**Year 10 Course Outline: Term 2, 2024**

**Economics & Business (E/B)–**

**STAFF OUTLINE – Always look at sources, such as graphs, tables and cartoons in relation to the topics. Always address the skills!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Knowledge and Understanding: Economic performance and** [**living standards**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/living-standards)  **Introduction – What is economics and business? Why do we study economics and business?**  **Indicators of** [**economic performance**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economic-performance) **(e.g.** [**economic growth**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economic-growth) **rates, unemployment** [**trends**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/trend)**, inflation rates,** [**human development index**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/human-development-index)**,** [**quality of life index**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/quality-of-life-index)**, sustainability indexes) and how Australia's** [**economy**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy) **is performing** | | | | |
| **4** | **Learning intentions (LI):**   * Examine what is economics and why we study economics. * Review key concepts of economics and business.   **Success Criteria (SC):**   * Outline what economics means. * State and define the key concepts of economics   Topics:   * Introduce the topic – ‘Economics and Business’. * What is economics? What is business? * Relevance to you. * What role do you play in the economy?   Key concepts:   * Review the economics and business concepts (6) ***scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards.***   **Suggested resources:**   * Jacaranda (new). * PowerPoint (shared drive) * <https://www.rba.gov.au/education/resources/videos.html>   (Why is economics useful to young people today?)  **Suggested learning activities:**   * Glossary chart – key terms. * A3 box chart. Fold paper into six boxes, one box per concept etc. Define, explain and examples. | **Learning intentions (LI):**   * Review key concepts of economics and business. * Review other key economic concepts, such as the circular flow income model and four factors of production, living standards, economic performance, injections and leakages. * Examine ways to measure economic performance.   **Success Criteria (SC):**   * Outline what economic performance and living standards means. * List all of the key concepts of economics and business. * State the four factors of production.   Topics:   * Review key concepts and discuss examples. * Discuss and review the **four factors of production –** *land, labour, capital and enterprise.* * Review the **circular flow of income model.** * Review ‘Economic performance and living standards’ – Look at GDP – What is it? * Review living standards and material living standards from Human wellbeing in Geogrpahy. * Discuss careers associated and linked to economics and business.   <https://www.rba.gov.au/education/resources/videos.html>  (What jobs can you do if you study economics?)  **Suggested resources:**   * Jacaranda (new). * PowerPoint (shared drive) * <https://www.rba.gov.au/education/resources/learning-activities/pdf/activity-injections-and-leakages.pdf>   **Suggested learning activities:**   * Measuring Economic Performance – Pearson (pages 66 – 69). Questions: 1, 2, 3, 4, 5, 6 (Page 69) * Table – Construct a table summarising – Human Development Index, Better Life Index and Sustainability indexes. Link to Term 3 Geography. * Glossary chart – add to chart – incomes, economic indicators, Gross Domestic Product (GDP), labour force, market economy, inflation rate, economic growth rate. | **Learning intentions (LI):**   * Examine key economic indicators such as the economic growth rate, unemployment rate and inflation rate.   **Success Criteria (SC):**   * Outline what economic growth rate means. * Outline what unemployment rate and inflation rate mean.   Topics:   * Look at the following useful economic and business terms: * Economic growth rate, including GDP. * Unemployment rate * Inflation rate   Look at and discuss examples to support terms above.   * Discuss how we can communicate and reflect in relation to economics and business, such as why is it important to reflect on business decisions? * Review the definition of economic performance. * Review the various economic indicators   **Suggested resources:**   * Pearson – Pages 66-67 * RBA information exaplainer sheets   <https://www.rba.gov.au/education/resources/explainers/pdf/inflation-and-its-measurement.pdf?v=2023-10-09-20-46-05>  <https://www.rba.gov.au/education/resources/explainers/pdf/unemployment-its-measurement-and-types.pdf?v=2023-10-09-20-47-16>  **Suggested learning activities:**   * Review previous lesson by using **3:2:1 RIQ** * 3 Recalls/Remember; * 2 Insights/Interesting; * 1 Question * A3 Page – fold into three columns, ask students to summarise the following by firstly defining, outlining/explaining and providing examples. How is it measured? | **Learning intentions (LI):**   * Examine Australia’s current economic performance. * Review the previous concepts – economic growth rate, unemployment rate and inflation rate. * Discuss what the Consumer Price Index is.   **Success Criteria (SC):**   * With reference to the snapshot sheet, explain Australia’s current economic performance. * Outline what the CPI is.   **Suggested learning activities:**   * Revision- RBA handout * Examine the four phases of a business cycle. Page 67 Pearson text book. * Discuss ‘How Australia’s economy is performing’. (Page 68-69) or look at the question – How is the performance of the Australian economy measured? Look at the data in Source 4.1.4 and compare to the current snapshot. * Snapshot comparison – use RBA website   <https://www.rba.gov.au/education/resources/digital-interactives/snapshot-comparison/>  You can change the years etc   * Handout - <https://www.rba.gov.au/education/resources/learning-activities/pdf/activity-key-economic-indicators-unpacking%20the-snapshot.pdf>   **Suggested resources:**   * <https://www.rba.gov.au/education/resources/learning-activities/pdf/activity-key-economic-indicators-unpacking%20the-snapshot.pdf> * <https://www.rba.gov.au/education/resources/digital-interactives/inflation-explorer/pdf/learning-activity-exploring-inflation.pdf> |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Knowledge and Understanding: Economic performance and** [**living standards**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/living-standards)  **Introduction – What is economics and business? Why do we study economics and business?**  **Indicators of** [**economic performance**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economic-performance) **(e.g.** [**economic growth**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economic-growth) **rates, unemployment** [**trends**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/trend)**, inflation rates,** [**human development index**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/human-development-index)**,** [**quality of life index**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/quality-of-life-index)**, sustainability indexes) and how Australia's** [**economy**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy) **is performing** | | | | |
| **5** | **Catch Up Lesson –**  **Please make sure you have taught the key topics and discussed the key topics from Week 3.** | **Learning intentions (LI):**   * Examine the types of unemployment. * Examine how Australia’s economy is performing (August 2023). * Review what inflation and CPI mean.   **Success Criteria (SC):**   * List four types of unemployment. * Outline the four types of unemployment. * Differentiate between two types of unemployment.   Topics:   * Introduce terms recession and depression and the business cycle. * Discuss ‘How Australia’s economy is performing’. Use the RBA clip. Ask students to take 8 key dot points as they watch the clip. * Indicators of economic performance * Key terms – trend, quantitative indicator. * Three main indicators of economic performance – review economic growth, unemployment and inflation. * Look at factors not included and factors included in GDP.   **Suggested resources:**   * Clip - <https://www.youtube.com/watch?v=VtpxzuvRnMs> * <https://www.rba.gov.au/education/resources/explainers/pdf/unemployment-its-measurement-and-types.pdf?v=2023-10-16-14-14-57> * Cambridge – Pages 57-65   **Suggested learning activities:**   * News article and word cloud generator activity (Page 58 Cambridge) * Review 2.3 – Page 64-65 – Questions: 1, 2, 3, 4, 5, 6, 7, 8 | **Learning intentions (LI):**   * Examine living standards and how they are measured. * Review the Human Development Index (HDI)   **Success Criteria (SC):**   * Define the term ‘standard of living’. * Explain what the HDI is and what is included in the measure. * Outline causes of variations in living standards.   Topics:   * Living standards – key definition – define ‘Standard of living’. * Human Development Index – define and outline the outcomes it includes – Dimensions: Long and healthy life; Knowledge and a decent standard of living. Look at each indicator. * Quality of life – discuss what it means, including what are qualitative indicators. * Causes of variations in living standards.   **Suggested resources:**   * **Cambridge – Pages 65-67**   **Suggested learning activities:**   * Making thinking visible 2.4 – Page 67 Cambridge – Get students to complete activity – ‘What’s important to you? * Table – ask students to construct a table that summarises causes of variations in living standards. * Analysing information – students read ‘Today’s GDP figures won’t tell us whether life is getting better – here’s what can’ – Pages: 68 – 69 Cambridge. Complete – Analysis Questions 1, 2, 3, 4, 5 | **Learning intentions (LI):**   * Review standard of living. * Examine difference between standard of living and quality of life.   **Success Criteria (SC):**   * Explain some reasons why some countries are rich and others are poor. * Be able to respond to statements, based on if you agree of disagree, reasons for and against and why/why not.   **Suggested resources:**   * Cambridge textbook   **Suggested learning activities:**   * Cambridge – page 70. Questions- 1, 2, 3, 4, 5. * Examine ‘Argue’ questions – page 70.  1. Should Australians be more concerned about improving material standards of living such as income or focusing on quality of life factors such as equality? Does improving the material standard of living in a country automatically lead to improved quality of life? Why/why not?  * **Extension** – Select a country and research the historical reasons for its living standard. Page 70 Cambridge |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Knowledge and Understanding: Economic performance and** [**living standards**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/living-standards)  **The links between**[**economic performance**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economic-performance)**and**[**living standards**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/living-standards)**, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt**  **The distribution of income and wealth in the**[**economy**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy)**and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments)** | | | | |
| **6** | **Learning intention (LI):**   * Examine the links between economic performance and living standards, the variations that exist within and between economies and the possible causes.   **Success Criteria (SC):**   * Outline links between economic performance and living standards. * Outlines variations which exist between economies. * State possible causes of differences between economies.   Topics:   * Review economic performance. * Examine sources and look at data interpretation. Pearson – Page 70 Choropleth Map * Key questions – *Are living standards the same throughout Australia? Why are there differences? Why are there differences between countries?* * Examine ‘standard of living’. * Examine causes of differences in living standards.   **Suggested resources:**  <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1370.0main+features392013>   * Pearson (Pages 70-73) * Cambridge (Pages 65-70)   **Suggested learning activities:**   * Brainstorm – review what you know about living standards and why they vary, including causes of differences. * If not completed already:   Analysing information – students read ‘Today’s GDP figures won’t tell us whether life is getting better – here’s what can’ – Pages: 68 – 69 Cambridge. Complete – Analysis Questions 1, 2, 3, 4, 5 | **Learning intentions (LI):**   * Examine causes of differences in living standards. * Examine what is meant by standard of living.   **Success Criteria (SC):**   * Outline how economists define the ‘standard of living’. * Outline causes of differences in living standards.   Topics:   * Standard of living. * Causes of differences in living standards. * Look at productivity, employment patterns, foreign investment, debt levels, and other factors (climate and resource endowments)   **Suggested resources:**   * Pearson (Pages 70-73) * Cambridge (Pages 65-70)   **Suggested learning activities:**   * Pearson – Activities: Questions: 1, 2, 3, 4, 5, 6, 7, 8, 9 (Page 73) * Graphic Organiser – Chart/Table ‘Causes of differences in living standards’. * Source Analysis – examine Source 4.2.1. What type of source is it? What does the source show? Describe what is shown in the source. * Review – qualitative indicators. Think of examples linked to living standards or standard of living. | **Learning intentions (LI):**   * Examine income and wealth. * Examine reasons for differences in the distribution of income.   **Success Criteria (SC):**   * Describe the differences between income and wealth. * Outline reasons for differences in the distribution of income. * Define income, wealth, distribution of income and provide examples for each.   