

Australian Curriculum: Economics and Business — Year 9

| CURRICULUM | SEMESTER | | |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------|
| | Unit 1 | Unit 2 | Unit 3 |
| Unit name | Financial Risks and Rewards | Australia in a Global Economy | Competing as a Business in the Global Economy |
| Unit description | In units 1-3, students will investigate: <ul style="list-style-type: none"> • Australia as a trading nation and its place within the rising economies of Asia and broader global economy. • Why and how participants in the global economy are dependent on each other. Why and how people manage financial risks and rewards in the current Australian and global financial landscape. • The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market. • The changing roles and responsibilities of participants in the Australian or global workplace. | | |

| ASSESSMENT | SEMESTER | | |
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| | Summative assessment task 1 | Summative assessment task 2 | Summative assessment task 3 |
| Technique | Project | Examination | Investigation |
| Type of text | Feasibility Report | Short Response Knowledge and Skills Test | Report |
| Mode | Written | Written | Written |
| Conditions | <ul style="list-style-type: none"> • 3 weeks • In class and home time required • Length: 500 – 800 words • All research, note-taking and planning to be completed on the sheets provided • Teacher/student conferencing will occur to monitor progress and provide feedback • Feasibility report should refer to evidence from primary and secondary sources and include academic references | <ul style="list-style-type: none"> • Supervised Test • 60 minutes • Minimal teacher assistance with interpretation of questions (not sources) | <ul style="list-style-type: none"> • 3 weeks • In class and home time required • Length: 600 – 800 words report • All research, note-taking and planning to be completed on the sheets provided • Teacher/student conferencing will occur to monitor progress and provide feedback • Report should refer to evidence from primary and secondary sources and include academic references |
| Range and balance of summative assessment conventions | | | |
| Aspects of the achievement standard | | | |
| explain the role of the Australian economy in allocating and distributing resources | | | |
| analyse the interdependence of participants in the global economy | | | |
| explain the importance of managing financial risks and rewards | | | |
| explain why businesses seek to create a competitive advantage including through innovation | | | |
| evaluate the strategies that may be used | | | |
| analyse the roles and responsibilities of participants in the workplace | | | |
| when researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue | | | |
| gather and analyse relevant data and information from different sources to answer questions | | | |
| identify trends and explain relationships | | | |
| generate alternative responses to an issue | | | |
| use cost-benefit analysis and appropriate criteria to propose a course of action | | | |
| apply economic and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems | | | |
| develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts | | | |
| analyse the effects of economic and business decisions and the potential consequences of alternative actions | | | |

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard