**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
If you need help completing the template view the curriculum mapping instructions document.

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|  | **Strand** | **Resource Allocation and Making Choices** | **Consumer and Financial Literacy** | **The Business Environment** | **Work and Work Futures** | **Enterprising Behaviours and Capabilities** | **Economic and Business Reasoning and Interpretation** |
|  | **Content Description** | Describe the difference between needs and wants and explain why choices need to be made[(VCEBR001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR001) | Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs[(VCEBR002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR002) | Identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations [(VCEBR003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR003) | Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices[(VCEBC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBC004) | Consider the effect that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment [(VCEBC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBC005) | Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services [(VCEBB006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBB006) | Explore the nature and meaning of work and why individuals choose to participate in work[(VCEBW007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW007) | Investigate the influences on the ways people work and explore factors affecting work now and into the future [(VCEBW008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW008) | Investigate the nature and explain the importance of enterprising behaviours and capabilities [(VCEBN009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBN009) | Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event [(VCEBE010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBE010) |
| **Unit** | **Learning Area/s**  | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 6* Students distinguish between needs and wants and recognise that choices need to be made when allocating resources. (1)
* They recognise that consumer choices and financial decisions are influenced by a range of factors and describe the effects of these choices and decisions on themselves, their family, others, the economy and the natural, economic and business environments. (2)
* Students identify strategies that will assist in making informed consumer and financial decisions. (3)
* They explain the purpose of business and recognise the different ways that businesses choose to provide goods and services. (4)
* Students outline the many reasons why people work and describe the changing nature of work. (5)
* They describe the nature of enterprising behaviours and capabilities and explain why these behaviours are important for individuals and businesses. (6)
* Students outline the advantages and disadvantages of proposed actions in response to an economics and/or business issue or event and identify the possible effects of their decisions on themselves and others.(7)
 | By the end of Level 8* Students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market’s operation.
* They explain the rights and responsibilities of consumers and businesses when making economics and business decisions.
* Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals.
* They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success.
* Students discuss how work contributes to societal wellbeing and describe the influences on the work environment.
* They identify trends and relationships and propose alternative responses to an economics and/or business issue or event.
* They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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