Topics:   * Income and wealth * Differences between income and wealth. * Measuring the distribution of income. * Reasons for differences in the distribution of income.   **Suggested resources:**   * Pearson – Unit 4.3 (Pages 74-77) * Cambridge – Unit 2.5 (Pages 70-76)   **Suggested learning activities:**   * Activities – Page 77: Questions: 1, 2 3, 4, 5, 6, 7, 8. * Examine the ‘poverty trap’. Ask students to write arguments for and/or against the proposition that it doesn’t exist in Australia. * Examine the Top 10 Occupations, by average Taxable Income – page 73 Cambridge. * Making Thinking Visible 2.5 – See Page 74 * Making Thinking Visible 2.6 – See Page 75. | **Learning intentions (LI):**   * Examine what budgetary policy or fiscal policy means. * Examine the role of government in income distribution. * Examine what is meant by the progressive tax system in Australia.   **Success Criteria (SC):**   * Define progressive tax system and social welfare. * Outline how the progressive tax system works in Australia. * List ways the government redistributes income using social welfare.   Topics:   * Budgetary/Fiscal Policy – government budget receipts (direct and indirect taxes) * Direct taxes – Jacaranda – Pages 225-226 * Indirect taxes – Jacaranda – Pages 225-226 * Progressive tax system * Social welfare. * Role of government in income distribution * Examine government budget spending.   **Suggested resources:**   * ATO Education resources. * Cambridge – pages 74-75 * Jacaranda – pages 224 - 228   **Suggested learning activities:**   * Glossary Chart words – *direct and indirect taxes, budgetary/fiscal policy, taxation, budget, progressive tax system, social welfare.* * See PowerPoint. * Complete Revision * Examine sources – Page 80 Pearson – Pie Charts |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Knowledge and Understanding: Economic performance and** [**living standards**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/living-standards)  **The links between**[**economic performance**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economic-performance)**and**[**living standards**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/living-standards)**, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt**  **The distribution of income and wealth in the**[**economy**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy)**and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments)** | | | | |
| **7** | **Assessment One** –  In-class Assessment (Timed and Test Conditions) | **Learning intentions (LI):**   * Examine how governments act to improve economic performance. * Examine ways that governments support business to increase productivity.   **Success Criteria (SC):**   * Outline what productivity means. * List ways that governments support businesses to increase productivity. * Outline why training and development are important factors in improving economic performance.   Topics:   * Productivity Policy (page 81 – Pearson) * Management of the economy - Productivity (Cambridge – page 76-77) * Training and development – (Cambridge – page 78) * Managing operations and improving productivity. * Operations * Capital investment * Investment in technology * Office technology – technology used in business today. * Robotics * Customer relationship management * Computer-aided design * Materials management – ‘Just-in-time’ inventory.   **Suggested resources:**   * Labour Productivity Handout – Shared drive * Labour and Capital Productivity PowerPoint – shared drive * Jacaranda – Pages 272-276   **Suggested learning activities:**   * Jigsaw – assign different topics from above to groups and they share back. * Activities: Questions – 1, 2, 3, 4, ,5 ,6 ,7, 8, 9, 10 * Application – Big Picture Thinking – How might this impact on me in the future? * What if – question? *Outline what might happen to a business if it doe not invest in capital or technology applications or make use of materials management strategies, such as a the just-in-time inventory system?* | **Distribute**  **TASK 2 – *Discuss as a class.***  ***(3 lessons in class)***  **Learning intentions (LI):**   * Investigate Task 2 requirements. * Examine what must be completed as part of TASK 2.   **Success Criteria (SC):**   * Outline what you must submit on or before the due date for Task 2.   Topics:   * Task 2   **Suggested resources:**   * Task 2 Task sheets   **Suggested learning activities:**   * Discuss Task 2 and what students must do for the task.   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Continue work from the previous lesson after discussing and handing out Task 2.** | ***In-class Lesson – Students are to work on their Task 2.***  ***You do not need to book computers for this first lesson.