



Secondary curriculum mapping – Digital activities

Years 7 and 8

Advertising – Year 7
Economics and business
Content descriptions
The ways consumers and producers interact and respond to each other in the market (ACHEK017)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
Achievement standards
<p>By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>



Advertising – Year 8
Economics and business
Content descriptions
The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)
Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
Achievement standards
<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>



Advertising – Years 7 and 8		
GENERAL CAPABILITIES		
Literacy	ICT	Critical and Creative Thinking
Level 5 – Typically, by the end of Year 8, students:		
<ul style="list-style-type: none"> navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations 	<ul style="list-style-type: none"> independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments 	<ul style="list-style-type: none"> predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action
<ul style="list-style-type: none"> use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others 	<ul style="list-style-type: none"> identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities 	
	<ul style="list-style-type: none"> explain the benefits and risks of the use of ICT for particular people in work and home environments 	



Consumer rights – Year 7
Economics and business
Content descriptions
The ways consumers and producers interact and respond to each other in the market (ACHEK017)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
Achievement standards
<p>By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>



Consumer rights– Year 8
Economics and business
Content descriptions
The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
Achievement standards
<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>



Consumer rights – Years 7 and 8		
GENERAL CAPABILITIES		
Literacy	Critical and Creative Thinking	Ethical Understanding
Level 5 – Typically, by the end of Year 8, students:		
<ul style="list-style-type: none"> navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations 	<ul style="list-style-type: none"> predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action 	<ul style="list-style-type: none"> analyse rights and responsibilities in relation to the duties of a responsible citizen
<ul style="list-style-type: none"> use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others 		



Premium services – Year 7
Economics and business
Content descriptions
The ways consumers and producers interact and respond to each other in the market (ACHEK017)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
Achievement standards
<p>By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>



Premium services – Year 8
Economics and business
Content descriptions
The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)
Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
Achievement standards
<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>



Premium services – Years 7 and 8		
GENERAL CAPABILITIES		
Literacy	ICT	Critical and Creative Thinking
Level 5 – Typically, by the end of Year 8, students:		
<ul style="list-style-type: none"> navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations 	<ul style="list-style-type: none"> independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments 	<ul style="list-style-type: none"> predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action
<ul style="list-style-type: none"> use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others 	<ul style="list-style-type: none"> explain the benefits and risks of the use of ICT for particular people in work and home environments 	<ul style="list-style-type: none">



Security– Year 7
Economics and business
Content descriptions
The ways consumers and producers interact and respond to each other in the market (ACHEK017)
Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026)
Achievement standards
<p>By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>



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The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)
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Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES035)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037)
Achievement standards
<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>



Security – Years 7 and 8		
GENERAL CAPABILITIES		
Literacy	ICT	Critical and Creative Thinking
Level 5 – Typically, by the end of Year 8, students:		
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<ul style="list-style-type: none"> use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others 	<ul style="list-style-type: none"> identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities 	
	<ul style="list-style-type: none"> explain the benefits and risks of the use of ICT for particular people in work and home environments 	



Social media – Year 7
Economics and business
Content descriptions
The ways consumers and producers interact and respond to each other in the market (ACHEK017)
Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026)
Achievement standards
<p>By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>



Social media – Year 8
Economics and business
Content descriptions
The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)
Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)
Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES035)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037)
Achievement standards
<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>



Social Media Years 7 and 8		
GENERAL CAPABILITIES		
Literacy	ICT	Critical and Creative Thinking
Level 5 – Typically, by the end of Year 8, students:		
<ul style="list-style-type: none"> navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations 	<ul style="list-style-type: none"> identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities 	<ul style="list-style-type: none"> predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action
<ul style="list-style-type: none"> use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others 	<ul style="list-style-type: none"> explain the benefits and risks of the use of ICT for particular people in work and home environments 	



Savvy solutions to consuming questions – Year 7		
English	Mathematics	Economics and Business
Content descriptions		
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)	Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)	Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)
Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)		Why individuals work, types of work and how people derive an income (ACHEK020)
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)		Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)
Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)		Gather relevant data and information from a range of digital, online and print sources (ACHES022)



