highly uneven quality of US basic education. Another major middle-class concern relates to the effects of unemployment in a country that does not have a generous safety net. Rajan notes that from 1960 until 1991 recoveries from recession were typically rapid – the average time to recover to pre-recession output levels was less than two quarters and lost jobs were recovered within eight months. Since then it has taken far longer to recover lost jobs – 2 to 3 years – but unemployment benefits last only six months and the unemployed lose access to employer-provided health care insurance. Insecurity over medical expenses is the single biggest financial risk that working Americans face. Fear of losing health insurance pervades middle-class America. It appears clear that the US does not provide an adequate safety net if recessions are prolonged given the short duration of unemployment benefits, the absence of universal health care and the modest old age pensions and disability payments programs.

So what can be done to improve the situation? Krugman supports a guaranteed universal health care program. He says about 15 percent of the population has no medical insurance at all. Moreover, the current health care system is highly inefficient and while America spends more on health care than anyone else, health outcomes are disappointing. Health outcomes have not improved commensurate with health expenditures. Twenty percent of the population accounts for 80 percent of medical costs and medical insurance is becoming far too expensive with annual family premiums of $US 11K in 2006. Secondly, he believes we need to reverse tax cuts for the wealthy and to clamp down on executive remuneration. Rajan also agrees that compensation should be more long-term and paid out gradually over time to discourage excessive risk taking. Those executives that were paid the most before the crisis were also the ones that performed most poorly in terms of returns and had the highest exposure to toxic subprime mortgages. The focus on short term profits encouraged excessive risk-taking that eventually was paid for by the tax-payer in bailouts of financial corporations. Simon Johnson (2009) pointed out that the economic wealth of the financial sector in the US generated political weight in terms of contributors to political campaigns and that in turn may have induced government and financial regulators to turn a blind eye to the excesses in the financial system.

Rajan and Krugman support more funding for early childhood support in terms of better nutrition, health care, and early education initiatives – preschool programs and day-care centres. They support further financial aid to encourage participation in tertiary education with studies suggesting a $US 1000 student subsidy increases college attendance rates by roughly 4 percentage points. Another suggestion is to extend unemployment insurance benefits based on the length of recessions. Krugman believes that there should be basic rights of access to health care, education and housing for all citizens, and that we need supportive institutions that limit extremes of wealth and poverty that we see in the US today.

References
EXAMINATION VERBS

Across
6. make a judgement
8. inquire into
11. identify issues and provide points for and against
12. state the meaning
13. show how things are different or opposite

Down
1. draw meaning from
2. show how things are similar or different
3. suggest what may happen
4. support an argument
5. present remembered ideas
6. provide reasons in favour
8. make a judgement based on criteria
9. make clear
10. recognise and name
11. produce, design
13. identify the relationship between components

Solution – see page 51

Contributed by Kate Dally
Instructions:
Find each of the following words in the word search. Then write each word in a sentence to show that you understand its meaning.

Contributed by Kate Dally
FAIRTRADE EXERCISE
Louie Traikovski, Oakleigh Greek Orthodox College

Rationale
Studying Fairtrade enables students to undertake an examination of Business Ethics, Corporate Social Responsibility, Globalisation and Operations Management. It also shows them how their decisions as consumers can impact upon others less fortunate. Finally, students develop their researching and debating skills using Fairtrade as the designated topic.

Understand
Visit the website of the Fair Trade Association of Australia and New Zealand at www.fta.org.au and answer these questions.

1. Define:
   a. fair-trade
   b. third world
   c. producer
   d. supply chain
2. When, where and how did Fairtrade labelling originate?
3. Which Fairtrade products currently exist in Australia?
4. Which hemisphere does Fairtrade work towards better outcomes for?
5. How does Fairtrade benefit:
   a. consumers?
   b. producers?
   c. importers?
   d. licensees?
6. Why is it important to distinguish between certification and labelling?
7. What advantage does Fairtrade certified products have over organically certified products?
8. How can students become advocates of Fairtrade?

Research
Use the internet to research an Australian product which subscribes to Fairtrade. Find out:

1. Name of product
2. Name of company
3. When company became involved in Fairtrade
4. Why company became involved in Fairtrade
5. Price difference between product and similar non-Fairtrade product

Debate
Divide class into pro and con sides and judging panel. Each group is to swap roles for each statement.

Debate these statements:

1. Fairtrade adds unfairly to cost of products for consumers
2. Fairtrade means that third world producers will never learn to survive independently
3. Involvement in Fairtrade by companies is an unnecessary burden which competitors often don’t carry.
A - Z Survival Guide for the Teaching of the Board of Studies NSW Legal Studies Syllabus (Updated for 2012) by Joe Alvaro, Marist College North Shore, NSW

A

Australian Bureau of Statistics website (www.abs.gov.au)
Click on “Topics @ a Glance”, then “People”, then “Crime and Justice”.
Up to date statistics to keep textbooks current.

B

Board of Studies NSW
The following are available on the Board of Studies NSW website:
1. Legal Studies Syllabus
2. “Assessment and Reporting in Legal Studies” document
3. Legal Studies Sample Assessment Schedule
4. Legal Studies HSC Examination Rubrics
5. Legal Studies Performance Band Descriptions
6. Past Legal Studies HSC Examination Papers and Notes from the Marking Centres (note that only the 2011 paper is based on the new HSC Legal Studies syllabus which was taught for the first time in term 4, 2010/2011).
7. Legal Studies Specimen Paper
8. Support Material for Legal Studies
   This 129 page document covers both the new Preliminary course and the HSC course.
   It contains:
   – Structure and content of the Legal Studies syllabus
   – Programming the courses
   – Sample Preliminary and HSC course programs
   – Sample Preliminary and HSC assessment tasks
   – The research and investigation process
   – Analysing a website

C

Cases
Find court cases at the Australasian Legal information Institute (www.austlii.edu.au)

D

Dot Points in the Syllabus
At the end of each topic cut each dot point in the syllabus out and have students (in groups) rearrange the dot points in order under each unit of the topic.
Use television programs to teach parts of the syllabus.

Every week “Enhance TV” will email you the details of the Legal Studies TV programs that are going to be screened during the following week. All government schools and most private schools are licensed by Screenrights to record programs from television.

The following law films may be useful. Teachers should watch the film first themselves before showing it to the class. Lack of time may not allow the full film to be viewed. Parts of the film could be shown. Alternatively, students can be informed about the film and asked to watch it at home for homework.