*** |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| The ways that governments manage the [economy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy) to improve [economic performance](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economic-performance) and [living standards](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/living-standards) (e.g. [productivity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/productivity) policy, training and workforce [development](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/development) policy, migration), and to minimise the effects of externalities (e.g. regulation)  Ways that businesses respond to improved economic conditions (e.g. increasing their research and [development](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/development) funding to create innovative products, adjusting marketing strategies to expand their market share) | | | | |
| **8** | **Continue class work on the following. This was started Wednesday Week 4. Review the following:**  **Learning intentions (LI):**   * Examine how governments act to improve economic performance. * Examine ways that governments support business to increase productivity.   **Success Criteria (SC):**   * Outline what productivity means. * List ways that governments support businesses to increase productivity. * Outline why training and development are important.   **Topics:**   * Productivity Policy (page 81 – Pearson) * Management of the economy - Productivity (Cambridge – page 76-77) * Training and development – (Cambridge – page 78) * Managing operations and improving productivity. * Operations * Capital investment. * Investment in technology * Office technology – technology used in business today. * Robotics * Customer relationship management * Computer-aided design * Materials management – ‘Just-in-time’ inventory.   **Suggested resources:**   * Labour Productivity Handout – Shared drive * Labour and Capital Productivity PowerPoint – shared drive * Jacaranda – Pages 272-276   **Suggested learning activities:**   * Jigsaw – assign different topics from above to groups and they share back. * Activities: Questions – 1, 2, 3, 4, ,5 ,6 ,7, 8, 9, 10 * Application – Big Picture Thinking – How might this impact on me in the future? * What if – question? *Outline what might happen to a business if it does not invest in capital or technology applications or make use of materials management strategies, such as a the just-in-time inventory system?*   \*\*\*\* Discuss Task 2, which was distributed in Week 7.  **Make sure case studies and Task 2 documents are put on CONNECT.** | **Learning intentions (LI):**   * Examine improving productivity through human resource management. * Examine what is training. * Examine productivity and mental health.   **Success Criteria (SC):**   * Outline examples of investments in training, technology, and systems. * Outline ways business might incorporate innovation. * Outline what is meant by changing working conditions.   **Topics:**   * Business productivity – Productivity and Mental Health. * Investment in training, investment in technology, investment in systems * Research and Development (R&D) – Business responsiveness. * Innovation in Business. * Flexible Hours and Changed Working Conditions. * Implications of ethical and socially responsible practices in the workplace.   **Suggested resources:**   * Cambridge – Chapter 4 * Jacaranda – Pages 277 -284 * Pearson – Pages 94-1   ***\*\*\* Allow students to answer the questions (4) in their task sheets for Task 2.*** | ***In-class Lesson – Students are to work on their Task 2.***  **Please book computers**  Focus of the lesson:   * Students must complete.   **Section 1** – *Business Case Study -* ***Individual Task*.** Complete Step 1.  Students must then start working on **Section 2** - *Pairs Task* - Step 2 and Extent Barometer.  Remind students to complete a bibliography. | ***In-class Lesson – Students are to work on their Task 2.***  **Please book computers**  Focus of the lesson:   * Students must complete.   **Section 1** – *Business Case Study -* ***Individual Task*.** Complete Step 1.  Students must then start working on **Section 2** - *Pairs Task* - Step 2 and Extent Barometer.  Remind students to complete a bibliography. |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Ways that businesses respond to improved economic conditions (e.g. increasing their research and [development](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/development) funding to create innovative products, adjusting marketing strategies to expand their market share)  *Topics: Factors that influence major consumer and financial decisions. The ways business organise themselves to improve productivity. Ways businesses respond to improved economic conditions* | | | | |
