

Year 7 standard elaborations — Australian Curriculum v9.0: Economics and Business

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Economics and Business describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Year 7 Australian Curriculum: Economics and Business achievement standard

By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.

Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Economics and Business for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/economics-and-business-7-10/year-7>

Year 7 Economics and Business standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Knowledge and Understanding	<u>thorough</u> description of how decisions are made to allocate limited resources to individuals and communities in an economy	<u>informed</u> description of how decisions are made to allocate limited resources to individuals and communities in an economy	description of how decisions are made to allocate limited resources to individuals and communities in an economy	<u>simple</u> description of how decisions are made to allocate limited resources to individuals <u>and/or</u> communities in an economy	<u>statement/s about</u> allocation of limited resources to individuals and/or communities
	<ul style="list-style-type: none"> • <u>thorough</u> description of the reasons businesses exist and types of businesses • <u>thorough</u> identification of how entrepreneurial characteristics contribute to the success of a business 	<ul style="list-style-type: none"> • <u>informed</u> description of the reasons businesses exist and types of businesses • <u>informed</u> identification of how entrepreneurial characteristics contribute to the success of a business 	<ul style="list-style-type: none"> • description of the reasons businesses exist and types of businesses • identification of how entrepreneurial characteristics contribute to the success of a business 	<ul style="list-style-type: none"> • <u>simple</u> description of the reasons businesses exist <u>and/or</u> types of businesses • <u>partial</u> identification of how entrepreneurial characteristics contribute to the success of a business 	<ul style="list-style-type: none"> • <u>statement/s about</u> reasons businesses exist and/or types of businesses • <u>statement/s about</u> entrepreneurial characteristics
	<u>thorough</u> description of the reasons individuals choose to work, how they may derive an income and the types of work that exist	<u>informed</u> description of the reasons individuals choose to work, how they may derive an income and the types of work that exist	description of the reasons individuals choose to work, how they may derive an income and the types of work that exist	<u>simple</u> description of the reasons individuals choose to work, how they may derive an income <u>and/or</u> the types of work that exist	<u>statement/s about</u> why individuals work, how they derive income and/or the types of work that exist
	<u>thorough</u> identification of the rights and responsibilities of individuals and businesses in terms of products and services	<u>informed</u> identification of the rights and responsibilities of individuals and businesses in terms of products and services	identification of the rights and responsibilities of individuals and businesses in terms of products and services	<u>partial</u> identification of the rights <u>and/or</u> responsibilities of individuals and businesses in terms of products and services	<u>statement/s about</u> rights and/or responsibilities of individuals and businesses

		A	B	C	D	E
Skills	Questioning and researching	development of questions to investigate an economic and business issue and purposeful location, selection and organisation of data and information from sources	development of questions to investigate an economic and business issue and effective location, selection and organisation of data and information from sources	development of questions to investigate an economic and business issue and location, selection and organisation of data and information from sources	guided development of questions to investigate an economic and business issue and partial location, selection and organisation of data and/or information from sources	directed development of questions to investigate an economic and business issue and basic location, selection and/or organisation of data and/or information from sources
	Interpreting and analysing	purposeful interpretation of information and data to identify economic and business issues, trends or effects	effective interpretation of information and data to identify economic and business issues, trends or effects	interpretation of information and data to identify economic and business issues, trends or effects	simple interpretation of information and/or data to partially identify economic and business issues, trends or effects	statement/s about information and/or data on economic and business issues, trends or effects
	Evaluating, concluding and decision-making	development of a considered response to an economic and business issue and identification of potential costs and benefits	development of an informed response to an economic and business issue and identification of potential costs and benefits	development of a response to an economic and business issue and identification of potential costs and benefits	development of a simple response to an economic and business issue and partial identification of potential costs and benefits	statement/s about a response to an economic and business issue and/or potential costs and/or benefits
	Communicating	use of economic and business knowledge, concepts, terms and sources to create purposeful descriptions and explanations.	use of economic and business knowledge, concepts, terms and sources to create effective descriptions and explanations.	use of economic and business knowledge, concepts, terms and sources to create descriptions and explanations.	use of economic and business knowledge, concepts, terms and/or sources to create simple descriptions and/or explanations.	use of economic and business knowledge, concepts, terms and/or sources to create fragmented descriptions and/or explanations.

Key **shading** emphasises the **qualities that discriminate between the A–E descriptors**



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