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|  | Years 7–8 band plan — Australian Curriculum: Economics and Business |

## Implementation year: School name:

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| Identify curriculum | Humanities and social sciences learning area | Humanities and social sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.  In the Australian Curriculum, the humanities and social sciences learning area comprises four subjects: history, geography, economics and business, and civics and citizenship. Each subject has been conceptualised in ways appropriate for that subject area:   * history focuses on evidence, change and continuity, cause and effect, significance, empathy, perspectives, and contestability * geography focuses on place, space, environment, interconnection, sustainability, scale, and change * civics and citizenship focuses on government and democracy, law and citizens, and citizenship, diversity and identity * economics and business focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures.   Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors interrelate.  The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century. | | |
| Phase curriculum focus[[1]](#footnote-1) | **Year 7–10 curriculum focus**  During these years, students begin to see themselves as active members in community, business and economic life, and are often concerned about and further develop their awareness of local, national, regional and global social and environmental issues.  Specific economics and business skills in Years 7–10 emphasise interpretation and analysis of economic and business data and/or information, economic reasoning and decision making, the application of concepts to new situations, drawing conclusions based on evidence, the communication of these conclusions in different formats, and reflecting on the consequences of economic and business decisions.  **Year 7 and 8**  In Years 7 and 8, students develop an understanding of the way the market system operates in Australia, the interdependence of consumers and producers in the market, and why governments may influence the market’s operation. Students consider factors that influence individual, business and financial success. They examine the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are also introduced as students consider why people work, how they derive an income and the influences on the way people work now and in the future. | | |
| Year-level descriptions1 | **Year 7**  The Year 7 curriculum gives students the opportunity to further develop their understanding of [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) concepts by exploring what it means to be a [consumer](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Consumer), a worker and a producer in the [market](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Market) and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) success. Setting goals and planning to achieve these goals is vital for individual and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) success. Students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.  The [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) content at this year level involves two strands: [Economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) knowledge and understanding, and [Economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) knowledge, understanding and skills at this year level is provided by the following **key questions:**   * Why is there a relationship between consumers and [producers](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Producers) in the [market](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Market)? * Why is personal, organisational and financial planning for the future important for both consumers and businesses? * How does entrepreneurial behaviour contribute to a successful [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business)? * What types of work exist, and in what other ways can people derive an income? | | |
| **Year 8**  The Year 8 curriculum gives students the opportunity to further develop their understanding of [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) concepts by exploring the ways markets, including traditional Aboriginal and Torres Strait Islander markets, work within Australia, the participants in the [market](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Market) system, and the ways they may influence the [market](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Market)’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues, where appropriate.  The [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) content at this year level involves two strands: [Economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) knowledge and understanding, and [Economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) knowledge, understanding and skills at this year level is provided by the following **key questions:**   * Why are markets needed, and why are governments involved? * Why do consumers and businesses have both rights and responsibilities? * What may affect the ways people work now and in the future? * How do different businesses respond to opportunities in the [market](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Market)? | | |
| Identify curriculum | **Achievement standards[[2]](#footnote-2)** | **Year 7**  By the end of Year 7, students [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) the interdependence of consumers and producers in the market. They [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) the importance of short- and long-term planning to individual and business success and [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) different strategies that may be used. They [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) the characteristics of successful businesses and [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) how entrepreneurial capabilities contribute to this success. Students [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) the reasons individuals choose to work and [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) the various sources of income that exist.  When researching, students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) questions and gather data and information from different sources to [investigate](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Investigate) an economic or business issue. They [interpret](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They [apply](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Apply) economics and business knowledge, skills and concepts to familiar problems. Students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) and present conclusions using appropriate texts, terms and concepts. They [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) the effects of their decisions and the possible effects of alternative actions.  **Year 8**  By the end of Year 8, students [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) how markets operate and [recognise](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Recognise) why governments may influence the market’s operation. They [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) the rights and responsibilities of consumers and businesses. They [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) why different types of businesses exist and [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) the different ways businesses can [respond](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Respond) to opportunities in the market. Students [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) influences on the way people work, and factors that may affect work in the future.  When researching, students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) questions and gather relevant data and information from different sources to [investigate](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Investigate) an economic or business issue. They [interpret](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) trends and relationships. They propose a range of alternative responses to an issue and [evaluate](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Evaluate) the costs and benefits of each alternative. They [apply](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Apply) economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) the effects of an economic or business decision and the potential consequences of alternative actions. | | |
