# Commerce Core 3 – employment and work futures



This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

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## Outcomes

A student:

* **COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
* **COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
* **COM5-3** examines the role of law in society
* **COM5-4** analyses key factors affecting decisions
* **COM5-5** evaluates options for solving problems and issues
* **COM5-6** develops and implements plans designed to achieve goals
* **COM5-7** researches and assesses information using a variety of sources
* **COM5-8** explains information using a variety of forms
* **COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

**Related Life Skills outcomes:** COMLS1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-6, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13

[Commerce 7–12 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

## Content focus

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.

Skills to be integrated in this topic as appropriate: developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively.

## Learning sequence 1 – work and wellbeing

Students examine the contribution of work to the wellbeing of individuals and broader society, including:

* the relationship of work to quality of life, eg disposable income, health, household economic wellbeing, superannuation accrual, household management
* contributing to an individual’s self-esteem and material and non-material living standards
* the redistribution of income through taxation, and government expenditure, eg in education, health, infrastructure and social welfare

**Teacher note:** before completing activities, it is important to define useful terms and concepts such as wellbeing and work-life balance. Given the nature of some of the material in this section, care should be taken to protect student wellbeing. When discussing issues around politics, the Department of Education’s [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy must be adhered to.

* According to [Workplace wellbeing](https://www.blackdoginstitute.org.au/resources-support/wellbeing/workplace-wellbeing/) from the Black Dog Institute, 1 in 6 working-age Australians currently experience mental illness, most commonly depression and anxiety. Mental health conditions like depression and anxiety are costing Australian businesses between $11 and $12 billion dollars each year through: staff being absent from work (sick days), reduced work performance and productivity (presenteeism – at work but not working well), increased staff turnover rates and associated recruitment and training costs, and compensation claims of $200 million a year. Use [Workplace wellbeing](https://www.blackdoginstitute.org.au/resources-support/wellbeing/workplace-wellbeing/) to complete the following
* define workplace wellbeing
* identify 5 features of a mentally healthy workplace
* describe 2 ways businesses can create a mentally healthy workplace
* explain the effects of a mentally healthy workplace for people and businesses
* explain the risk factors and protective factors that may contribute to the level of mental health in the workplace
* using the information from the website and your own knowledge, create an image or infographic that defines work-life balance
* list 3 ways a workplace can promote a better work-life balance
* explain how work-life balance has a relationship to quality of life
* discuss how work contributes to the wellbeing of individuals and broader society.
* Working in pairs, use the following resources to complete a [K-W-L Chart](http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html) about work and self-esteem, material living standards and non-material living standards
* [Self-Worth in the Workplace](https://au.indeed.com/career-advice/career-development/self-worth)
* [How important is self-esteem in the workplace?](http://www.chiswickconsulting.com/how-important-is-self-esteem-in-the-workplace/)
* Visit [Search job salaries](https://www.payscale.com/research/AU/Job) and find the average salary for a job that you might be interested in.
* If it is shown as an hourly rate, calculate the yearly salary based on a 40-hour working week for 48 weeks a year.
* Use this [Salary and pay calculator](https://www.seek.com.au/career-advice/page/salary-calculator) to calculate an approximate weekly after-tax pay. Write down the amount and use it for the next activity.
* Visit the [How does your income compare to everyone else’s](https://www.abc.net.au/news/2019-05-21/income-calculator-comparison-australia/9301378?nw=0) site that compares income levels of other Australians. Use the weekly after-tax pay from the previous activity for the ‘Where do you think your income sits on the scale of lowest to highest-earning Australians?’ slider. Read the information and answer the following questions
* Why do you think most people misjudge their own position compared to the national income distribution?
* Why do you think most people have a misconception about the level of inequality in Australia?
* Using the information in the section on ‘How the other half lives,’ what percentage of Australian income earners earn more than your chosen job?
* Working in pairs, add your local suburb to the ‘find out your local area’ section and complete the following questions.
* What is an LGA?
* What does it mean by ‘the proportion of people in the top income bracket?’
* Identify the proportion of top income earners in the school’s LGA. What percentage point is the LGA? Is it lower or higher than the average? Identify the rank of the school’s LGA in Australia.
* What percentage of top bracket income earners are in NSW?
* Which LGA has the highest percentage of top income earners? Why might this be the case?
* Looking at the colour of the map across the nation, are the higher incomes evenly spread across regions, states and territories? Why do you think this is the case?
* Why do you think there are clusters of top income earners around the Perth and Sydney metropolitan areas? What might be some broader societal concerns of clustered high-income earners?
* Discuss the reasons why there were 9 LGAs which reported ‘no one’ in the top income bracket? What types of inequalities could these LGAs face?
* Brainstorm as a class what the responsibilities of the Federal Government are and what it would spend its taxation income on.
* Imagine you have paid $5000 in income tax in the past year. Complete the following table predicting how much the government would spend on each of the following categories.