| **9** | ***In-class Lesson – Students are to work on their Task 2.***  **Please book computers**  Focus of the lesson:   * Students must complete.   **Section 1** – *Business Case Study -* ***Individual Task*.** Complete Step 1.  Students must then start working on **Section 2** - *Pairs Task* - Step 2 and Extent Barometer.  Remind students to complete a bibliography.  **\*\* All students must submit work for this task, after having three lessons of class time.** | **Learning intentions (LI):**   * Review business productivity and how businesses organise themselves to improve productivity. * Examine how businesses respond to changing economic conditions.   **Success Criteria (SC):**   * Explain the benefits to businesses from investing in the training of staff. * Outline ways businesses could improve productivity. * Outline how businesses respond to changing economic conditions.   **Topics:**   * Business productivity – Productivity and Mental Health. (Cambridge – page 94-96 * Investment in training, investment in technology, investment in systems * Research and Development (R&D) – Business responsiveness.   **Suggested resources:**   * Cambridge – Chapter 4 * Jacaranda – Pages 277 -284 * Pearson – Pages 94-1   **Suggested learning activities:**   * Create a class mind – map or brainstorm on board. Model some areas on the board and then ask students to add to it. * Examine what change management means. Create a flow-char for organisational change. * Prediction – ask students to predict what innovation will look like in 2050. Ask students to consider technological progress, the changing work environment and availability of key resources. * What if question…. What if you were a business owner, would you focus more on product innovation or process innovation? Why? Work in pairs. * Individually, write a list of things you know about mental health impacts on productivity. Use pages 94-96 Cambridge. * Look at the data from The Productivity Commission (Page 95) | **Learning intentions (LI):**   * Examine consumer financial decisions. * Examine the rise of online shopping.   **Success Criteria (SC):**   * Predict three trends in online shopping which you expect in the next 15 years. * Outline ways you and the people you know use the internet for buying goods and services. * Outline four factors which influence consumer decisions.   **Topics:**   * Factors influencing consumer decisions – *price and finance; marketing of products; demographics and personality; ethical considerations and personal values; consumer’s preference (fashion trends), convenience.* * Examine the income effect and substitution effect. * Examine the effects of price changes. * Consequences of consumer decisions – What does food miles mean?   **Suggested resources:**   * Pearson – pages 86-89   **Suggested learning activities:**   * KWL – What do you know about online shopping? * Summary Handout – ‘Factors influencing consumer decisions’. * Activities – Questions 1-6 and 8 (Pearson – page 89) * Tournament prioritiser – Which is the biggest influence on my decisions as a consumer?  1. *Price and finance* 2. *Marketing of products* 3. *Ethical considerations* 4. *Health considerations* 5. *Environmental considerations* 6. *Convenience* 7. *Consumer preferences* 8. *Fashion trends* | ***\*\*\* This lesson carries on from the previous lesson and allows you to catch up and complete any missing work.***  **Learning intentions (LI):**   * Examine consumer financial decisions. * Examine the rise of online shopping.   **Success Criteria (SC):**   * Predict three trends in online shopping which you expect in the next 15 years. * Outline ways you and the people you know use the internet for buying goods and services. * Outline four factors which influence consumer decisions.   **Topics:**  Factors influencing consumer decisions – *price and finance; marketing of products; demographics and personality; ethical considerations and personal values; consumer’s*   * *preference (fashion trends), convenience.* * Examine the income effect and substitution effect. * Examine the effects of price changes. * Consequences of consumer decisions – What does food miles mean?   **Suggested resources:**   * Pearson – pages 86-89   **Suggested learning activities:**   * KWL – What do you know about online shopping? * Summary Handout – ‘Factors influencing consumer decisions’. * Activities – Questions 1-6 and 8 (Pearson – page 89) * Tournament prioritiser – Which is the biggest influence on my decisions as a consumer?  1. *Price and finance* 2. *Marketing of products* 3. *Ethical considerations* 4. *Health considerations* 5. *Environmental considerations* 6. *Convenience* 7. *Consumer preferences* 8. *Fashion trends* |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Ways that businesses respond to improved economic conditions (e.g. increasing their research and [development](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/development) funding to create innovative products, adjusting marketing strategies to expand their market share)  *Topics: Factors that influence major consumer and financial decisions. The ways business organise themselves to improve productivity. Ways businesses respond to improved economic conditions* | | | | |