- “The Castle”
- “Blue Murder”
- “Presumed Innocent”
- “To Kill A Mockingbird”
- “Dead Man Walking”
- “Adam’s Rib”
- “Witness For The Prosecution”
- “Lord Of The Flies”
- “Reversal Of Fortune”
- “Evil Angels”
- “Blue Murder”
- “Death And The Maiden”
- “Anatomy Of A Murder”
- “The Last Man Hanged”
- “Hotel Rawanda”

Students will need to be familiar with NSW Government Departments for Part II – The Individual and the Law (Resolving disputes with the state) in the Preliminary Legal Studies course. There is a directory at www.directory.nsw.gov.au/atoz.asp (click on “Portfolios”), which also gives the name of the relevant minister.

Tribunal websites like the Native Title Tribunal website is useful for the Preliminary Legal Studies course (Part I: The Legal System – Unit 5 – Law reform in action – Native Title) with multimedia resources available (www.nntt.gov.au).

Four issues are published each year by the State Library of NSW Legal Information Access Centre (www.legalanswers.sl.nsw.gov.au/hot_topics/).

“Hot Topics” are available in all public libraries in NSW and by subscription. Some issues are also available on the website (e.g. “Young People and Crime”, “Consumer Credit”, “Courts”, “Cyberlaw” and “Prisoners”). The Hot Topics Live Event “Young People and Crime” held in 2011 was recorded and is available on the website.

Aimed at youth, this magazine is available from www.privacy.gov.au (click on “Privacy Youth Portal”). Also available is the video “Your privacy is important think before you upload!” with teaching resources.

Privacy can be taught as an example in the preliminary course (Part II: The Individual and the Law – Unit 3 – Contemporary issue: The individual and technology).
Judges in action

As cameras are not allowed in courtrooms in Australia, show some cases from the “Judge Judy” and “Judge Joe Brown” television programs (available on YouTube), especially when teaching about the terms “plaintiff” and “defendant” and resolving disputes between individuals. Compare the court cases with how they would be conducted in Australia.

Know the syllabus

Students should be given a copy of the syllabus and they should use it regularly in class and as a guide when studying for examinations.

The “Principal focus” and “Themes and challenges” sections in each topic should not be ignored. Students should be learning the skill of using the syllabus to learn the subject matter in year 11 (e.g. ticking off dot points, writing in relevant legislation and cases, adding own notes etc.).

- “Themes and challenges” Activity – At the end of each part/topic put up five sheets of butchers paper on the walls of the classroom with each dot point under “Themes and challenges to be incorporated throughout this topic” for the relevant part/topic on each sheet. In pairs students go around the classroom and write concepts, terms, examples, legislation, cases, institutions, and media reports which relate to each theme and challenge. When all students have written on each sheet, present the sheets to the whole class and discuss what has been written.

Legislation

Find Commonwealth legislation at www.austlii.edu.au.
Find NSW legislation at www.legislation.nsw.gov.au

Mock Trial Competition

The Law Society of NSW (the representative body for all solicitors in NSW) conducts this competition where students form teams and participate in a court case taking on roles such as barristers and witnesses, against other schools. The Mock Trial Competition can be referred to during Legal Studies lessons with team members speaking about their experiences during class discussions. Legal Studies students may wish to be in the audience during competition rounds.
See www.lawsociety.com.au/mocktrial

National Law Week

Held each year (14 – 20 May in 2012). See www.lawweek.com.au

Organisations

In “Part II: The individual and the law” in the Preliminary Legal Studies course students need to learn about non-legal methods of resolving disputes with the state, including “interest groups, including non-government organisations”.

- Small group oral presentation task Allocate one of the following N.G.Os./interest groups to a small group:
– Greenpeace Australia Pacific
– Friends of the ABC
– Women’s Electoral Lobby
– Justice action
– Action for Aboriginal Rights
– Friends of Callan Park
– Enough Is Enough
– Choice
– Right to Life Australia
– Another interest group/N.G.O. after teacher assesses suitability.

Students research the following about the interest group/N.G.O. (using the relevant website and other information they may find):

– The need for the group/ Why it was set up?
– Type of laws the group is interested in.
– State decisions/laws it has challenged/is challenging.
– Events and activities
– How effective the group is in achieving justice for individuals/ its members.

Parliament

Both the NSW and Australian Parliament websites are useful resources when teaching the Legal Studies syllabus. Students can visit these law making institutions (“statute law”) via video on the websites, ABC television and radio (for Federal Parliament) or during a field trip. Play the “Pass the Bill” game on the Australian Parliament website (under “Education resources”) which is very useful when teaching the process of law making in Federal Parliament.

• Internet task:

  Part II – The individual and the law

  Profile – My State Member of Parliament

  * Go to the NSW Parliament website at www.parliament.nsw.gov.au
  Click on “Legislative Assembly”
  Click on “Members” on the left hand side
  Scroll down to “Contacting Your Local Member” and click on
  “Directory of Members of Parliament”
  Click on “MPs by electorate”
  Find your electorate and click on it.

  Note: If you do not know your electorate you can telephone the State Electoral Office on 1300 135 736, or the Legislative Assembly Procedure Office on (02) 9230 2355.
1. My local State MP is ________________________________________________.

2. I live in the electorate of ____________________________________________.

3. My electorate covers the principal suburbs/towns of ______________________
   ________________________________________________________________
   Check that the suburb/town you live in is in this list.

4. MP = ____________________________________________________________

5. State MPs who represent an electorate are found in the Lower House of the NSW
   Parliament (Legislative Assembly)/ Upper House of the NSW Parliament (Legislative
   Council). **Circle the correct answer.**

   a) Identify the political party your MP is a member of
   ________________________________________________________________

   b) MPs who are not members of a political party are described as
   ________________________________________________________________

6. a) Is your MP a Minister or a Shadow Minister? ____________________________
    If yes, identify their portfolio/s*
    ________________________________________________________________

   * Portfolio – a minister’s particular area of responsibility.

   b) Explain the difference between a Minister and a Shadow Minister.
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

7. Contact details:
   Address ____________________________________________________________
   Phone __________________________ Fax _____________________________
   Email ___________________________
9. a) Write down one position your MP has held in NSW Parliament in the past which they no longer hold (see “Parliamentary Activity”)

____________________________________________________________________

b) For how long did they hold this position?