Savvy solutions to consuming questions – Year 7		
English	Mathematics	Economics and Business
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)		Interpret data and information displayed in different formats to identify relationships and trends (ACHES023) ¹
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724) ¹		Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024)
		Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
		Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026)
Achievement standards		
By the end of Year 7, students understand how text structures can influence the complexity of a	By the end of Year 7, students solve problems involving the comparison, addition and subtraction	By the end of Year 7, students describe the interdependence of consumers and producers in

¹ This CD and the skills ones above are only relevant if students undertake research prior to making decisions at each decision point in the video (as per the teachers' instruction sheet). The same applies to related aspects of the achievement standard.



Savvy solutions to consuming questions – Year 7		
English	Mathematics	Economics and Business
<p>text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.</p> <p>Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.</p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.</p> <p>Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p>	<p>of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.</p> <p>Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel</p>	<p>the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>



Savvy solutions to consuming questions – Year 7		
English	Mathematics	Economics and Business
	line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.	



Savvy solutions to consuming questions – Year 8		
English	Mathematics	Economics and Business
Content descriptions		
Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187)	Influences on the ways people work and factors that might affect work in the future (ACHEK031)
Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	Solve problems involving profit and loss, with and without digital technologies (ACMNA189)	Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032)
Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)		Gather relevant data and information from a range of digital, online and print sources (ACHES033)
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)		Interpret data and information displayed in different formats to identify relationships and trends (ACHES034) ²
Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of		Generate a range of alternatives in response to an observed economic or business issue or event,

² This CD and the skills ones above are only relevant if students undertake research prior to making decisions at each decision point in the video (as per the teachers' instruction sheet). The same applies to related aspects of the achievement standard.



Savvy solutions to consuming questions – Year 8		
English	Mathematics	Economics and Business
content and the credibility of sources, including finding evidence in the text for the author’s point of view (ACELY1734)		and evaluate the potential costs and benefits of each alternative (ACHES035)
Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)		Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
		Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037)
Achievement standards		
<p>By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.</p> <p>Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from</p>	<p>By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic</p>	<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market’s operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p>



Savvy solutions to consuming questions – Year 8		
English	Mathematics	Economics and Business
<p>different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.</p> <p>Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>	<p>situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.</p> <p>Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities</p>	<p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>



Savvy solutions to consuming questions – Years 7 & 8					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 5: Typically, by the end of Year 8, students:					
<ul style="list-style-type: none"> navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations 	<ul style="list-style-type: none"> solve complex problems by estimating and calculating using efficient mental, written and digital strategies 	<ul style="list-style-type: none"> use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation 	<ul style="list-style-type: none"> pose questions to probe assumptions and investigate complex issues 	<ul style="list-style-type: none"> assess individual and group decision-making processes in challenging situations 	<ul style="list-style-type: none"> analyse perceptions of occurrences and possible ethical response in challenging scenarios
<ul style="list-style-type: none"> listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas 	<ul style="list-style-type: none"> identify and justify 'best value for money' decisions 	<ul style="list-style-type: none"> locate, retrieve or generate information using search facilities and organise information in meaningful ways 	<ul style="list-style-type: none"> clarify information and ideas from texts or images when exploring challenging issues 		<ul style="list-style-type: none"> draw conclusions from a range of points of view associated with challenging ethical dilemmas
<ul style="list-style-type: none"> interpret and evaluate information, identify 	<ul style="list-style-type: none"> identify trends using number rules and relationships 	<ul style="list-style-type: none"> use appropriate ICT to collaboratively generate ideas and 	<ul style="list-style-type: none"> predict possibilities, and identify and test consequences 		



