

# Year 7 Economics and Business Curriculum and assessment plan

## Example

Level description	Context and cohort considerations
<p>The focus of learning in Year 7 is the topic "individuals, businesses and entrepreneurs" within a personal, community and national context.</p> <p>In Year 7, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy?</li> <li>• What are the different types of businesses that provide goods and/or services?</li> <li>• What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business?</li> <li>• Why do individuals contribute to their community and how do they derive an income?</li> <li>• Why do consumers and businesses have both rights and responsibilities?</li> </ul>	<p>In Year 7, the Economics and Business program is taught as a standalone subject in Term 1 and has been written for a 20-hour time allocation.</p> <p>Students are introduced to Economics and Business from Year 5 in the Humanities and Social Sciences (HASS) learning area. In Years 5–6 HASS, the Economics and Business sub-strand focused on:</p> <ul style="list-style-type: none"> <li>• resources (factors of production)</li> <li>• land, labour, capital and enterprise</li> <li>• needs and wants</li> <li>• making personal consumer and financial choices.</li> </ul>

Unit 1 — Building a bright future: from volunteering to entrepreneurial ventures	Unit 2 — Shop 'til you drop
<p>Timing: Term 1 Duration: 5 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• What are different types of work that exist in the Australian economy?</li> <li>• How might individuals derive an income in Australia?</li> <li>• How do entrepreneurial characteristics contribute to the success of a business?</li> </ul> <p>The work a person chooses to do can make a significant contribution to an individual's identity, their family, their role within a community and wider Australian society.</p> <p>In this unit, students focus on understanding the different types of work in which people are engaged, including the work of entrepreneurs, and how this influences the development of businesses and the economy. Through locating, selecting and analysing data and information (e.g. Australian Bureau of Statistics graphs and data, infographics, media commentaries), students use their critical thinking skills to investigate how individuals derive an income. Students also explore how work may be unpaid through volunteering and the contributions people make to their local community or to support a community organisation.</p> <p>Using a case-study approach, students then investigate examples of the work of entrepreneurs, including First Nations entrepreneurs. Students examine the entrepreneurial knowledge and skills they used to build their businesses. In structured small group discussions that allow students to develop and practise their social and personal skills, they consider how entrepreneurial characteristics contribute to the success of businesses. Students reflect on these learning activities to support the preparation of their investigation.</p>	<p>Timing: Term 1 Duration: 5 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• How do consumers and businesses make economic decisions?</li> <li>• What are different types of businesses in the Australian economy?</li> <li>• What are examples of rights and responsibilities that consumers and businesses have in Australia?</li> </ul> <p>Whether it be in-store or online, shopping requires consumers to make many and varied choices between what they want and what they need.</p> <p>In this unit, students consider the concept of 'economic scarcity' in relation to what is produced, how it is produced and for whom it is produced through an investigation of the shopping experience for consumers and businesses. Using case studies of the types of businesses that exist in Australia, students apply their critical thinking skills to identify the types of goods and/or services provided in their local area. They describe decisions made in their community to allocate limited resources and discuss how economic resources might be used more sustainably to meet needs and wants into the future.</p> <p>In structured small group discussions that allow students to develop and practise their social and personal skills, they identify their own needs and wants, and distinguish the difference between the rights and responsibilities of both consumers and businesses, including any ethical considerations. Using secondary research materials (e.g. business reports, interviews, media commentaries) students then explain the rights and discuss the responsibilities of individuals and businesses in relation to products and services. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>

	Unit 1 — Building a bright future: from volunteering to entrepreneurial ventures	Unit 2 — Shop 'til you drop
	<b>Assessment 1 — Investigation</b>	<b>Assessment 2 — Examination</b>
<b>Assessment</b>	<p><b>Description:</b> Students investigate an Australian entrepreneur and their business to determine how entrepreneurial characteristics contributed to the success of their business. Students locate, select, organise and interpret data and information. They present the findings of their investigation at the school Careers Expo as part of a display showcasing entrepreneurship.</p> <p><b>Technique:</b> Investigation</p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 2–3 minutes</li> </ul>	<p><b>Description:</b> Students respond to short response items and an extended response item. These items focus on resource allocation to meet needs and wants, the reasons businesses exist, types of businesses and the rights and responsibilities of individuals and businesses. Students interpret and analyse information and data provided to respond to case-study scenarios.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• supervised</li> <li>• up to 70 minutes, plus 10 minutes planning</li> <li>• 400–600 words, comprising <ul style="list-style-type: none"> <li>– short responses 50–100 words per item</li> <li>– extended responses 200–300 words per item</li> </ul> </li> </ul>
<b>Achievement standard</b>	<p>By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.</p> <p>Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.</p>	<p>By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.</p> <p>Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.</p>
<b>Moderation</b>	<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p><b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>

Content descriptions	Units		Content descriptions	Units	
	1	2		1	2
<b>Knowledge and understanding</b>			<b>Skills</b>		
why opportunity cost exists as decisions are made to allocate limited resources to meet unlimited needs and wants AC9HE7K01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Questioning and researching</b> develop questions to investigate a contemporary economic and business issue AC9HE7S01	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the reasons businesses exist and how different types of businesses provide goods and services AC9HE7K02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	locate, select and organise information and data from a range of sources AC9HE7S02	<input checked="" type="checkbox"/>	<input type="checkbox"/>
characteristics of entrepreneurs and how these influence the success of a business AC9HE7K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Interpreting and analysing</b> interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships AC9HE7S03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the reasons individuals work, the types of work they are involved in, and how they may derive an income AC9HE7K04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Evaluating, concluding and decision-making</b> develop a response to an economic and business issue, identifying potential costs and benefits AC9HE7S04	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the rights and responsibilities of individuals and businesses in relation to consumer and financial products and services AC9HE7K05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Communicating</b> create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources AC9HE7S05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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