____________________________________________________________________

10. a) The population of my electorate is _________________________________

b) The number of people enrolled to vote in my electorate is ______________

c) Explain why the figure in 10b is lower than the figure in 10a.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

11. Is there any information under the MP’s “Personal Profile”? ______________

If yes, write down one thing you did not know about the your MP.

____________________________________________________________________

If no, identify a reason why the “Personal Profile” is blank?

____________________________________________________________________

____________________________________________________________________
With all the current emphasis on technology, basic teaching skills such as teacher questioning can be overlooked. Effective questioning can provide useful feedback to teachers about the knowledge and skills students are gaining and it can allow students to practice their oral communication skills with regards to Legal Studies (syllabus preliminary course outcome P9. “communicates legal information using well-structured responses”). However the following should be avoided when questioning:

1. Over-Questioning – It has been argued (Dillon, 1981) that “for children in question-dominated classrooms, the question-answer relationship existing between teacher and taught may induce a state of dependency and passivity in the pupils. Care must be taken to ensure that, in asking questions of their pupils, teachers do require thoughtful processes and questioning is not simply a mechanical process in which the pupil is always a subordinate partner” (Turney et al., 1983, page 79). One way to avoid this situation is to invite students to ask questions (Turney et al, 1983) which may require teachers to allow time for this during their lessons as they try to get through the syllabus by the required deadlines.

2. Not pausing for enough time – Give students enough time to think about questions. “When teachers learn to wait at least five seconds before calling on a student to answer, students tend to give longer answers; more students are likely to participate, ask questions and volunteer appropriate answers (Woolfolk, 1990, page 410). Strategies to manage the silence during pausing is to let students know that they will have time to think about the question after it is asked (Turney et al., 1983), have students “jot down ideas” after the question is asked (Woolfolk, 1990, page 410) or have students initially discuss the question in pairs with another student (Woolfolk, 1990). This strategy enables teachers to cater for individual differences in the classroom, giving all students an opportunity to have a go at the question.

3. Answering one’s own questions – “When your question is met with blank stares, rephrase the question or ask if anyone can explain the confusion” (Woolfolk, 1990, page 411) instead of the teacher just giving the answer.

4. Repeating all or many answers – This can “slow down the pace of a lesson … leads to unnecessary teacher intrusion in discussion and inhibits the development in pupils of worthwhile listening habits” (Turney et al., 1983, page 80) as students may stop listening to each other as they rely on the teacher always repeating the answer.

5. Ignoring some students – Make an effort to cover all areas of the classroom where the students are sitting. “It is natural to favour unconsciously certain parts of the room and to direct more questions to pupils seated in those areas. For example, pupils seated at the sides of the front of the classroom may be ignored when the teacher stands very close to the centre front tables” (Turney et al, 1983, page 75). Allow all students to think about the question rather than calling on a student and then asking a question as this may cause some students to switch off (although calling on a student may be an effective classroom management technique if a particular student is not paying attention or may help a student
who is quiet to participate and answer questions).

6. Students calling out answers – Establish the rule that students must put up their hand and wait to be asked to speak or students will not feel listened to when the teacher is not able to respond to numerous answers being called out in response to a question. “It is advisable to avoid questions in the form “Do you all…?” and “Does everybody….?” as “the response to such questions is likely to be disorderly chorus answering” (Turney et al., 1983, page 80).

7. Accepting answers without making comments if they are wrong or not entirely correct – “Whatever you do, don’t let misunderstandings go uncorrected” (Woolfolk, 1990, p.411).

8. Double or multiple questions – This form of questioning can be a procedural objection in a courtroom and is sometimes used when communicating with others socially (e.g. “How were your holidays? “They went quick didn’t they?”, Do you feel rested?”). They lead to confusion and should be avoided in the classroom as well (e.g. “what is the role of courts in our legal system and how effective are they in resolving conflict and achieving justice?”). These type of questions “require pupils to perform several operations simultaneously and may discourage pupils who are able to complete only one of these” (Turney et al., 1983, page 75).

“Law Report” radio program

Qualified lawyer Damien Carrick presents this program on Tuesdays at 5.30pm (repeated on Wednesdays at 5.30am) on ABC Radio National. It frequently covers topics in the Legal Studies syllabus (e.g. a program on the first International Criminal Court judgement aired on 20 March 2012). On the website (www.abc.net.au/radio-national/programs/lawreport) past programs and transcripts are available. Radio programs cater for students with auditory learning styles.

State Library of NSW – Legal Information Access Centre (L.I.A.C.)

A free service with specialist librarians. Students and teachers can access the “HSC Legal Studies” section of the website (www.legalanswers.sl.nsw.gov.au).

An excursion can be organised to the centre where a specialist librarian will talk to a class about how the centre can help with research assignments. This will also give students an opportunity to visit the rest of the State Library of NSW. Students should be encouraged to visit the centre on their own as well, after school, during the weekend and during school holidays.

L.I.A.C. is located in the State Library of NSW, Macquarie St., Sydney
Telephone: (02) 9273 1558
Email: liac@sl.nsw.gov.au

Textbooks

Textbooks should not be treated as syllabuses by teachers or students. Textbooks can leave parts of the syllabus out or add content that is not part of the syllabus. Some parts of a textbook may not be up to date (e.g. not covering the Australian Consumer Law which commenced on 1 January 2011 in the Consumers HSC Option). The class textbook
should be supplemented with other resources like “Hot Topics” above and the Legal Studies section of NSW HSC Online at www.csu.edu.au/.

Universities

As part of its School Action Plan, the University of Western Sydney has a register of academic speakers available to speak to students in schools, including Legal Studies students. Email l.venables@uws.edu.au for a list of speakers, their areas of expertise and samples of topics. Phone (02) 9678 7423

The Bond University Faculty of Law conducts an annual mooting competition for schools. Visit www.bond.edu.au/competitions.

The University of NSW conducts the annual essay competition for year 11 and 12 students (www.ilc.unsw.edu.au/news/2012/.../unsw-law-essay-competition).

Verbs (Key terms) in questions

Students must answer to the directive terms in questions. For example, students need to be taught that if they are asked to “identify” and they start outlining or describing they will not gain more marks and may be wasting time that should be spent on other questions in the examination.

“What’s New” from the NSW Department of Fair Trading

Visit www.fairtrading.nsw.gov.au Click on “Subscribe to eNews services”. Keep up to date with all the latest news from the Department of Fair Trading via email updates. Excellent resources for the HSC Consumers Option.

