**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** | Investigate Australia as a trading nation and its place within Asia and the global economy [(VCEBR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR020) | Identify and explain the indicators of economic performance and examine how Australia’s economy is performing [(VCEBR021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR021) | Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations[(VCEBR022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR022) | Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape [(VCEBC023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBC023) | Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market [(VCEBB024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBB024) | Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work [(VCEBW025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW025) | Examine the roles and responsibilities of participants in the changing Australian or global workplace [(VCEBW026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW026) | Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments [(VCEBN027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBN027) | Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions [(VCEBE028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBE028) |
| **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 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. |
| 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.
 | 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. (1)
* They provide explanations for variations in economic performance and standards of living within and between economies. (2)
* 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. (3)
* They explain the nature of innovation and why businesses need to create a competitive advantage. (4)
* 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. (5)
* Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy.  (6)
* Students identify economics and business trends, explain relationships and make predictions. (7)
* 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. (8)
* Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions. (9)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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