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| Year 10 standard elaborations —  Australian Curriculum v9.0: Economics and Business |

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Economics and Business describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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| Year 10 Australian Curriculum: Economics and Business achievement standard |
| By the end of Year 10, students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia’s superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.  Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Economics and Business for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/economics-and-business-7-10/year-10> |

## Year 10 Economics and Business standard elaborations

|  |  | A | B | C | D | E |
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|  |  | The folio of student work contains evidence of the following: | | | | |
| Knowledge and understanding | | thorough analysis of how economic indicators influence Australian Government decision-making | informed analysis of how economic indicators influence Australian Government decision-making | analysis of how economic indicators influence Australian Government decision-making | simple analysis of how economic indicators influence Australian Government decision-making | statement/s about economic indicators |
| thorough explanation of ways that government intervenes to improve economic performance and living standards | informed explanation of ways that government intervenes to improve economic performance and living standards | explanation of ways that government intervenes to improve economic performance and living standards | simple explanation of ways that government intervenes to improve economic performance and/or living standards | statement/s about how government intervenes in the economy |
| thorough explanation of processes that businesses use to manage the workforce and improve productivity | informed explanation of processes that businesses use to manage the workforce and improve productivity | explanation of processes that businesses use to manage the workforce and improve productivity | simple explanation of processes that businesses use to manage the workforce and/or improve productivity | statement/s about management of the workforce and/or improvement in productivity |
| thorough explanation of the importance of Australia’s superannuation system and its effect on consumer and financial decision-making | informed explanation of the importance of Australia’s superannuation system and its effect on consumer and financial decision-making | explanation of the importance of Australia’s superannuation system and its effect on consumer and financial decision-making | simple explanation of the importance of Australia’s superannuation system and/or its effect on consumer and financial decision-making | statement/s about Australia’s superannuation system |
| * thorough analysis of factors that influence major consumer and financial decisions * thorough explanation of the short- and long-term effects of these decisions | * informed analysis of factors that influence major consumer and financial decisions * informed explanation of the short- and long-term effects of these decisions | * analysis of factors that influence major consumer and financial decisions * explanation of the short- and long-term effects of these decisions | * simple analysis of factors that influence major consumer and financial decisions * simple explanation of the effects of these decisions | statement/s about factors that influence major consumer and financial decisions and/or effects of these decisions |
| Skills | **Questioning and researching** | development and modification of a range of questions to investigate an economic and business issue and purposeful location, selection and analysis of relevant and reliable information and data from a range of sources | development and modification of a range of questions to investigate an economic and business issue and effective location, selection and analysis of relevant and reliable information and data from a range of sources | development and modification of a range of questions to investigate an economic and business issue and location, selection and analysis of relevant and reliable information and data from a range of sources | guided development and modification of questions to investigate an economic and business issue and partial location, selection and/or analysis of relevant and reliable information and/or data from sources | directed development and modification of questions to investigate an economic and business issue and basic location, selection and/or analysis of information and/or data from sources |
| **Interpreting and analysing** | proficient interpretation and analysis of information and data to   * evaluate trends and economic cause-and-effect relationships * make predictions about consumer and financial impacts | plausible interpretation and analysis of information and data to   * evaluate trends and economic cause-and-effect relationships * make predictions about consumer and financial impacts | interpretation and analysis of information and data to   * evaluate trends and economic cause-and-effect relationships * make predictions about consumer and financial impacts | simple interpretation and analysis of information and/or data to partially   * evaluate trends and economic cause-and-effect relationships * make predictions about consumer and financial impacts | statement/s about trends and/or economic cause-and-effect relationships and/or predictions about consumer and financial impacts |
| **Evaluating, concluding and decision-making** | * development of a considered and evidence-based response to an economic and business issue * proficient evaluation of a response, using appropriate criteria to decide on a course of action | * development of an informed and evidence-based response to an economic and business issue * plausible evaluation of a response, using appropriate criteria to decide on a course of action | * development of an evidence-based response to an economic and business issue * evaluation of a response, using appropriate criteria to decide on a course of action | * development of a simple evidence-based response to an economic and business issue * simple evaluation of a response, using criteria to decide on a course of action | statement/s about a basic response to an economic and business issue and/or a course of action |
| **Communicating** | use of economic and business knowledge, concepts, and terms to develop purposeful descriptions, explanations and reasoned arguments that synthesise research findings. | use of economic and business knowledge, concepts, and terms to develop effective descriptions, explanations and reasoned arguments that synthesise research findings. | use of economic and business knowledge, concepts, and terms to develop of descriptions, explanations and reasoned arguments that synthesise research findings. | use of economic and business knowledge, concepts, and terms to develop simple descriptions, explanations and/or arguments that refer to research findings. | use of economic and business knowledge, concepts, and terms to develop fragmented descriptions, explanations and/or arguments. |

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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