| **Course organisation** | The Australian Curriculum: Economics and Business is organised in two related strands — economics and business knowledge and understanding, and economics and business skills.  In both these strands, the study of economics and business issues, events and business case studies form an integral component of the curriculum. A focus on contemporary issues, events and business case studies stimulates student interest and curiosity. The content is intended to be taught through a relevant context, which will help students make the connections between what they are learning in class and events or issues that are happening in their local area, Australia and the world.  Both strands also focus on developing enterprising behaviours and capabilities. Through the study of economics and business, students will develop their understanding of the importance and role of enterprising behaviours and capabilities at an individual and business level. They will also be encouraged to develop the capabilities that will enable them to actively participate in the economy, now and in the future.  The band plan for economics and business is organised to:   * provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools * align with the Australian Curriculum: Economics and Business, which is organised in year levels for the achievement standard and for knowledge and understanding content descriptions, and in bands that span two years for skills content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using the Australian Curriculum: Economics and Business content descriptions and achievement standards.   The band plan course organisation allows schools to implement the Australian Curriculum: Economics and Business:   * in a term * in a semester * in only one year of a two-year band (not in every year from Years 5 to 8) * as an elective stand-alone subject in Years 9 and 10 (which may involve additional school-based content). | | |
| Teaching and learning | Unit overview | Unit 1 — Seeking individual and business success in the market[[3]](#footnote-3) | Unit 2 — Responding to business opportunities in the Australian market[[4]](#footnote-4) | |
| Time allocation  Unit 1: 50% of total teaching time  Unit 2: 50% of total teaching time | **Key questions**   * Why is there a relationship between consumers and producers in the market? * Why is personal, organisational and financial planning for the future important for both consumers and businesses? * How does entrepreneurial behaviour contribute to a successful business? * What types of work exist, and in what other ways can people derive an income?   In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar personal, community, national or regional economics or business issue (for example, observing a business to identify factors that contribute to its success; or exploring what it means to be a consumer, a worker and a producer in the market, the relationships between these groups and the potential costs and benefits of each alternative; or developing a business plan for an indigenous eco‑tourism venture).  The economics or business issue investigated will enable students to: describe the interdependence of consumers and producers in the market; explain the importance of short- and long-term planning to achieve personal, organisational and financial objectives; describe characteristics of entrepreneurs and successful businesses; and identify the reasons individuals choose to work, types of work and how people derive an income. | **Key questions**   * Why are markets needed, and why are governments involved? * Why do consumers and businesses have both rights and responsibilities? * What may affect the ways people work now and in the future? * How do different businesses respond to opportunities in the market?   In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional economics or business issue (for example, investigating the relationship between present influences on the ways people work, changing attitudes to work-life balance and opportunities in the market for a business to take advantage of these in a new enterprise or venture; or exploring reasons for market failure and government intervention in particular markets).  The economics or business issue investigated will enable students to: explain how markets operate in Australia and why governments may influence the market’s operation; identify different types of business and explain how they respond to opportunities in Australia; explain the rights and responsibilities of consumers and businesses in Australia; and describe influences on the ways people work and factors that might affect work in the future. | |
| Teaching and learning | General capabilities and cross-curriculum priorities | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asia | |
| Key | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social  Personal and social capability  Description: Description: Description: Description: gc_ethical  Ethical understanding  Description: Description: Description: Description: gc_intercultural  Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | |
| Develop assessment | Assessment | Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. | | |
| Unit 1 — Seeking individual and business success in the market[[5]](#footnote-5) | | Unit 2 — Responding to business opportunities in the Australian market[[6]](#footnote-6) |
| Assessment may gather evidence of the student’s ability to:   * investigate and communicate an informed decision in response to a familiar personal, community, national or regional economics or business issue * describe the interdependence of consumers and producers in the market * explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used * describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success * identify the reasons individuals choose to work and describe the various sources of income that exist * develop questions and gather data and information from different sources to investigate an economic or business issue * interpret data to identify trends * propose alternative responses to an issue and assess the costs and benefits of each alternative * identify the effects of their decisions and the possible effects of alternative actions * apply economics and business knowledge, skills and concepts to familiar problems * develop and present conclusions using appropriate texts, terms and concepts. | | Assessment may gather evidence of student’s ability to:   * investigate and communicate an informed decision in response to a familiar and unfamiliar national or regional economics or business issue * explain how markets operate and recognise why governments may influence the market's operation * explain the rights and responsibilities of consumers and businesses * explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market * describe influences on the way people work, and factors that may affect work in the future * develop questions and gather relevant data and information from different sources to investigate an economic or business issue * interpret data to identify trends and relationships * propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative * identify the effects of an economic or business decision and the potential consequences of alternative actions * apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems * develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. |
| Making judgments  and feedback | Consistency of teacher judgments | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. |

## Content descriptions for Years 7–8 Economics and Business

Review for balance and coverage of content descriptions, including emphasis on concepts for economics and business understanding.