Table 1 – government spending

|  |  |  |
| --- | --- | --- |
| Category | Your prediction | Actual amount spent |
| Welfare (aged pension, disability, family payments, unemployment) |  |  |
| Health |  |  |
| Defence |  |  |
| Education |  |  |
| Foreign affairs and foreign aid |  |  |

* Use [Where Australian’s Tax Dollars Really Go](https://www.dmarge.com/where-does-my-tax-go-australia) and complete the actual amount spent (based on $4939 income tax paid) from the graph. These graphs are included in every Australian’s tax return to show where their money has been spent.
* How could paying tax be considered a privilege?
* Why do you think the government has created these graphs?
* As a class discuss why the distribution of taxation income is the way it is – remember that the ratios of the line graphs are the same no matter how much tax is paid. Why do you think ‘Health’ gets so much, while ‘Recreation and culture’ gets so little? What assumptions can we make about Australian society based on how our tax dollars are spent?
* Use [Indigenous students face a digital divide and were 'unfairly disadvantaged' during coronavirus lockdowns](https://www.sbs.com.au/news/article/indigenous-students-face-a-digital-divide-and-were-unfairly-disadvantaged-during-coronavirus-lockdowns-says-a-report/8xf11hq1x) to answer the following questions
* What percentage of Indigenous households didn’t have internet access in 2016?
* What actions did the report suggest could be taken to address the digital divide amongst First Nations students?
* How might the poor access to the Internet cause long term problems given the increasing move to remote working?

**Teacher note:** depending on class context and makeup you could do the following activity as a class discussion, debate, [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.Ym9ALA8KH5U.link) or other format.

* Discuss as a class why remoteness is related to disadvantage.
* Working in small groups, propose solutions as to how the government could address the issue of disadvantage in rural and remote communities. Share your ideas with other groups and evaluate the effectiveness of each proposal.

**Teacher note:** the department’s resource on paragraphing may help students who require assistance to improve their writing skills.

* Write 2 paragraphs explaining how work can contribute to raising both the material, and non-material, standard of living for an individual.

## Learning sequence 2 – the workplace

Students:

* compare the types of work and work arrangements, including full-time, part-time, casual, at home, paid, unpaid, voluntary, apprenticeships, traineeships
* examine various sources of income, including wages and salaries, commissions, profits and dividends
* investigate how the nature of work has changed and how it is likely to change in the future, including:
* the use of statistical data to examine patterns of employment
* the emergence of the sharing economy
* changes in the nature of work and workplace arrangements due to the impact of technology and globalisation

### Compare the types of work and work arrangements

* Using [Types of employees](https://www.fairwork.gov.au/starting-employment/types-of-employees) and [Types of Employment](https://support.australianunions.org.au/hc/en-au/articles/360052973613-Types-of-Employment), complete the following table:

Table 2 – types of employment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Employee type | Overview of rights | Hours worked | Advantages | Disadvantages |
| Full time |  |  |  |  |
| Part time |  |  |  |  |
| Casual |  |  |  |  |
| Fixed term |  |  |  |  |
| Shift work |  |  |  |  |
| Daily or weekly hire |  |  |  |  |
| Probation |  |  |  |  |
| Apprentice |  |  |  |  |
| Trainee |  |  |  |  |
| Outworker |  |  |  |  |
| Volunteer |  |  |  |  |

* Create a simple timeline that shows likely pathways between different types of employment throughout a person’s working life. Annotate it with an explanation of how significant life events, for instance finishing high school, graduating university, getting married, having a child or retiring from full time work can impact a person’s type of employment.
* Use [Worker obligations](https://www.safework.nsw.gov.au/legal-obligations/worker-obligations) to identify the responsibilities of employees. Use these to read the following scenarios and determine whether they are the responsibility of an employee.

