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|  | Year 9 standard elaborations — Australian Curriculum: Economics and Business |

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| **Purpose** | The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. These can be used as a tool for:* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.
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| **Structure** | The SEs are developed using the **Australian Curriculum achievement standard**. The Economics and Business achievement standard describes the learning expected of students at each year level. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate. 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**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix. |
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| **Year 9 Australian Curriculum: Economics and Business achievement standard** |
| By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions. |
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| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 8 Economics and Business 7–10, [www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Economics and Business](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/economics-and-business/) |

## Year 9 Economics and Business standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | * thorough explanation of the role of the Australian economy in allocating and distributing resources
* discerning analysis of the interdependence of participants in the global economy
 | * detailed explanation of the role of the Australian economy in allocating and distributing resources
* informed analysis of the interdependence of participants in the global economy
 | * explanation of the role of the Australian economy in allocating and distributing resources
* analysis of the interdependence of participants in the global economy
 | * description of the role of the Australian economy in allocating and distributing resources
* description of the interdependence of participants in the global economy
 | statements about:* the role of the Australian economy in allocating and distributing resources
* participants in the global economy
 |
| * thorough explanation of the importance of managing financial risks and rewards
* discerning analysis of the different strategies that may be used
 | * detailed explanation of the importance of managing financial risks and rewards
* informed analysis of the different strategies that may be used
 | * explanation of the importance of managing financial risks and rewards
* analysis of the different strategies that may be used
 | * description of the importance of managing financial risks and rewards
* description of the different strategies that may be used
 | statements about:* financial risks and rewards
* strategies that may be used
 |
| * thorough explanation of why businesses seek to create a competitive advantage, including through innovation
* discerning evaluation of the strategies that may be used
 | * detailed explanation of why businesses seek to create a competitive advantage, including through innovation
* informed evaluation of the strategies that may be used
 | * explanation of why businesses seek to create a competitive advantage, including through innovation
* evaluation of the strategies that may be used
 | * description of why businesses seek to create a competitive advantage, including through innovation
* explanation of the strategies that may be used
 | statements about:* creating a competitive advantage, including through innovation
* strategies that may be used
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| discerning analysis of the roles and responsibilities of participants in the workplace | informed analysis of the roles and responsibilities of participants in the workplace | analysis of the roles and responsibilities of participants in the workplace | description of the roles and responsibilities of participants in the workplace | statements about the roles and responsibilities of participants in the workplace |
| Skills | development of discerning questions and simple hypotheses when researching to frame an investigation of an economic or business issue | development of informed questions and simple hypotheses when researching to frame an investigation of an economic or business issue | development of questions and simple hypotheses when researching to frame an investigation of an economic or business issue | development of questions and simple hypotheses that relate to an investigation of an economic or business issue | use of questions to investigate aspects of an economic or business issue |
| Skills | gathering and discerning analysis of relevant data and information from different sources to:* effectively answer questions
* identify and explain trends
* explain relationships
 | gathering and informed analysis of relevant data and information from different sources to:* effectively answer questions
* identify and describe trends
* explain relationships
 | gathering and analysis of relevant data and information from different sources to:* answer questions
* identify trends
* explain relationships
 | gathering and use of data and information to:* answer aspects of questions and
* identify aspects of trends and relationships
 | use of aspects of data and information to:* answer aspects of questions
* identify aspects of trends
 |
| * generation of alternative responses to an issue
* discerning use of cost‑benefit analysis and appropriate criteria to propose a course of action
 | * generation of alternative responses to an issue
* informed use of cost‑benefit analysis and appropriate criteria to propose a course of action
 | * generation of alternative responses to an issue
* use of cost‑benefit analysis and appropriate criteria to propose a course of action
 | * identification of alternative responses to an issue
* use of aspects of cost‑benefit analysis to propose aspects of a course of action
 | statements about:* responses to an issue
* aspects of the costs and benefits
 |
| discerning application of economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems | informed application of economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems | application of economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems | application of aspects of economics and business knowledge and skills to familiar and unfamiliar topics | statements about familiar topics and use of aspects of economics and business knowledge and skills |
| development and purposeful presentation of evidence‑based conclusions and reasoned arguments using appropriate texts and relevant subject‑specific language and concepts | development and effective presentation of evidence‑based conclusions and reasoned arguments using appropriate texts and relevant subject‑specific language and concepts | development and presentation of evidence‑based conclusions and reasoned arguments using appropriate texts, subject‑specific language and concepts | development and partial presentation of conclusions and arguments using texts and subject‑specific language and concepts  | fragmented presentation of conclusions and arguments and partial use of subject‑specific language and concepts |
| discerning analysis of the effects of economic and business decisions and the potential consequences of alternative actions | informed analysis of the effects of economic and business decisions and the potential consequences of alternative actions | analysis of the effects of economic and business decisions and the potential consequences of alternative actions | description of the effects of economic and business decisions and aspects of the potential consequences of alternative actions | statements about potential consequences of economics and business alternative actions |

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

## Notes

### Australian Curriculum common dimensions

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

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| 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 9 Economics and Business SEs

These terms clarify the descriptors in the Year 9 Economics and Business SEs. Definitions are drawn from the ACARA Australian Curriculum Humanities and Social Sciences (HASS) glossary ([www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
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| analysis; analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| application;apply | use, utilise or employ in a particular situation; in Economics and Business, *apply* means to carry out or use a procedure; in a given context |
| appropriate | fitting, suitable to the context |
| aspects | particular parts or features |
| 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 |
| discerning | showing good judgment to make thoughtful choices |
| effective;effectively | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| explanation;explain | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | previously encountered in prior learning experiences |
| fragmented | disjointed, incomplete or isolated |
| identification;identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic |
| innovation | something new or different introduced; a creation (a new device or process) resulting from study and experimentation |
| interpret\*, interpretation | explaining the meaning of information or actions |
| investigation;investigate | plan, collect and interpret data/information and draw conclusions about;in Economics and Business,investigate means to make an inquiry or examination |
| justified | show how an argument or conclusion is right or reasonable; provide sound reasons or evidence |
| partial | attempted; incomplete evidence provided |
| presentation;present | a means of spoken communication supported by images, digital data and/or other evidence that can be adapted for different contexts such as talking to a group, addressing a meeting or briefing a team |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| reasoned | logical and sound; presented with justification |
| relevant | having some logical connection with; applicable and pertinent |
| simple | involving few elements, components or steps; obvious data or outcomes |
| statement | a sentence or assertion |
| unfamiliar | not previously encountered in prior learning experiences |
| use | to operate or put into effect |