

Year 6 standard elaborations — Australian Curriculum: Economics and Business DRAFT

The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year. In Queensland, the Year 6 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

Year 6 Australian Curriculum: Economics and Business achievement standard

By the end of Year 6, students recognise why choices about the allocation of **resources** involve trade-offs. They describe the effects of **consumer** and financial decisions on themselves, others and the environment. Students identify the purpose of **business** and recognise the different ways that businesses choose to provide **goods** and services.

When researching, students develop questions and gather and sort data and information from different sources to investigate an economic or **business** issue. They identify the advantages and disadvantages of a proposed response to an issue and apply **economics** and **business** knowledge and skills to everyday problems. Students present their findings using appropriate texts and **economics** and **business** terms and identify the possible effects of their decisions.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Economics and Business for Foundation–10*, www.australiancurriculum.edu.au/humanities-and-social-sciences/economics-and-business/curriculum/f-10?layout=1#level6

The standard elaborations (SEs) should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Australian Curriculum achievement standard to make judgments on a five-point scale.

The SEs for Economics and Business have been developed using the Australian Curriculum content descriptions and the achievement standard.

They promote and support:

- aligning curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
- continuing skill development from one year of schooling to another
- making judgments on a five-point scale based on evidence of learning in a folio of student work
- planning an assessment program and individual assessments
- developing task-specific standards and grading guides.

Year 6 Economics and Business standard elaborations

DRAFT

		A	B	C	D	E
		The folio of student work has the following characteristics:				
Understanding and skills dimensions	Knowledge and understanding	comprehensive description of why choices about the allocation of resources involve trade-offs	detailed description of why choices about the allocation of resources involve trade-offs	description of why choices about the allocation of resources involve trade-offs	identification of trade-offs in the allocation of resources	statements about the allocation of resources
		comprehensive description of the effects of consumer and financial decisions on themselves, others and the environment	detailed description of the effects of consumer and financial decisions on themselves, others and the environment	description of the effects of consumer and financial decisions on themselves, others and the environment	description of aspects of the effects of consumer and financial decisions on themselves, others and the environment	statements about the effects of consumer and financial decisions
		identification and explanation of the: <ul style="list-style-type: none"> purpose of business different ways that businesses choose to provide goods and services 	identification and description of the: <ul style="list-style-type: none"> purpose of business different ways that businesses choose to provide goods and services 	identification of the: <ul style="list-style-type: none"> purpose of business different ways that businesses choose to provide goods and services 	identification of aspects of the: <ul style="list-style-type: none"> purpose of business different ways that businesses choose to provide goods and services 	statements about the: <ul style="list-style-type: none"> purpose of business ways business provide goods and services
	Questioning and researching	development of questions and collection, sorting and considered use of data and information from different sources to effectively investigate an economic or business issue	development of questions and collection, sorting and informed use of data and information from different sources to effectively investigate an economic or business issue	development of questions and collection, sorting and use of data and information from different sources to investigate an economic or business issue	development of questions and collection and use of aspects of data and information to investigate an economic or business issue	use of questions and use of aspects of data and information related to an economic or business issue

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Analysing and interpreting	identification and explanation of the advantages and disadvantages of a proposed response to an issue and considered application of economics and business knowledge and skills to everyday problems	identification and description of the advantages and disadvantages of a proposed response to an issue and informed application of economics and business knowledge and skills to everyday problems	identification of the advantages and disadvantages of a proposed response to an issue and application of economics and business knowledge and skills to everyday problems	identification of aspects of the advantages and disadvantages of a proposed response to an issue and partial application of economics and business knowledge and skills to everyday problems	statements about a response to an issue and use of aspects of economics and business knowledge and skills
		identification and explanation of the possible effects of their decisions	identification and description of the possible effects of their decisions	identification of the possible effects of their decisions	identification of aspects of the possible effects of their decisions	statements about possible effects of decisions
	Communicating	purposeful presentation of findings using appropriate formats (texts) and relevant economics and business terms.	effective presentation of findings using appropriate formats (texts) and relevant economics and business terms.	presentation of findings using appropriate formats (texts) and economics and business terms.	partial presentation of findings using formats (texts) and everyday language.	fragmented presentation of findings using everyday language.

Key	Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the A–E descriptors. Key terms are described overleaf.
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Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 6 Economics and Business SEs

The following terms are used in the Year 6 Economics and Business SEs. They help to clarify the descriptors, and should be read in conjunction with the ACARA Economics and Business glossary: www.australiancurriculum.edu.au/humanities-and-social-sciences/economics-and-business/glossary.

Term	Description
application; apply	use, utilise or employ in a particular situation; carry out or use a procedure; in a given context
aspects	particular parts or features
comprehensive	detailed and thorough, including all that is relevant
considered	thought about deliberately with a purpose
consumer	a person or a group that is the final user of goods and services produced within an economy
description; describe	give an account of characteristics or features
detailed	meticulous; including many of the parts
development; develop	elaborate or expand in detail; to create or construct
effective; effectively	meeting the assigned purpose; in a way that produces a desired or intended result
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed, incomplete or isolated
identification; identify	establish or indicate who or what someone or something is, includes recognition
informed	having relevant knowledge; being conversant with the topic
investigate	make inquiry, examination, or investigation
partial	attempted; incomplete evidence provided

Term	Description
presentation	an address or report on a particular topic, especially one supported by images and digital data.
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
related to	connected to
relevant	applicable and pertinent
resources	used to produce goods and services that satisfy needs and wants; the four economic resources (factors of production) are land, labour, capital and enterprise; production usually requires the combination of resources
statement	a sentence or assertion
use	to operate or put into effect