Excursions

Students and teachers are able to enter courtrooms in courts (e.g. Local, District, Supreme) and watch court cases. It has been known for judges to speak to groups of students and answer questions if there is some free/quiet time.

Students and teachers are able to watch cases in the Consumer, Trader and Tenancy Tribunal. There are venues all over NSW. Go to www.cttt.nsw.gov.au, then click on “Dispute Resolution”, then click on “Hearing lists”.

The Syllabus states that “it is strongly recommended that if possible students should have the opportunity to observe the operation of one or more courts or tribunals in civil and criminal cases” (page 11).

Students can learn more about post-sentencing options by visiting Maitland Gaol and going on a guided tour given by an ex-inmate or ex-warder (www.maitlandgaol.com.au).

You

Having pair of scissors handy while reading newspapers (including local newspapers) can be useful when teachers come across news reports, opinion columns and letters to the editor which relate to the syllabus, instead of thinking that something may be relevant to use in class and then turning the page and forgetting about it. A “Media Report” like the one below can help students reflect on a newspaper article and link it to the syllabus. It can also help when they are studying, providing students with a summary of the article.

- Media Report
Legal Studies Media Report

Source – Newspaper name: ____________________________________________

– Date: ____________________________________________________________

Article – Writer: ____________________________________________________

– Title: _____________________________________________________________

Description of the article:
___________________________________________________________________
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Legal issues:
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Legal terminology used:
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Link to the Legal Studies Syllabus:

– Themes and challenges:
___________________________________________________________________

– Students learn about:
___________________________________________________________________

– Students learn to:
___________________________________________________________________
“Zero tolerance” and other terms - Learn the legal terminology

Students need to learn and use legal terminology. Play “Definition Bingo”. Write down legal terms on the whiteboard or display them using a computer. Students to choose six terms and write them down on their “Bingo” card (see below). Teacher reads out the definition of each term and students cross off the corresponding term if they have it on their card. First student to cross off all six boxes is the winner.

References

Board of Studies NSW., 2009, Legal Studies Stage 6 Syllabus, Sydney


Woolfolk, A.,1990, Educational Psychology, Prentice Hall, New Jersey

<table>
<thead>
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<th>Definition Bingo</th>
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Games that Enhance Learning in Economics

by John Lodewijks, University of Western Sydney

Teachers may find the following game – called the Ultimatum Bargaining Game - useful in stimulating student interest in issues related to equity and fairness in economic decision-making. The aim of the ultimatum bargaining game is to illustrate the concepts of fairness and equity even in ‘win-win’ situations where both parties can be better off if they agree to do a deal.

In this interactive game, the class is split equally into ‘proposers’ and ‘responders’. So in a class of 30, 15 students take on the role of a proposer and the rest are responders. Proposers are then asked to pair-up with a responder. So there will be 15 pairs. The proposer is then asked to split a hypothetical amount of money (say $10) with the responder in whatever way he or she chooses. For example, the proposer might offer a 70:30 split with the proposer keeping $7 and the responder getting $3. The responder can either accept or reject this proposal. If the offer is rejected then both parties receive nothing. If the offer is accepted then both parties split the $10 as per the offer proposed - $7 for the proposer and $3 for the responder. Whatever the outcome, in the next round the proposer has to find a different partner to pair-off with. Perhaps play five rounds – so the proposer has five different class members to strike a deal with. Note only one split is offered per trading partner and it is either accepted or rejected – it is a one off deal with no negotiations involved - and then the proposer moves on to the next responder.

Then switch the roles around – proposers become respondents and vice versa – and play another five rounds. After the ten rounds (or whatever number of rounds the teachers thinks feasible in the available time) each student calculates how much money they accumulated – so teachers need to keep track of done deals. Teachers should record all the successful and the unsuccessful deals. Then declare which students made the most amount of money, who came second and how much etc.

This is a form of learning through interactive experiments. It is a fun game but it also highlights the extent to which individual behaviour is rational from a strategic point of view, and the role of fairness in bargaining games.

The theory of the rational consumer tells us that the responder will accept any amount above $0, since they would be better off than having nothing. However, in this experiment you will see that narrow self-interest is tempered by notions of fairness and equity. For example, if the proposer offers to split the amount by giving 1c to the responder (and wishing to keep $9.99 for themselves), the responder will most likely see this split as unfair and reject the offer, so that the proposal will end up with $0 as well. This shows how in the ultimatum bargaining game, fairness comes into play and will impact on how the players make their decisions.

I have played this game where 500 students participated but only played two
The average proposal demand was $6.01 for round 1 and $6.09 for round 2. The responder acceptance rate was 64% for round 1 and 62% for round 2. The bar graphs 1 and 2 illustrate the results of round 1 and round 2, showing the number of proposals accepted and rejected at each price. The prices in the experiment are rounded off to the nearest dollar for this analysis.

The proposals are heavily concentrated to the right of the $5 mark, showing that most proposers wanted more than half of the money, yet $5 was the proposal with the highest frequency, and mostly seen as fair by the responders. All proposals less than $5 – altruistic behaviour? – were accepted. For proposals higher than $5, many were rejected and regarded as “unfair” or “spiteful” and the responders wanted to “punish” this sort of behavior even at a cost to themselves – both parties end up with nothing. In round 2, there are relatively more proposals higher than $5 than in round 1. This can be explained by the large amount of accepted proposals of $5 in round 1, and in response, proposers wanted to try and get more in round 2. This also led to more rejections in round 2, which again shows the consideration of fairness in the responders’ decision.

The following student comments show the student-teacher interaction process. The teacher’s comments are in italics.

**Student 1:** Interesting little game. I was a proposer and I offered 6 – 4 twice. It was accepted the first time and rejected the second time. Noting that unless the offer was 10 – 0, where the responder should be indifferent whether to accept or reject, all other amounts, if accepted, will be of benefit to both parties. I guess it demonstrates how people react to real or perceived injustices. A person would rather, out of spite, have both parties get nothing, than accept an unfair distribution. I think that at 5 – 5, it should be 100% acceptance rate as 1) acceptance will offer both parties benefits and 2) it’s a fair distribution. So as the distribution gets more and more unfair, the responder would have to decide whether to accept the unfair distribution or punish the proposer.