Savvy solutions to consuming questions – Years 7 & 8					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 5: Typically, by the end of Year 8, students:					
main ideas and supporting evidence, and analyse different perspectives using comprehension strategies		develop plans	when seeking solutions and putting ideas into action		
<ul style="list-style-type: none"> compose and edit longer sustained learning area texts 	<ul style="list-style-type: none"> visualise and describe the proportions of percentages, ratios and rates 		<ul style="list-style-type: none"> assess assumptions in their thinking and invite alternative opinions 		
<ul style="list-style-type: none"> use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in 	<ul style="list-style-type: none"> solve problems using simple percentages, ratios and rates 		<ul style="list-style-type: none"> identify gaps in reasoning and missing elements in information 		



Savvy solutions to consuming questions – Years 7 & 8					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 5: Typically, by the end of Year 8, students:					
preparation for creating texts					
<ul style="list-style-type: none"> use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others 			<ul style="list-style-type: none"> differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions 		
			<ul style="list-style-type: none"> explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have 		



Savvy solutions to consuming questions – Years 7 & 8					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 5: Typically, by the end of Year 8, students:					
			identified		



Years 9 and 10

Savvy solutions to consuming questions – Year 9		
English	Mathematics	Economics and Business
Content descriptions		
Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	Solve problems involving simple interest (ACMNA211)	Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)
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)
Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)		Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)
Apply an expanding vocabulary to read increasingly complex texts with fluency and		Analyse data and information in different formats to explain cause-and-effect relationships, make



Savvy solutions to consuming questions – Year 9		
English	Mathematics	Economics and Business
comprehension (ACELY1743)		predictions and illustrate alternative perspectives (ACHES045) ³
Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)		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)
Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)		Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047)
		Present evidence-based conclusions using 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)

³ This CD and the skills ones above are only relevant if students undertake research prior to making decisions at each decision point in the video (as per the teachers' instruction sheet). The same applies to related aspects of the achievement standard.



Savvy solutions to consuming questions – Year 9		
English	Mathematics	Economics and Business
Achievement standards		
<p>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.</p> <p>They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from 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.</p> <p>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 and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and</p>	<p>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.</p> <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>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 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 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</p>



Savvy solutions to consuming questions – Year 9		
English	Mathematics	Economics and Business
persuasiveness of texts and using accurate spelling and punctuation.		language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.



Savvy solutions to consuming questions – Year 10		
English	Mathematics	Economics and Business
Content descriptions		
Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)	Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)	Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)
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)		Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055)
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)		Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056)
Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)		Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES057) ⁴

⁴ This CD and the skills ones above are only relevant if students undertake research prior to making decisions at each decision point in the video (as per the teachers' instruction sheet). The same applies to related aspects of the achievement standard.



Savvy solutions to consuming questions – Year 10		
English	Mathematics	Economics and Business
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)		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)
		Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059)
		Present evidence-based conclusions using 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)
Achievement standards		
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	By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear	By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give



Savvy solutions to consuming questions – Year 10		
English	Mathematics	Economics and Business
<p>language features, images and vocabulary contributes to the development of individual style.</p> <p>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 development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.</p> <p>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 and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p>	<p>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 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>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 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, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the</p>



Savvy solutions to consuming questions – Year 10		
English	Mathematics	Economics and Business
		potential consequences of alternative actions.



Savvy solutions to consuming questions – Years 9 and 10					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 6: 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"> 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"> evaluate diverse perceptions and ethical bases of action in complex contexts
<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"> use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas



Savvy solutions to consuming questions – Years 9 and 10					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 6: 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"> select and use ICT to articulate ideas and concepts, and plan the development of complex solutions 	<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"> compose and edit longer and more complex learning area texts 			<ul style="list-style-type: none"> give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions 		
<ul style="list-style-type: none"> use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, 			<ul style="list-style-type: none"> analyse reasoning used in finding and applying solutions, and in choice of resources 		



Savvy solutions to consuming questions – Years 9 and 10					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 6: Typically, by the end of Year 10, students:					
compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts					
<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 		
			<ul style="list-style-type: none"> evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve 		



Savvy solutions to consuming questions – Years 9 and 10					
GENERAL CAPABILITIES					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding
Level 6: Typically, by the end of Year 10, students:					
			desired outcomes against criteria they have identified		