



Year 9 MilbaDjunga Smart Money – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
Content descriptions					
Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)			How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)	Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)	Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)
Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (ACMSP228)		Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)	Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)	Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)
	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)	Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)		Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012)
	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042)	Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)		Recognise the importance of self-awareness in career and life design (ACWSCL013)



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	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043)			Source career information and resources (ACWSCL014)
		Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)			Investigate formal and informal recruitment processes (ACWSCL017)
		Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046)			
		Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations			



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		(ACHES047)			
		Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048)			
		Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)			
Achievement standards					
By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.	By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from	By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses	By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. 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. They reflect on how groups participate and contribute to civic life.	By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students	By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of



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<p>Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.</p>	<p>texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing</p>	<p>seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.</p> <p>When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business</p>	<p>When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.</p>	<p>evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate</p>	<p>challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal and informal recruitment processes.</p> <p>Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify</p>



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	and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.	knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.		technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.	the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form reasoned conclusions. Students present their findings and explanations.



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Content descriptions					
Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232)	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)	Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)	Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)
Substitute values into formulas to determine an unknown (ACMNA234)	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)	The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management (ACHEK054)	Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101)	Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)	Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)
		Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055)	Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)		Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012)
		Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056)			Recognise the importance of self-awareness in career and life design (ACWSCL013)



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		Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058)			Source career information and resources (ACWSCL014)
		Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059)			Investigate formal and informal recruitment processes (ACWSCL017)
		Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060)			
		Reflect on the intended and unintended consequences of economic and business decisions (ACHES061)			



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Achievement standards					
<p>By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.</p> <p>Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple</p>	<p>By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p> <p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the</p>	<p>By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on business performance.</p> <p>When researching, students develop questions and formulate</p>	<p>By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government'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. Students evaluate a range of factors that sustain democratic societies.</p> <p>When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and</p>	<p>By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate</p>	<p>By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe</p>



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<p>algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.</p>	<p>development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p>	<p>hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They use cost benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts,</p>	<p>ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts</p>	<p>their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p>	<p>formal and informal recruitment processes.</p> <p>Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form</p>



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		subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.			reasoned conclusions. Students present their findings and explanations.



Milbadjunga SmartMoney – Years 9 & 10							
GENERAL CAPABILITIES							
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
<ul style="list-style-type: none"> navigate, read and view a wide range of more demanding subject- specific texts with an extensive range of graphic representations 	<ul style="list-style-type: none"> solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies 	<ul style="list-style-type: none"> select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation 	<ul style="list-style-type: none"> pose questions to critically analyse complex issues and abstract ideas 	<ul style="list-style-type: none"> assess their strengths and challenges and devise personally appropriate strategies to achieve future success 	<ul style="list-style-type: none"> analyse the objectivity or subjectivity behind decision making where there are many possible consequences 	<ul style="list-style-type: none"> present a balanced view on issues where conflicting views cannot easily be resolved 	Producers Consumers Local businesses Revenue Expenditure Profit and Loss Target audience Marketing
<ul style="list-style-type: none"> Section 1 Section 2 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 5 	<ul style="list-style-type: none"> Section 5 	<ul style="list-style-type: none"> Section 5 	Profit Loss Market analysis Planning operations Service operations plan Government regulations
<ul style="list-style-type: none"> listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions 	<ul style="list-style-type: none"> evaluate financial plans to support specific financial goals 	<ul style="list-style-type: none"> use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings 	<ul style="list-style-type: none"> clarify complex information and ideas drawn from a range of sources 	<ul style="list-style-type: none"> plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels 	<ul style="list-style-type: none"> use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas 		Balance sheet
<ul style="list-style-type: none"> Section 2 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 2 	<ul style="list-style-type: none"> Section 5 	<ul style="list-style-type: none"> Section 5 		



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GENERAL CAPABILITIES							
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Typically, by the end of Year 10, students:							
<ul style="list-style-type: none"> interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies 	<ul style="list-style-type: none"> illustrate and order relationships for fractions, decimals, percentages, ratios and rates 	<ul style="list-style-type: none"> select and use ICT to articulate ideas and concepts, and plan the development of complex solutions 	<ul style="list-style-type: none"> speculate on creative options to modify ideas when circumstances change 	<ul style="list-style-type: none"> develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making 			<ul style="list-style-type: none"> Cash flow Weekly account keeping Daily account keeping Costs Assets
<ul style="list-style-type: none"> Section 1 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 4 Section 5 			<ul style="list-style-type: none"> Liabilities Financial documents
<ul style="list-style-type: none"> compose and edit longer and more complex learning area texts 	<ul style="list-style-type: none"> solve problems involving fractions, decimals, percentages, ratios and rates 	<ul style="list-style-type: none"> design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes 	<ul style="list-style-type: none"> assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action 				<ul style="list-style-type: none"> Break-even point Break-even analysis Unit cost Fixed costs Economies of scale Financial plan
<ul style="list-style-type: none"> Section 1 Section 5 	<ul style="list-style-type: none"> Section 3 	<ul style="list-style-type: none"> Section 1 Section 5 	<ul style="list-style-type: none"> Section 3 Section 4 				<ul style="list-style-type: none"> Short-term goal
<ul style="list-style-type: none"> use pair, group and class 	<ul style="list-style-type: none"> create and interpret maps, 	<ul style="list-style-type: none"> select and use a range of ICT tools 	<ul style="list-style-type: none"> give reasons to support their 				



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Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts	models and diagrams using a range of mapping tools	efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge	thinking, and address opposing viewpoints and possible weaknesses in their own positions				Long-term goal
<ul style="list-style-type: none"> Section 2 Section 5 	<ul style="list-style-type: none"> Section 2 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 4 				
<ul style="list-style-type: none"> use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others 			<ul style="list-style-type: none"> use logical and abstract thinking to analyse and synthesise complex information to inform a course of action 				



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Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
<ul style="list-style-type: none"> Section 1 Section 2 Section 4 Section 5 			<ul style="list-style-type: none"> Section 3 Section 4 Section 5 				
<ul style="list-style-type: none"> plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience 			<ul style="list-style-type: none"> evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified 				
<ul style="list-style-type: none"> Section 3 Section 5 			<ul style="list-style-type: none"> Section 4 Section 5 				
<ul style="list-style-type: none"> use subject-specific vocabulary to express abstract concepts, and refine vocabulary 							



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Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
choices to discriminate between shades of meaning							
<ul style="list-style-type: none"> • Section 1 • Section 2 • Section 3 • Section 4 • Section 5 							