**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** | | Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism  [(VCEBR011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR011) | | Identify why and how markets may be influenced by government  [(VCEBR012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR012) | | Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making  [(VCEBC013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBC013) | | Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals  [(VCEBC014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBC014) | | Explore and observe the characteristics of entrepreneurs and successful businesses  [(VCEBB015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBB015) | | Consider the ways in which work can contribute to individual and societal wellbeing  [(VCEBW016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW016) | | Describe the nature and investigate the influences on the work environment  [(VCEBW017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW017) | | Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them  [(VCEBN018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBN018) | | Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions  [(VCEBE019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBE019) | |
| **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 # |
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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 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. * 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. * Students identify strategies that will assist in making informed consumer and financial decisions. * They explain the purpose of business and recognise the different ways that businesses choose to provide goods and services. * Students outline the many reasons why people work and describe the changing nature of work. * They describe the nature of enterprising behaviours and capabilities and explain why these behaviours are important for individuals and businesses. * 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. | 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. (1) * They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. (2) * Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. (3) * 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. (4) * Students discuss how work contributes to societal wellbeing and describe the influences on the work environment. (5) * They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. (6) * They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions. (7) | By the end of Level 10   * Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. * They provide explanations for variations in economic performance and standards of living within and between economies. * Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. * They explain the nature of innovation and why businesses need to create a competitive advantage. * Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. * Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. * Students identify economics and business trends, explain relationships and make predictions. * They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. * Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions. |

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| **Assessments** | | |  |  | | |
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