Table 3 – employee responsibilities

|  |  |
| --- | --- |
| Scenario | True or false? |
| You are working in a fast-food shop and have been asked to clean up a customer’s vomit. |  |
| A customer knocks over a container of flowers in the florist you work in, spilling water everywhere. You are asked to clean it up. |  |
| You are a 15-year old apprentice plumber and have been asked to move the boss’ ute so that it doesn’t get a parking ticket. |  |
| You are an airline pilot and have been asked to work in ticket sales due to staff shortages. |  |

* Create 3 of your own scenarios, similar to those above, and swap them with a classmate.

### Sources of income

* Use [Salary vs Wage](https://au.indeed.com/career-advice/pay-salary/salary-vs-wage#:~:text=The%20main%20difference%20between%20a,holiday%20and%20sick%20day%20benefits.), [Piece rates & commission payments](https://www.fairwork.gov.au/pay-and-wages/minimum-wages/piece-rates-and-commission-payments) and [Employee share schemes](https://moneysmart.gov.au/shares/employee-share-schemes) to define the following terms
* salary
* wage
* commission
* piece rate
* dividend.
* Discuss as a class which payment method you would prefer as an employee. Justify your choice.
* Use [Seek](https://www.seek.com.au/) or [Careerone](https://www.careerone.com.au/) to create a list of 5 job vacancies that have a variety of different types of payments. Use the [Pay](https://calculate.fairwork.gov.au/FindYourAward) Calculator website to check the wages, allowances and penalty rates (including overtime) for employees in each of the jobs. For each of the jobs, write 2 sentences explaining why you think that payment type is used.
* Research various welfare payments and sources of income using the following hypothetical scenario. You should use [Fairwork Ombudsman – pay and wages](https://www.fairwork.gov.au/pay-and-wages) and the [Department of Social Services – benefits and payments](https://www.dss.gov.au/seniors/benefits-payments).

**Scenario**

The Brown family is made up of:

* Parents William and Chantelle who have 3 children (Maurice, Kirstie and Nathan)
* Maurice is a university student studying finance
* Kristie sells used cars
* Nathan is a student in Year 10 at a local high school
* Grandma Pamela lives with the family. She is 88 years old and in poor health.

Except for Nathan, all the family members receive an income

* William and Chantelle own a butcher’s shop where they both work.
* William works full time in his shop and Chantelle works 3 days a week.
* Maurice works casually at a hardware store when not at university. He invests his spare cash in the stock market and receives dividends from his investment.
* Kristie works full time receiving a salary at the car dealer. She also receives a commission on every car sold.
* Nathan does not have a job.
* Grandma Pamela is retired and receives the aged pension.
* Complete the table with the information on each family member’s income:

Table 4 – Brown family income

|  |  |  |  |
| --- | --- | --- | --- |
| Family member | Major source of income | Award pay rate | What could they do to increase their income? |
| William |  |  |  |
| Chantelle |  |  |  |
| Maurice |  |  |  |
| Kirstie |  |  |  |
| Nathan |  |  |  |
| Pamela |  |  |  |

* Complete the ‘How to spot a scam’ activity on [Bite-size activities](https://moneysmart.gov.au/teaching/teaching-resources/bite-size-activities) (it is the last one on the page).

### How the nature of work has changed and how it is likely to change in the future

**Teacher note:** the [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555) images must be displayed clearly around the room and may include posters on the walls, models or other examples on tables, and print outs of any computer-based work. Ensure there is sufficient space between and around each piece of work to allow for ease of movement and close inspection of the work. Provide students with : sticky notes and pens. Set a time limit for the first round of the gallery walk. Allow time for participants to view each piece of work and give written feedback on the response.