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| |  |  |  |  | | --- | --- | --- | --- | | Concepts[[7]](#footnote-7) | Knowledge and understanding | Unit 1 | Unit 2 | | Resource allocation and making choices  Focuses on the process of using available, limited resources for competing alternative uses that satisfy society’s unlimited needs. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers and governments. | The ways consumers and [producers](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Producers) respond to and influence each other in the [market](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Market) [(ACHEK017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK017) [Year 7] | ✓ |  | | The ways markets operate in Australia and why they may be influenced by government [(ACHEK027)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK027) [Year 8] |  | ✓ | | The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets [(ACHEK028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK028) [Year 8] |  | ✓ | | Consumer and financial literacy  Explores the role of making responsible and informed decisions about consumer issues and managing money and assets, and how these decisions affect the individual’s and the community’s quality of life, sense of security and awareness of future options. | Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives [(ACHEK018)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK018) [Year 7] | ✓ |  | | The rights and responsibilities of consumers and businesses in Australia [(ACHEK029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK029) [Year 8] |  | ✓ | | The business environment  Examines the ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in the markets, the decisions they make have social, economic and environmental consequences. | Characteristics of entrepreneurs and successful businesses [(ACHEK019)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK019) [Year 7] | ✓ |  | | Types of businesses and the ways that businesses respond to opportunities in Australia [(ACHEK030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK030) [Year 8] |  | ✓ | | Work and work futures  Focuses on work and the work environment and the contribution of work to individual and collective wellbeing. It explores the factors that influence the work environment now and into the future and the rights and responsibilities of participants in the work environment. | Why individuals work, types of work and how people derive an income [(ACHEK020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK020) [Year 7] | ✓ |  | | Influences on the ways people work and factors that might affect work in the future [(ACHEK031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHEK031) [Year 8] |  | ✓ | | |  |  |  | | --- | --- | --- | | Economics and business skills | Unit 1 | Unit 2 | | Questioning and research | | | | Develop questions about an economic or [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) issue or event, and plan and conduct an investigation or project [(ACHES021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES021) ([ACHES032](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES032)) [Year 7 and 8] | ✓ | ✓ | | Interpretation and analysis | | | | Interpret data and information displayed in different formats to identify relationships and trends [(ACHES023)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES023) [(ACHES034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES034) [Year 7 and 8] | ✓ | ✓ | | Economic reasoning, decision making and application | | | | Generate a range of alternatives in response to an observed economic or [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) issue or event, and evaluate the potential costs and benefits of each alternative [(ACHES024)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES024) ([ACHES035](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES035)) [Year 7 and 8] | ✓ | ✓ | | Apply [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) knowledge, skills and concepts in familiar and new situations [(ACHES025)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES025) ([ACHES036](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES036)) [Year 7 and 8] | ✓ | ✓ | | Communication and reflection | | | | Present evidence-based conclusions using [economics](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Economics) and [business](http://www.australiancurriculum.edu.au/Glossary?a=ENB&t=Business) language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions [(ACHES026)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES026) ([ACHES037](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHES037)) [Year 7 and 8] | ✓ | ✓ | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v6.0: Economics and Business, [www.australiancurriculum.edu.au/humanitiesandsocialsciences/economicsandbusiness/Curriculum/5-10](http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/economicsandbusiness/Curriculum/5-10) [↑](#footnote-ref-1)
2. Source:Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v6.0: Economics and Business, [www.australiancurriculum.edu.au/humanitiesandsocialsciences/economicsandbusiness/Curriculum/5-10](http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/economicsandbusiness/Curriculum/5-10) [↑](#footnote-ref-2)
3. Unit 1 developed using the Australian Curriculum: Economics and Business Year 7 content descriptions and achievement standard. [↑](#footnote-ref-3)
4. Unit 2 developed using the Australian Curriculum: Economics and Business Year 8 content descriptions and achievement standard. [↑](#footnote-ref-4)
5. Unit 1 assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Economics and Business Year 7 achievement standard. [↑](#footnote-ref-5)
6. Unit 2 assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Economics and Business Year 8 achievement standard. [↑](#footnote-ref-6)
7. The concepts for economics and business understanding are derived from the content descriptions and achievement standards, and are supported by economics and business skills. The year-level description provides information about the development of concepts for economics and business understanding. The definitions of these concepts are based on descriptions published in the *Australian Curriculum v6.0: Economics and Business* [www.australiancurriculum.edu.au/humanitiesandsocialsciences/economics and business/Curriculum/5-10](http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/economics%20and%20business/Curriculum/5-10). [↑](#footnote-ref-7)