

Year 9 standard elaborations — Australian Curriculum: Economics and Business

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.

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.

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.

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](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Economics%20and%20Business)



Year 9 Economics and Business standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Knowledge and understanding	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • explanation of the role of the Australian economy in allocating and distributing resources • analysis of the interdependence of participants in the global economy 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • the role of the Australian economy in allocating and distributing resources • participants in the global economy
	<ul style="list-style-type: none"> • thorough explanation of the importance of managing financial risks and rewards • discerning analysis of the different strategies that may be used 	<ul style="list-style-type: none"> • detailed explanation of the importance of managing financial risks and rewards • informed analysis of the different strategies that may be used 	<ul style="list-style-type: none"> • explanation of the importance of managing financial risks and rewards • analysis of the different strategies that may be used 	<ul style="list-style-type: none"> • description of the importance of managing financial risks and rewards • description of the different strategies that may be used 	statements about: <ul style="list-style-type: none"> • financial risks and rewards • strategies that may be used
	<ul style="list-style-type: none"> • thorough explanation of why businesses seek to create a competitive advantage, including through innovation • discerning evaluation of the strategies that may be used 	<ul style="list-style-type: none"> • detailed explanation of why businesses seek to create a competitive advantage, including through innovation • informed evaluation of the strategies that may be used 	<ul style="list-style-type: none"> • explanation of why businesses seek to create a competitive advantage, including through innovation • evaluation of the strategies that may be used 	<ul style="list-style-type: none"> • description of why businesses seek to create a competitive advantage, including through innovation • explanation of the strategies that may be used 	statements about: <ul style="list-style-type: none"> • creating a competitive advantage, including through innovation • strategies that may be used
	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

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Skills	gathering and discerning analysis of relevant data and information from different sources to: <ul style="list-style-type: none"> • effectively answer questions • identify and explain trends • explain relationships 	gathering and informed analysis of relevant data and information from different sources to: <ul style="list-style-type: none"> • effectively answer questions • identify and describe trends • explain relationships 	gathering and analysis of relevant data and information from different sources to: <ul style="list-style-type: none"> • answer questions • identify trends • explain relationships 	gathering and use of data and information to: <ul style="list-style-type: none"> • answer aspects of questions and • identify aspects of trends and relationships 	use of aspects of data and information to: <ul style="list-style-type: none"> • answer aspects of questions • identify aspects of trends
	<ul style="list-style-type: none"> • generation of alternative responses to an issue • discerning use of cost-benefit analysis and appropriate criteria to propose a course of action 	<ul style="list-style-type: none"> • generation of alternative responses to an issue • informed use of cost-benefit analysis and appropriate criteria to propose a course of action 	<ul style="list-style-type: none"> • generation of alternative responses to an issue • use of cost-benefit analysis and appropriate criteria to propose a course of action 	<ul style="list-style-type: none"> • identification of alternative responses to an issue • use of aspects of cost-benefit analysis to propose aspects of a course of action 	statements about: <ul style="list-style-type: none"> • 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

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.

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) and from other sources to ensure consistent understanding.

Term	Description
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, <i>apply</i> 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

Term	Description
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, <i>investigate</i> 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