* As a class, develop a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555) of images from different industries over the last 100 years. Working in groups of 2–3, find images to show the nature of the work and a progression of the changes in your chosen industry. You will also need to create your own images of what your industry might look like in the future. You may pick any of the following industries
* health
* financial services
* consumer products and services
* logistics and transportation
* business products and services
* construction
* real estate
* retail.
* Use Figures 1 and 6 from [Families Then & Now: How we worked](https://aifs.gov.au/publications/how-we-worked) to complete the following
* Describe the overall changes in the workforce between 1979 and 2019 in Figure 1.
* The overall trend for men in Figure 1 has not changed nearly as much as for women. What may be a reason for this?
* Compare the percentage of ‘both working’ parents in 2016 with 1991. What could you infer about changes in society over this time (think about the cost of housing)?
* Why do you think the percentage of stay-at-home dads has not changed much over this period?
* Read [The rise of the sharing economy](https://www2.deloitte.com/us/en/pages/consumer-business/articles/the-rise-of-the-sharing-economy-impact-on-the-transportation-space.html) and
* write a definition of sharing economy
* complete a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) on how the sharing economy may impact your life.
* Use [Globalization](https://simple.wikipedia.org/wiki/Globalization) and [Globalization explained (4:18)](https://www.youtube.com/watch?v=JJ0nFD19eT8) to
* write a one sentence definition of globalisation
* write one sentence on the positives, and one on the negatives, of globalisation.
* Discuss in pairs the examples of globalisation that you can see in your own community.
* Discuss as a class how certain industries and the nature of work may be impacted through technology and globalisation in the future.

## Learning sequence 3 – rights and responsibilities in the workplace

Students:

* investigate the roles of various participants in the workplace, including employers, employees, contractors, industrial organisations/unions, state/territory and Commonwealth governments (**ACHEK042**)
* explain changes to the roles of employees in the workplace, for example the increasing encouragement for workers to show initiative (**ACHEK042**)
* discuss employer responsibilities to workers and the government, for example superannuation, paid parental leave, pay as you go (PAYG) withholding, income tax, company tax or the Goods and Services Tax (GST) (**ACHEK042**)
* examine laws related to the workplace, including: (**ACHEK042**)
* Work Health and Safety (WHS) legislation
* Equal Employment Opportunity and anti-discrimination laws
* penalty rates and the role of the Fair Work Commission
* identify methods of resolving disputes, including grievance procedures, negotiation, mediation, arbitration

### Roles of various participants in the workplace

**Teacher note:** for the following activity encourage students to choose a workplace that they are already familiar with. Alternatively, they could use their school as the workplace.

* Research a specific workplace and create a concept map that outlines the roles of the various participants in the workplace. An example has been done below. You must include
* employees
* contractors
* unions or industrial organisations
* NSW Government
* Australian Federal Government.

Figure 1 – sample business



### Changes to the roles of employees in the workplace

* Read [How Has the Workplace Changed Over Time?](https://theundercoverrecruiter.com/workplace-evolution/) and summarise the key ways that workplaces have changed from the 1970s to today.
* Interview someone who is over 50 years old and ask
* how their workplaces have changed in their lifetime
* what has improved
* what they think was better in the past.
* what changes they imagine happening in the future
* are they positive about these changes, or apprehensive? Why?
* Brainstorm some of the changes that were made to working conditions as a result of Covid19. Use [Changes in working hours and duties](https://coronavirus.fairwork.gov.au/coronavirus-and-australian-workplace-laws/alternative-work-arrangements/changes-in-working-hours-and-duties) to outline the changes that still apply today. Explain why it is important to have the government specify the ways in which employers can modify working conditions.
* Using what you have learnt, write a paragraph predicting how you think your grandchildren’s working life might be different to today. After writing, discuss as a class the key thoughts.

### Employer responsibilities to workers and the government

**Teacher note:** students require an understanding of the following concepts: investment income, superannuation, dividends, super income streams and annuities, trusts.

* Use [Investopedia](https://www.investopedia.com/) to complete the glossary table below:

Table 5 – glossary

|  |  |  |  |
| --- | --- | --- | --- |
|  | Definition | Example | Use in a sentence |
| Taxation |  |  |  |
| Investment income |  |  |  |
| Superannuation |  |  |  |
| Dividend |  |  |  |
| Annuities |  |  |  |
| Trust |  |  |  |

**Teacher note:** before doing the next activity have a class discussion around income tax, what it is, its purpose, how it is collected, and so on to gain an understanding of students’ prior knowledge. After watching the video and completing the questions you may want to get students to complete the [ATO online services simulator](https://onlineservicessimulator.ato.gov.au/).