I think there must be a tipping point, where at, anything less fair, the responder will reject, and anything fairer, the responder will accept. The trick for the proposer is to find that point and propose that amount from that point on. Too bad the game is only repeated once!

**Student 2:** One thing I just thought of was, does that fact that we are using virtual money affect it? i.e. because we will not get any ’real’ world benefits, it’s easier for us to
reject? Maybe you should try this with real money next time.

Great comments. You have got out of it exactly what I wanted you to get out of it. Rationally you should accept any offer greater than zero as it is a win-win situation. But justice, equity and fairness issues intrude leading to an equity-efficiency trade-off. That is why equity issues are so important.

**Student 3:** I guess I am getting a free meal by clicking accept. But I don’t like someone else getting more than me. But the game is strongly biased (proposer decides the split) where’s the bargaining part of this game? It is just one way bargaining. I think we should be allowed to propose a counter offer for this game to be a proper bargaining game.

That is called envy. It also means that your utility or happiness depends on your relative position among others. This may well be a characteristic of many consumers but it is different that the simple self-interested individual behavior that we commonly assume. On your second point, I agree.

**Student 4:** I think the game also depends on the number of times or rounds which you get to offer and accept. For example if there was only one round and the offerer gives me an offer of 9 – 1 the only rational thing for me to do would be to accept it as I would get nothing in total otherwise and 1 is obviously > 0. Now if there are 2 rounds the whole equation changes. If the guy offers me 9 – 1 I would decline and both of us will get nothing. If I accepted the offer I would get $1 for the round but it would send my offerer the wrong message. It would make the offerer believe that 9 – 1 is fair and that I am actually happy with 9 – 1 and hence he will continue to make another 9 – 1 offer. Now this is not true because I can actually get more money than just a total of $2, although there is an element of risk. Nothing ventured, nothing gained.

After I decline the first offer the offerer will realise that offering me 9 – 1 would most likely result in another rejection. Also if he makes an offer of 8 – 2 he would feel that he would be taking a risk and he actually has much more to lose than me (responder). So there is a high chance that he will hedge his bets and offer 6 – 4 or 7 – 3 which I would happily accept. As the number of rounds increases the offerer will have to offer more and more to keep the responder happy. As the number of rounds reached infinity or a very large number the offerings, it should actually become 5 – 5.

I agree. This is the difference between one-off games and repeated games.

**Student 5:** If the sum of money used in the experiment was $10,000 the results would be very different (assuming real money was used). If we were offered 10% of the amount, I think most people in their right mind would take the $1000, no questions asked. I would assume no-one would reject $1000 because of the inequality. So I guess the experiment only applies in consideration of these factors; a computed sum was used, and the sum was only $10.

Not sure about that. Witness the breakdown of World Trade Organization talks. The rich countries were offering cuts in agricultural protection levels and subsidies. But the developing countries said no - the process was inequitable. The talks collapsed. Poor countries walked away from deals that would have considerably increased their export income.

What this game indicates is that if the task is presented in an interesting way students will voluntarily join in and deepen their understanding of concepts and be stimulated to ask searching questions of the material.
The EBE Journal – 2012  Issue 1

EBE NSW
International Teacher Profile

NAME: Melanie Walker
LOCATION: Hong Kong
SCHOOL: Australian International School Hong Kong
POSITION: Humanities Teacher
TIME OVERSEAS: This is my 4th year in Hong Kong

1. What are you doing in Hong Kong?
   I am teaching at the Australian International School. Also, living here means that travel is often a possibility. I am constantly learning about the joys and frustrations of living in a different country.

2. How did you find yourself in this job?
   The job was advertised in The Australian newspaper. A friend of mine had previously worked here and she had told me quite a bit about living and working in Hong Kong.

3. What were you doing before you left Australia?
   Teaching in Sydney and then in Newcastle.

4. What were your first impressions of Hong Kong?
   As I arrived late at night, at first I didn’t see much. The following morning, I opened the curtains to discover Victoria Harbour. It was pretty amazing. The first day was very overwhelming and I certainly got lost wandering around Central Hong Kong.

5. You teach Board of Studies NSW courses at the school. What subjects do you teach?
   Business Studies, Commerce and Geography

6. What are some challenges you have teaching these subjects in Hong Kong?
   It is really easy to fall into the trap of thinking all the students understand Australia. Some of them have never visited Australia, let alone live there. In one of my first Year 10 Geography lessons on ‘Land and Water Management’, a girl politely raised her hand to ask who Murray Darling was. I am always reminding myself to ‘assume nothing’.

7. How do you incorporate Asia Literacy into your lessons?
   Asia Literacy is integrated in a variety of ways at our school. All students learn Putonghua, which is the official name for Standard Chinese in the People’s Republic of China. This is a wonderful experience for our students, as it extends them beyond the Hong Kong local Cantonese dialect and the English used within the classroom.

Beyond the classroom, we celebrate aspects of Chinese culture as much as possible. Chinese Week focuses on music, food, activities and games.
Students and staff also have the opportunity to travel into mainland China for a range of sporting competitions and cultural activities.

8. How long has the school been operating?
   The school was established in 1995.

9. Are all the teachers at the school from Australia?
   The school is a truly international organisation. Whilst most teachers are from Australia, we also have local Chinese teachers as well as staff from New Zealand, America and the United Kingdom.
   There is a healthy rivalry between the teachers from Melbourne and Sydney.

10. What are the students like that attend the school?
    The students are wonderful. They are really diligent and keen to do well in their assessments.
    Approximately 70% of the students are Australian Passport holders, although the traditional ‘expat’ numbers are smaller than you would expect.
    Most students are well-travelled global citizens.

11. What’s happening in the business world there in Hong Kong at the moment?
    There is a lot of discussion in the media about China’s growth. Many sectors seem to be performing well including construction and residential property.
    Gaming revenue in Macau has been increasing, which many Chinese see a sign of future prosperity and success.

12. What advice do you have for Business Studies, Commerce, Economics and Legal Studies teachers wanting to teach overseas?
    I would highly recommend gaining some experience overseas. Even if it isn’t on your ‘bucket list’, I would recommend that people consider it.
    Whilst you may be away from NSW professional development opportunities, I think teaching here gives you a new skills set – it also expands you sense of independence, adventure, adaptability and empathy.
    I would definitely recommend undertaking a TESOL course.

13. Has your patience ever been tested?
    Yes – the taxi rides here can sometimes feel like the roller coaster at the Sydney Easter Show.

