

Year 10 plan — Victorian Curriculum: Economics and Business, and Civics and Citizenship



Implementation year: 2017

School name: Kyabram P-12 College

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| Identify Curriculum | Curriculum Booklet Descriptor | <p>The study of Economics at Year 10 allows students to explain why and how governments manage economic performance to improve living standards. They investigate variations in economic performance and standards of living with and between economies. Students analyse factors that influence consumer and financial decisions and explain their short and long-term effects. They explain how businesses improve productivity and respond to changing economic conditions. Students evaluate the effect of workforce management on business performance.</p> <p>Year 10 Civics and Citizenship builds students' understanding of Australia's political system and how it enables change. Students compare Australia's system of government with another system of government in the Asian region. They examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.</p> |
| | Achievement standard | <p>By the end of Level 10 Economics & Business, 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.</p> <p>By the end of Level 10 Civics and Citizenship, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities</p> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p> |
| | Reporting Descriptor | <p>In Economics, students made informed economic and consumer decisions, studying the role and significance of savings and investment for individuals and for the economy, and demonstrate the skills required to successfully plan and manage personal finances. Students studied current economic conditions, both national and global, and explained how these conditions can influence decisions made by consumers, producers and government policymakers. They discussed and explained what it means to be an ethical consumer and producer and identified examples of ways values can affect the economic decision making of consumers, producers and governments. In Civics and Citizenship, students evaluated the features of Australia's political system, and compared these with an Asian country. They investigated Australia's relationship and role within the UN, including examining the challenges to and ways of sustaining a resilient democracy.</p> |

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| Teaching and learning | Unit Overview | <table border="1"> <tr> <td style="background-color: #e0f2f1;">Unit 1 – Economics and Business</td> <td style="background-color: #e0f2f1;">Unit 2 – Civics and Citizenship</td> </tr> <tr> <td> <ul style="list-style-type: none"> Identify and explain the indicators of economic performance and examine how Australia's economy is performing (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) Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments (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) </td> <td> <ul style="list-style-type: none"> Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region (VCCCG029) Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations (VCCCG031) Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032) Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society (VCCCC035) Discuss challenges to and ways of sustaining a resilient democracy and cohesive society (VCCCC036) </td> </tr> </table> | | Unit 1 – Economics and Business | Unit 2 – Civics and Citizenship | <ul style="list-style-type: none"> Identify and explain the indicators of economic performance and examine how Australia's economy is performing (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) Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments (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) | <ul style="list-style-type: none"> Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region (VCCCG029) Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations (VCCCG031) Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032) Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society (VCCCC035) Discuss challenges to and ways of sustaining a resilient democracy and cohesive society (VCCCC036) |
| | Unit 1 – Economics and Business | Unit 2 – Civics and Citizenship | | | | | |
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| <i>Teaching Hours: 80</i> | | | | | | | |

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| Develop assessment | Assessment | | |
| | | Unit 1 | Unit 2 |
| | Assessment | Assessment | Assessment |
| | TBC <i>Learning Task: Students are required to describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured.</i> <i>Outcome: On completion of this unit, students will be able to describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured.</i> | TBC <i>Learning Task: Students are required to evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices.</i> <i>Outcome: On completion of this unit, students will be able to evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices.</i> | |
| Make judgments and use feedback | Moderation | Within classes using common assessment rubric. | Within classes using common assessment rubric. |

Year 10 Economics and Business, and Civics and Citizenship: review for balance and coverage of content descriptions.

| Resource Allocation and Making Choices | | |
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| | 1 | 2 |
| Identify and explain the indicators of economic performance and examine how Australia's economy is performing (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) | * | |
| Enterprising Behaviours and Capabilities | | |
| Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments (VCEBN027) | * | |
| Economic Reasoning and Interpretation | | |
| 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) | * | |

| Government and Democracy | | |
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| | 1 | 2 |
| Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region (VCCCG029) | | * |
| Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations (VCCCG031) | | * |
| Law and Citizens | | |
| Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032) | | * |
| Citizenship, Diversity and Identity | | |
| Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society (VCCCC035) | | * |
| Discuss challenges to and ways of sustaining a resilient democracy and cohesive society (VCCCC036) | | * |