* Watch [What is PAYG (6:01)](https://www.youtube.com/watch?v=xcsbY0HnvHc) and answer the following
* Do employers have to give their workers payslips? Why do you think this might be important?
* What does PAYG stand for? What does it mean?
* When does the financial year begin and end?
* What could be the consequence of not filling in the tax file declaration correctly when starting a new job?
* How much can you earn each year without having to pay any income tax?
* Use [Know your workplace rights and responsibilities](https://www.jobjumpstart.gov.au/article/know-your-workplace-rights-and-responsibilities) and your own research to create a fact sheet for new business operators outlining their main responsibilities to their employees.
* Imagine you are a business adviser and someone has come to you wanting advice about their obligations to the government to start their small business. Use [Legal essentials for business](https://business.gov.au/planning/new-businesses/legal-essentials-for-business) to come up with a series of 10 questions you would need to ask them in order to determine their legal obligations.
* Discuss as a class the interrelated nature of rights and responsibilities.

### Laws related to the workplace

**Teacher note:** students need to be aware of the different roles and responsibilities of the State and Commonwealth Governments in relation to industry and employment. The Parliament of New South Wales has a brief overview of the [Roles and Responsibilities of Federal, State and Local Governments](https://www.parliament.nsw.gov.au/about/Pages/The-Roles-and-Responsibilities-of-Federal-State-a.aspx), and [Employment Law in Australia](https://employsure.com.au/guides/employment-contracts-and-legislation/employment-law-in-australia/) has more specific details.

#### WHS

* Both employers and employees have obligations and rights to help ensure a safe workplace. Complete a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to fill in the table below with what you think these might include.

Table 6 – rights and obligations

|  |  |  |
| --- | --- | --- |
|  | Employers | Employees |
| Obligations |  |  |
| Rights |  |  |

* Use [Safe Work NSW: Legal obligations](https://www.safework.nsw.gov.au/legal-obligations) to
* investigate the legislative obligations of employers, employees and visitors in the workplace
* identify obligations and rights that you missed from your table in the previous step
* discuss as a class the importance of both business operators and employees being aware of their rights and their responsibilities.

#### Discrimination

**Teacher note:** given the nature of some of the material in this section, care should be taken to protect student wellbeing. Be mindful of adhering to the Department of Education’s [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy.

* Read the case studies at work contained in the resource [Young people in the workplace [PDF 875KB, pages 12–19]](https://humanrights.gov.au/education/teachers/young-people-workplace) from the Australian Human Rights Commission. Pick 2 of the case studies and answer the following questions
* how would you feel in each example?
* what would you do in each example?
* Use the information from [Types of discrimination](https://antidiscrimination.nsw.gov.au/anti-discrimination-nsw/discrimination/types-of-discrimination.html) to develop 3 hypothetical case studies of workplaces complying and non-complying with the Equal Employment Opportunity and anti-discrimination laws. After completion, share your case studies with another member of the class and get them to answer the following
* What is the form of discrimination that has occurred in the workplace?
* What action should the individual take?
* How could the business change things to make sure they comply with the law?
* Give the responses back to the author of the scenario. Evaluate the suggested changes the business could make and refine them.

#### Penalty rates and the Fair Work Commission

* Use [What is wage theft](https://wagetheft.net.au/what-is-wage-theft/)? to answer the following
* What different ways can wage theft occur?
* What are 2 of the industries that wage theft is most common in?
* As a class, discuss what kinds of workers are most likely to be victims of wage theft and the reasons that business owners may not pay staff their entitlements.
* Read [George Calombaris's MAdE Establishment underpaid workers $7.8 million](https://www.abc.net.au/news/2019-07-18/george-calombaris-made-establishment-backpays-underpaid-workers/11320274) and complete the following
* Summarise the main features of the case.
* What was the main issue?
* What was the outcome?
* How do you think this case affected George Calombaris’s profile?
* Watch [Starting a new job (4:33)](https://www.youtube.com/watch?v=FC5tWenwoUQ) and write answers to the following, and then discuss them as a class
* What are the 6 tips to starting a new job?
* Who do you think is the intended audience of the video?
* How useful do you think the video is in getting its message across?
* How can you tell that the video contains accurate information?
* Watch [What is the Fair Work Commission? (4:15)](https://www.youtube.com/watch?v=mAnTURcb-dY) and complete the following
* Write a brief explanation of the role of the Fair Work Commission and the Fair Work Ombudsman.
* How effective is this video compared to the previous one? Justify your answer.