14. What do you miss the most about Australia?
    I really miss my family. I also miss Australian supermarkets, blue skies and a patch of buffalo lawn to call my own.

If you know someone teaching overseas and think our members would benefit from hearing about their experiences please contact: admin@ebe.nsw.edu.au
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“The ongoing nature of the learning that takes place is inspirational to me. The students love this activity.”
Robyn, Year 10 teacher

Registrations open from 19 July - 15 August 2012
Game starts on Thursday 16 August 2012

For more information and to register, visit www.asx.com.au/schoolinfo

For full terms and conditions, visit www.asx.com.au/schoolinfo
The organiser of the Game is ASX Operations Pty Limited ABN 42 004 523 782.
Plan Your Own Enterprise

Competition

Winning entry 2011 – ‘Ba Ba Manure’
by Jessica Kirkpatrick of Ballarat Grammar School

Excerpts included below.
The full business report can be found on our website in the members login section.

Judges comments on winning entry 2011 included below.

For 2012 Entry details see page 43.
Overview of the Competition
CPA Australia Plan Your Own Enterprise Competition is a vehicle through which students can develop and demonstrate their understanding of small business planning, the concepts and processes that make up a plan, and apply their entrepreneurial and innovative thinking to an opportunity or need they have identified in a market.

We encourage students to keep the product or service and the scale of the market simple to avoid the plan getting too unwieldy and complex. (Many of the more complex plans we see as judges don’t quite ‘add up’ when you consider the market assumptions, the forecasted financials and ‘break-even’ and the future prospects of the business.)

Overview of the Plan
Jessica’s concept was to take a waste product – sheep manure – and turn it into a commercial product in a well-recognised market, at an enterprise scale which she could manage. Her hands-on knowledge and experience of living on a sheep farm enabled her to describe the practicalities of running such an enterprise.

It is a simple concept, and the plan is well thought-through and logical.

The Name and Logo
The name and logo is light and bright to capture the attention of customers, clearly signalling the purpose of the business and the product it is selling.

Mission statement
The mission statement sets a clear picture of the enterprise; “providing well packaged high quality and affordable bags of sheep manure” to a defined market area, and providing a service to farmers by cleaning out underneath shearing sheds.

Prime Function
Jessica effectively described the principle process of the business – negotiating with farmers to clean out from under their shearing sheds, extracting, packaging and distributing the manure.

Business Location
Principle business location will be the family farm, with road side “honour system” distribution points at Toolern Vale, Beaufort and at the home farm gate.

Legal Structure
Jessica elected to operate the business as a partnership with her brother. The plans illustrates that she had also researched the option of being a sole trader

Staffing Requirements
The production process for extracting the manure from under the sheds, packaging, stacking and loading the bags was used to describe the interchangeable jobs involved in production. She described a set of characteristics she was seeking from employees, which provides a good insight into how she expected the people to work as a team.
The plan did not describe the other roles that will be required in the business such as Administration, Finance, Banking and Customer Service (enquiries and order taking).

Licensing and Legal requirement
As a micro enterprise, and being a simple enterprise below the GST threshold, there are minimal requirements. Jessica did not address the need to register the business name.

As the business expands and grows, there would need to be more investigation into business regulation and management of risk through insurances and quality systems and so forth.

Marketing Plan
The Marketing Plan covers the four P’s and a SWOT analysis.

Jessica has taken very hands-on approach to seeking feedback from potential customers to assess the potential demand.

To keep the price below competitors, Jessica has decided on a very low cost distribution system of selling retail at roadside stalls in three locations and deliveries for bulk orders.

The marketing plan was appropriate for the type of enterprise Jessica was researching.

Financial Plan – Financial Goal
The financial goal of the business is to provide the partners with paid labour of approximately $3421 pa plus a 50% share of the business profit of $7232 pa.

Start-up Costs
The start up costs for this type of micro enterprise are minimal.

Profit & Loss Forecast
A Profit and Loss Forecast for the first month was provided showing the enterprise would be immediately profitable.

No P&L was calculated for the end of first year.

Cash Flow Forecast
Jessica had established that the primary constraint on this business was time available by the partners to produce the product, rather than trying to predict demand from customers.

The break even shows the business will need to sell 53 bags a month to break even.

Future Prospects
Jessica’s first consideration for future prospects is on whether the business could afford a vacuum machine to start reducing manual labour to extract the manure from under the sheds.

The next stage in growth was to consider more distribution points.

No longer term consideration was provided for future prospects.

Overall
The judges acknowledge the work Jessica put into this plan. She was able to demonstrate through the plan that she had a good understanding of the small business planning. The entrepreneurial element of this plan was turning waste into a commercial product.
Business planning is an important element of business education. The CPA Australia Plan Your Own Enterprise Competition provides students with greater in-depth appreciation of the business world and aspects of business operations.

START PLANNING NOW
... and have the opportunity to win a trip to China!

cpaaustralia.com.au/enterprise
about the competition

What students need to do to enter the competition

In up to 3,000 words (approximately eight A4 typed pages and in addition you can include up to five A4 pages of appendices) present your creative idea for a small business as a business plan. Plans exceeding this word limit will be excluded from the competition. Good business plans always include the following components and you are required to include these:

**Business name**
Make it fun and creative, design a logo if applicable.

**Prime function**
What does the business do? Describe the product/service or idea.

**Location**
Where will the business be located?

**Legal structure of the business**
Will it be a sole trader, partnership or small company?

**Business mission**
What does your business want to achieve/accomplish? Why will it exist? For guidance read the mission statements of companies you know.

**Staffing requirements**
How many staff are required and what will their qualifications and subsequent training needs be? What skills and knowledge will be required of management?

**Marketing plan**
Based on the market research you have undertaken, what is the target market for your product/service or idea? What competition does your business face and how will you counteract them? How will you promote your business to your target market?

**Financial plan**
The financial plan should include as a minimum:
- A list of set-up/start-up costs and how these will be funded (eg. from savings, bank loan or family loan).
- A sales forecast — the level of sales revenue for the first 12 months of operation based on the expected selling price and the number of sales.
- A monthly cash budget for the first year of the business which will show:
  a) The predicted balance of the cash account at the end of each month
  b) All cash expected to flow in to the business during each month (from sales and any other cash inflows expected such as capital contributions, loan from bank, loan from family, interest on bank deposits
  c) Expected payments for set-up/start-up costs
  d) All cash expected to flow out of the business each month (related to running the business)
  e) Monthly cash to be drawn by the owner (a salary equivalent). The cash flow budget is a forecast of estimated cash receipts, estimated cash payments and the resulting cash position for the business at the end of each month. This helps with planning decisions for the business and would be an essential financial document to present to the bank if you were seeking outside finance for your business.

