

# Year 9 Economics and Business Curriculum and assessment plan

## Example

Level description	Context and cohort considerations
<p>The focus of learning in Year 9 is the topic <b>"international trade and interdependence"</b> within a global context, including trade with the countries of Asia.</p> <p>Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.</p> <p>Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.</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>• Why does Australia trade with other nations?</li> <li>• How do participants in the global economy interact?</li> <li>• What is the role of the financial sector in the Australian economy?</li> <li>• How does creating and maintaining a competitive advantage benefit businesses?</li> <li>• What processes can be used to manage financial risks and rewards?</li> </ul>	<p>In Year 9, the Economics and Business program is taught as a standalone subject in Semester 2 and has been written for a 40-hour time allocation.</p> <p>In Years 9 and 10, Economics and Business is an elective subject in the Humanities and Social Sciences learning area.</p> <p>In Years 7 and 8, the focus of learning in Economics and Business has been on:</p> <ul style="list-style-type: none"> <li>• individuals, businesses and entrepreneurs</li> <li>• Australian markets.</li> </ul>
Unit 1 — What are Australia's trading connections?	Unit 2 — How does the financial world affect us?
<p>Timing: Term 3 Duration: 10 weeks</p>	<p>Timing: Term 4 Duration: 10 weeks</p>
<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• Why does Australia trade with other nations?</li> <li>• Why is Australia's trading relationship with Asian countries of significance?</li> <li>• How and why do Australian businesses seek to create and maintain a competitive advantage when trading internationally?</li> </ul> <p>Australia is an important trading partner in the global economy. In this unit, students study the economic and business connections that Australia has across the globe and develop an appreciation of how to participate in economic decision-making.</p> <p>With increasing independence, students interpret a range of data and information from historical and contemporary sources (e.g. Australian Bureau of Statistics graphs, infographics, cartoons, media commentaries) to examine Australia's trading relationships. Through structured small group discussions that allow them to develop and practise their social and personal skills, students analyse the costs and benefits of trade, including access to a wider choice of goods and services for consumers and businesses, employment opportunities and a source of national income.</p> <p>Through case studies, students investigate the significance of trade with Asian countries (e.g. China, Japan, India) as some Australian businesses (e.g. technology services, fashion, resources) have worked towards creating and maintaining a competitive advantage in the region. Through interpreting and analysing data and information on Australia's current trading connections with Asia, students construct explanations about Australia's major trading partners, the benefits of trade with Asia and challenges for Australian businesses in the 21st century. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>	<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What is the role of the financial sector in the Australian economy?</li> <li>• How and why does the financial sector make decisions that affect other sectors of the Australian economy?</li> <li>• Why is it important for consumers and businesses to consider risk and reward when making financial decisions?</li> </ul> <p>In an increasingly complex financial world, it is important for young people to be equipped with the knowledge and skills to make informed financial decisions. In this unit, students study how and why the financial sector plays an important role in the Australian economy.</p> <p>Through locating, selecting and analysing data and information (e.g. Reserve Bank decisions and updates, interviews with financial experts, media commentaries), students use their critical thinking skills to investigate the ways in which a financial sector decision (e.g. to decrease or increase interest rates) can potentially affect economic and business decisions made by the consumer, business and/or government sectors. In structured small group discussions, students then consider how individuals and businesses manage their finances to minimise possible risks and maximise rewards. In this discussion, students examine examples such as fraudulent transactions, scams and identity theft and present findings using digital tools and platforms, e.g. slideshows, blogs, websites.</p> <p>As students progress through the unit, they reflect on these learning activities to support the preparation of their multimodal investigation.</p>

	Unit 1		Unit 2	
	Assessment 1 — Examination	Term/week	Assessment 2 — Investigation	Term/Week
Assessment	<p><b>Description:</b> Students respond to short response items and an extended response item. These items focus on international trade and Australia’s connections with Asia. Stimulus will be seen and unseen. Students interpret and analyse the information and data provided to explain trends in Australia’s international trade relationships, as well as to evaluate the costs and benefits of Australia’s economic and business connections with its trading partners in Asia.</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 90 minutes, plus 10 minutes planning</li> <li>• 600–800 words, comprising                             <ul style="list-style-type: none"> <li>– short responses 50–150 words per item</li> <li>– extended responses 300–400 words per item</li> </ul> </li> </ul>	Term 3 Week 9	<p><b>Description:</b> Students investigate the way in which a decision by the financial sector has influenced, or may influence, a decision on a real-world consumer or business issue. For example, how a change in interest rates may affect a consumer’s decision to spend or save; or a business decision to invest in a new business or expand an existing one. Using the information and data from their research, students prepare a multimodal response for a key stakeholder to explain the financial sector decision and its impact on the issue selected. A decision on how to respond to the issue is explained and justified using selected criteria.</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>• 3–4 minutes</li> </ul>	Term 4 Weeks 5–7
Achievement standard	<p>By the end of Year 9, students explain the role of Australia’s financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia’s pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.</p> <p>Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.</p>		<p>By the end of Year 9, students explain the role of Australia’s financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia’s pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.</p> <p>Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.</p>	
Moderation	<p><b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p><b>Consensus:</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>		
the role of Australia’s financial sector and its effect on economic decision-making by individuals, businesses and global markets AC9HE9K01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Questioning and researching</b> develop and modify questions to investigate a contemporary economic and business issue AC9HE9S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
how economic decision-making involves the interdependence of consumers, businesses, the financial sector and government AC9HE9K02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	locate, select and analyse information and data from a range of sources AC9HE9S02	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units		Content descriptions	Units	
the reasons Australia trades with other nations, and the patterns of trade between Australia and Asia AC9HE9K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Interpreting and analysing</b> interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts AC9HE9S03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs AC9HE9K04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Evaluating, concluding and decision-making</b> develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action AC9HE9S04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
how individuals and businesses manage consumer and financial risks and rewards AC9HE9K05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Communicating</b> create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings AC9HE9S05	<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 checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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