### Resolving disputes

* Read [Dispute resolution](https://www.legalaid.vic.gov.au/find-legal-answers/courts-and-legal-system/dispute-resolution) and write definitions for
* negotiation
* mediation
* arbitration.
* Read [Worker’s epic response to boss’ savage note banning employees from talking about pay](https://www.news.com.au/finance/work/at-work/workers-epic-response-to-boss-savage-note-banning-employees-from-talking-about-pay/news-story/d237c7c9b8fa8a356bd0a5497f3f291f) and discuss as a class a better method for the employer to manage this dispute. Assess if the employee’s response was appropriate.

## Learning sequence 4 – current issues

Students:

* investigate a current issue related to the workplace that has affected employees in Australia, for example:
* artificial intelligence and/or robotic technology and its impact on the workforce

**Teacher note:** this content is covered as a formal assessment task in this resource. The task could be completed as a classroom learning activity if that is more relevant to your context.

## Assessment task

**Teacher note:** when using this task, ensure it is placed on the school template and follows all assessment requirements.

### **Outcomes**

* **COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
* **COM5-7** researches and assesses information using a variety of sources

### **Syllabus content**

Students:

* investigate a current issue related to the workplace that has affected employees in Australia, for example:
* artificial intelligence and its impact on the workforce

### Task

* Read the articles [Could AI give your business the edge](https://www.businessaustralia.com/how-we-help/be-more-efficient/work-smarter/can-your-business-benefit-from-ai-), [The Future of Artificial Intelligence In The Workplace](https://www.forbes.com/sites/vishalmarria/2019/01/11/the-future-of-artificial-intelligence-in-the-workplace/#5370f4c173d4), [Between progress and safety: The dark side of AI](https://www.businessaustralia.com/how-we-help/be-a-better-employer/managing-risk/how-to-safe-is-ai) and [Artificial intelligence](https://www.industry.gov.au/policies-and-initiatives/helping-industry-and-businesses-harness-technology/artificial-intelligence). As a class, discuss the articles and the issue of artificial intelligence and its potential impact on the workforce in Australia.
* Use [De Bono’s Six Thinking Hats](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.Yjp1yxkEEwI.link) and write a paragraph from the perspective of each of the hats (6 paragraphs in total).
* **White hat:** this thinking style must seek facts, question and define the issue of artificial intelligence and its impact on the workforce. The white hat must focus on the known and unknown information including past trends and gaps in knowledge. For example, the different types of artificial intelligence that are currently used in Australia.
* **Red hat**: this thinking style must focus on the intuition (hunches) of the issue which does not need a specific justification for current impact on the workforce of artificial intelligence. This may include feelings.
* **Yellow hat:** this thinking style must focus on the benefits and advantages of artificial intelligence and its impact on the workforce in Australia. This hat should be future focused.
* **Green hat:** this thinking style must make proposals, suggestions, new ideas and alternatives to artificial intelligence and its potential impact on the workforce in Australia.
* **Blue hat:** this thinking style must consider what potential controls could be placed on artificial intelligence. For example, government restrictions on particular types of artificial intelligence used in the workplace that may restrict the loss of jobs in Australia.
* **Black hat:** this thinking style must consider the reasons why artificial intelligence will not have an impact on the workforce in Australia.
* Write a concluding paragraph making a judgement about the potential future impact of technology on the Australian workforce.

### Marking criteria

Table 7 – assessment marking criteria

|  |  |
| --- | --- |
| Grade | Criteria |
| **A** | * Demonstrates extensive knowledge and understanding of a range of consumer, financial, economic, business, legal, political and employment concepts and issues
* Evaluates complex information using a range of sources
 |
| **B** | * Demonstrates thorough knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues
* Researches and assesses information using a variety of sources
 |
| **C** | * Demonstrates sound knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues
* Undertakes research, and interprets information using a variety of sources
 |
| **D** | * Demonstrates basic knowledge and understanding of some consumer, financial, economic, business, legal, political and employment concepts and issues
* Undertakes some research and interpretation of basic information using a limited range of sources
 |
| **E** | * Demonstrates elementary knowledge and understanding of aspects of consumer, financial, economic, business, legal, political and employment concepts and issues
* Displays very limited research skills and attempts to interpret information
 |

## References

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