**Future prospects**
What is your expectation for the future of the business? Will it expand nationally/internationally? Diversify into complementary products/services?

**Appendices**
You may include appendices (an equivalent of five A4 pages) which might contain documents that support your business plan such as drawings of your product or your business premises, detailed evidence of market research undertaken by you (ie. survey responses, photos of competitors’ products) or additional financial data.

**NOTE:** Additional financial information can be included with the body of your business plan or as part of the appendix. The type of additional information could include:
- A break-even analysis which includes:
  - a list of fixed costs (those costs which do not vary with the level of sales)
  - a list of variable costs (the cost of obtaining the goods for sale, or the direct costs involved in providing the services)
  - contribution margin (the amount each sale contributes to covering the fixed costs)
  - break-even point (the point at which all costs are covered but no profit or loss is made)
- projected profit for the year or a projected Balance Sheet at the end of the first year of operations to provide the basis for analysis of expected performance.

**Where and when to submit entries**
Entries close Wednesday 22 August 2012.

All entries must be sent to the relevant coordinator. The Australian judging and presentation ceremony will be held on Thursday 4 October in Sydney as part of the Business Educators Australasia Conference. Division One finalists will be required to personally present their plan to the judging panel on Thursday 4 October in Sydney. Finalists must be available to attend the judging on this date. Australian prizes will be awarded to the Australian finalists. State/territory prizes may also be available. Contact your coordinator for details. Contact details are listed in this brochure.
Divisions within the competition

The competition is open to all full-time secondary school students enrolled in a registered secondary school in Australia or New Zealand at the time of submission of their entry. The competition has two divisions:

DIVISION ONE
Open to individual student entries, submitted by students of any age, attending a registered secondary school.

DIVISION TWO
Group entries (maximum of six students)

Awards may be provided at a state/territory level. Contact your coordinator for more information (refer to contact details in this brochure).

Business Educators Australasia reserves the right not to make awards at state/territory or Australasian level if it is considered that entries are not of a suitable standard. Business Educators Australasia also reserves the right to change the date of the Australasian judging and presentation ceremony.

Prizes! What you and your school can win

DIVISION ONE

Student winner:
- A trip to Shanghai for 5 nights to explore business opportunities for the winner, nominated carer and nominated school representative. The trip will include accommodation and flights to Shanghai (departing from Melbourne, Sydney, Brisbane and Perth) plus $500 spending money for the student winner*
- Quickien Personal Computer Package courtesy of Reckon Australia

School of winning student:
- Quickien Personal Computer Package courtesy of Reckon Australia
- Complimentary membership to Victorian Commercial Teachers Association
- $250 book courtesy of Business Educators Australasia

DIVISION TWO

Group entry:
- $1000 cheque courtesy of CPA Australia

School of winning students:
- Complimentary registration and airfare to VCTA’s Convex Conference 2012 courtesy of VCTA

*Note: The trip cannot be exchanged for cash. Dates of the trip will depend on availability of flights. Adult permission and an educator to be nominated by the school of the winning student. Business Educators Australasia will arrange travel and accommodation. Recipients are expected to attend the meetings in Shanghai that have been organised by Business Educators Australasia.
2011 winning entries

AUSTRALASIAN WINNER

VICTORIA
Jessica Kirkpatrick, Ballarat Grammar School

BA! BA! MANURE

Bal Bal Manure provides high quality and affordable bags of sheep manure that are either delivered or picked up for sale from various locations. As an add-on the business also provides a service of cleaning out underneath farmers’ shearing sheds.

Photo: Jessica Kirkpatrick with Alex Malley FCPA, Chief Executive Officer, CPA Australia.

OTHER FINALISTS

AUSTRALIAN CAPITAL TERRITORY
Ashleigh Keenora, Erindale College
FACE THIS WAY

Face this Way will provide Canberra with high quality face painters, balloon modellers and amazing spray tattoo artists. The business will guarantee a memorable experience for all customers. A broad range of unique designs in face painting with skin safe, durable and bright colour will be a feature of the designs on offer.

NEW SOUTH WALES
Mickaesta Mate, St Francis Xavier’s College
DELIZIoso Cibo Cooking School

Delizioso Cibo is a cooking school which provides classes where participants learn the traditional skills of pasta making. Delizioso Cibo will cater for the passionate amateur cook as well as aspiring chefs.

QUEENSLAND
Lizelle Theunissen, Sheldon College
MEDICO SUPPLIES

Medico Supplies is a medical supplies company that provides innovative and new medical equipment. For example, a major medico’s product is a sterilised medical tape for wound dressing. It is a sterilised tape used world wide but Medico will provide a new, updated version of this product.

SOUTH AUSTRALIA
Fiona Chen, Westminster School
MIX n MATCH FAMILY RESTAURANT

Mix n Match will provide quality and nutritional food at competitive prices for middle income families in a safe and desirable dining environment. Mix n Match will provide consumers with a variety of favourite mains and sides which can be mixed and matched.

WESTERN AUSTRALIA
Jason Wee, Wesley College
KIDDIES KUTS HAIR SALON

Kiddies Kuts is a company providing haircuts for children with joy and entertainment. The primary market will be 2’s to 10’s. The age group when children feel most vulnerable when their hair is cut.

Visit CPA’s website cpaustralia.com.au/enterprise for additional information and to review in greater detail last year’s winning entry. Alternatively, call Business Educators Australasia on 1800 831 203 and we will send you a copy of the winning entry.

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Every business in every industry needs accounting and finance professionals. They make decisions that affect entire businesses. CPA Australia can help you to start planning a career in accounting and finance via CPA Passport, our student network, which gives you free access to:

- employment and career advice
- study support
- internships
- training
- resources
- competitions
- networking events

Join now at cpaustralia.com.au/cpapassport
Where to send your entries

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Declaration form

CPA Australia | 2012 Plan Your Own Enterprise competition

TEACHERS: PLEASE PHOTOCOPY THIS FORM FOR INDIVIDUAL STUDENTS OR CALL 1800 631 203 FOR ADDITIONAL COPIES

INDIVIDUAL – DIVISION ONE

Student’s name

Name of Business Plan

GROUP – DIVISION TWO

Surname/Given name

Surname/Given name

Surname/Given name

Surname/Given name

Surname/Given name

Surname/Given name

Name of Business Plan

TO BE COMPLETED BY ALL DIVISIONS

School name

Teacher name

School address

Postcode

School phone ( )

School fax ( )

Email/Teacher contact

Enrolment Home address

Postcode

Home phone ( )

Mobile

Email

Entries are to be sent to the office of your coordinator by Wednesday 22 August 2012. Address details are listed in this brochure. If you require any further information, call the National Office of Business Educators Australasia on 1800 631 203.

