



Semester 1 2024

Year 9/10 Business Studies

Unit Outline



Australian Curriculum: Business & Economics

Teacher(s): Sean Lewis

Faculty: Studies of Society and Environment

Unit Duration: Semester 1, 2024

The **Australian Curriculum Achievement Standards in Business & Economics** focuses on developing students' **business and economics knowledge and skills**. They describe a broad sequence of expected learning that students will undertake across the semester.

Australian Curriculum Achievement Standard:

By the end of Year 10, students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.

Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.

Unit Description:

What does it take to start your own business? Is profit the only thing that matters? Why did Toyota deliberately design their electric vehicle to be ugly? Why do more people buy Louis Vuitton products when they raise their prices? Should you invest in Tesla, Pokémon cards or Rolex's? These are the types of questions we'll answer in Business Studies!

This is a year long course that consists of two semester long units. Students can complete one or both semesters and they are not dependent on each other

In the first semester, we focus on the students as investors and entrepreneurs. Students learn to manage money, how credit and loans function, why people make investments, how assets appreciate in value and how to assess an investment opportunity. They also learn what it takes to start their own business operation, how to pitch that operation to potential investors or partners and how to manage the logistics of a business based in their school.

In the second semester, students will learn how to develop a business plan for a real-life location at a local shopping center. They will learn about the legal, ethical, and economic considerations that go into planning a successful business in the real world. In addition, students will study why businesses commit so many resources to marketing, the purpose of branding and advertising techniques that are used by businesses to incite thoughts and feelings in people.

This course will build on the fundamentals of Commerce from Year 7 and 8. Therefore, students are expected to have demonstrated satisfactory effort in SOSE across Year 7-8.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. **10.843** - Uses cost-benefit analysis and appropriate criteria to propose and justify a course of action
2. **10.844** - Applies economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems
3. **10.846** - Uses appropriate texts, subject-specific language, conventions and concepts

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are also required to provide the following additional materials and equipment: *ruler, lead pencil, coloured pencils or textas, highlighters*

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Education Perfect is learning software which complements and builds upon the learning done in class. Modules may be set for homework on a regular basis and are expected to be completed by the due date as indicated within Education Perfect.

Students will also be expected to complete preparation for research tasks at home. Other examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Students who do not complete homework tasks will be expected to complete it in their own time at school.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:	Week / Date Due	Essential Learning
Investment Plan	Week 8	1,2,3
Product Pitch	Week 16	1,2,3
Quizzes	Ongoing	1,2,3
Classwork	Ongoing	1,2,3

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
S	Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Conor Laenen