CHECKLIST

☐ My/Our plan does not exceed 3,000 words plus appendices.

☐ We have submitted my/our business plan in hard copy.

☐ We have included all required components as outlined in the competition guidelines.

☐ We signed and completed all details on the declaration form.

☐ We have not bound my/our business plan.

☐ We agree to abide by the conditions of the competition.

DECLARATION

I/We hereby declare that the information in my/our CPA Australia Plan Your Own Enterprise Competition 2012 entry is all my/our work.

I/We agree to accept the conditions outlined above and the decisions of the judges.

I/We also understand that no entries will be returned and that all winning entries will remain the property of Business Educators Australasia.

I/We hereby declare that the word count indicated below is accurate and is 3,000 words or less. I/We understand that plans exceeding the word limit will be excluded from the competition.

Word count

Name

School

Signature

Date

* Information provided on this application form will only be used for the purposes of the CPA Australia Plan Your Own Enterprise Competition and will be destroyed at the completion of the judging.

FOR MORE INFORMATION CONTACT:

Christine Reid
National Coordinator CPA Australia Plan Your Own Enterprise Competition
Business Educators Australasia
PO Box 361 ABBOTSFORD VIC 3185
P: 1800 631 203 E: christine.reid@ca.australia

POINTS TO REMEMBER:

• Please keep a copy of your entry as entries will not be returned to you.

• The decision of the judges is final and no correspondence will be entered into.

• Entries are to be sent to the relevant coordinator (refer to contact details in this brochure).

• A signed declaration form must accompany all applications. If you require extra copies call Business Educators Australasia on 1800 631 203.

• Visit the CPA Australia website cpaustralia.com.au/enterprise.
Submission to the Australian Government – White Paper on Australia in the Asian Century
26 February 2012

Economics and Business Educators NSW (EBE) is a well-respected, long established professional association for teachers of Economics, Business Studies, Legal studies and Commerce. Professional development, teacher support and representation are the reasons for its existence.

EBE was established to “contribute to high quality economics and commercial education in schools, tertiary institutions and in the general community”. EBE is an incorporated, public company with membership open to all interested in the teaching of Business Studies, Commerce, Economics and Legal Studies.

EBE applauds the Federal Governments initiative of commissioning a White Paper on Australia in the Asian Century and urges the Government to consider the vital role that schools play in shaping the knowledge, skills, attitudes and values of future Australians.

Through their studies of Business Studies, Economics and in the younger years, Commerce; students can learn about the Asian Century and its impact on Australia and world economies. They can examine and analyse statistics such as those included in the December 2011 Issues Paper – and take with them into tertiary studies and the workplace, a real understanding of the impact the diverse region which is Asia – has had on their lives and its potential to affect their future.

Properly resourced and supported, including by adequate teacher professional development; Australian schools can incorporate teaching about Asia in the curriculum and ensure that students emerge from their school years equipped to participate in and benefit from, the ‘Asian Century’.

EBE supports the Asia Education Foundation’s (AEF) viewpoint (expressed in their 17th of February submission); that past efforts to further learning about Asia have lacked continuity and planning and have failed to be adequately funded – and that this must change.

EBE also supports the AEF’s position that the next steps must not only position Asia literacy as a key policy objective of schooling but be supported by investment in a long-term national strategic plan.

The AEF submission rightly points out that any strategy to boost Australian school students knowledge of Asia must be bipartisan and long-term (e.g. fifteen years), a national effort and supported by a commitment to the level of sustained funding required to succeed.

EBE is willing to work with the Federal Government to further improve student understanding, skills, values and attitudes in respect to Asia – by developing quality teaching resources and teacher professional development courses.

Joe Alvaro, EBE NSW President
Congratulations to Economics and Business Educators NSW Director, Lyn Kirkby

On Monday 28 November 2011 the Professional Teachers' Council NSW held its Annual Presentation Evening. The immediate Past President of EBE NSW and current Director, Lyn Kirkby was awarded an Outstanding Professional Service Award by the Hon. Adrian Piccoli MP, Minister for Education as an acknowledgement of excellence in the teaching profession and the outstanding work she has undertaken through EBE NSW.

Below is Lyn's citation. Congratulations Lyn.

Citation:

Lyn Kirkby, Economics and Business Educators NSW

In recognition of a significant contribution to Economics and Business Educators NSW (EBE NSW) in the areas of leadership, building capacity, and enhanced administrative efficiency. As a Director of EBE NSW since 2006, and as President since 2009, Lyn Kirkby has strengthened the position of the association in the national and state educational landscape.

Lyn's commitment to supporting teachers, particularly those new to the profession, continues to benefit the association and the profession. She has actively encouraged the professional growth of EBE Directors while modelling a respectful and skilful leadership style.

Lyn’s discipline expertise, particularly in the area of Economics, has seen her contribute generously to the association at all levels. This has included delivering HSC student lectures, participating in Board of Studies NSW curriculum development, coordinating the EBE Trial HSC Economics paper, contributing to the development of professional teaching standards, and collaborating with Business Educators Australasia in preparation for the development of the Australian curriculum in Economics and Business Studies.
# Examination Verbs Answers –

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### Advertising Rates for ‘The EBE Journal’

EBE welcomes advertisements for publications relevant to the areas of Business Studies, Commerce, Economics and Legal Studies.

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These prices include GST and are based on the advertiser supplying the advertisement either on CD, or by email to admin@ebe.nsw.edu.au.

A clear hard copy should also be forwarded to our office.

The journal is published twice a year and the deadline for submission of material is one month prior to publication.

Further details can be obtained by contacting EBE as follows:

- Phone: (02) 9564 5007
- Fax: (02) 9564 5309
- Email: admin@ebe.nsw.edu.au
- PO Box 67 Leichhardt NSW 2040