| **10** | **Learning intentions (LI):**   * Review factors influencing consumer decisions. * Examine financial decisions.   **Success Criteria (SC):**   * Differentiate between an investment and a liability. * Outline why a person may have a poor credit history. * Outline what is meant by a variable rate and a fixed rate.   **Topics:**   * Investments and liabilities * Borrowing and investing * Interest rates * Cash rate * Variable rate and fixed rates. * Credit history * Fees and charges   **Suggested resources:**   * Pearson Pages 90-93   **Suggested learning activities:**   * Graphic Organiser Template – Summary: Making financial decisions * Activities – Questions 1-6 (Pearson – page 93) | **Learning intentions (LI):**   * Review financial decisions, including investments and liabilities. * Review what fixed and variable rates are.   **Success Criteria (SC):**   * Outline what is meant by cash rate. * Explain what interest rates are.   **Topics:**   * **See previous lesson**   **Suggested resources:**   * Pearson Pages 90-93   **Suggested learning activities:**   * **Revision sheet (will be emailed to you)** | **Learning intentions (LI):**   * Examine consumer choice, attitude and preferences. * Examine the role of CHOICE and the ACCC   **Success Criteria (SC):**   * Outline the role of CHOICE and the ACCC. * Explain differences in the environmental and ethical approaches of FIJI Water and Thank You Water.   **Topics:**   * Consumer choices * ACCC * CHOICE * Ethical consumerism and boycotts * Case studies – FIJI Water and Thank You Water   **Suggested resources:**   * Jacaranda – pages 255-258   **Suggested learning activities:**   * Case Study – Graphic Organiser. * Exercises – pages 257-258 * (Jacaranda) * Activity 7 – Pearson (page 89) | **\*\*\* Continue work from the previous lesson…**  **Learning intentions (LI):**   * Examine consumer choice, attitude and preferences. * Examine the role of CHOICE and the ACCC   **Success Criteria (SC):**   * Outline the role of CHOICE and the ACCC. * Explain differences in the environmental and ethical approaches of FIJI Water and Thank You Water.   **Topics:**   * Consumer choices * ACCC * CHOICE * Ethical consumerism and boycotts * Case studies – FIJI Water and Thank You Water   **Suggested resources:**   * Jacaranda – pages 255-258   **Suggested learning activities:**   * Case Study – Graphic Organiser. * Exercises – pages 257-258 * (Jacaranda) * Activity 7 – Pearson (page 89) |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Ways that businesses respond to improved economic conditions (e.g. increasing their research and [development](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/development) funding to create innovative products, adjusting marketing strategies to expand their market share)  *Topics: Factors that influence major consumer and financial decisions. The ways business organise themselves to improve productivity. Ways businesses respond to improved economic conditions* | | | | |
| **11** | **Task 3: In-class Assessment – timed conditions, test conditions**  In-class Assessment applying knowledge and understandings. Type: Multiple Choice, short responses and/or sectionalised extended responses. *Topics: Factors that influence major consumer and financial decisions. The ways business organise themselves to improve productivity. Ways businesses respond to improved economic conditions*. *Validation questions from Task 2.* | **Learning intentions (LI):**   * Examine differences between minor and major consumer and financial decisions. * Examine considerations when buying a car.   **Success Criteria (SC):**   * List examples of consumer decisions you have made to date. * List things to consider when purchasing a car.   **Suggested resources:**   * My Ideal First Car Booklet   (Will be emailed to you)   * Cambridge Textbook – page 93   **Suggested learning activities:**   * My Ideal First Car Booklet | **Learning intentions (LI):**  See previous lesson  **Success Criteria (SC):**  See previous lesson  **Topics:**   * Your ideal first car. * Using HASS skills – evaluating, analysing. * Key HASS Concept – making choices   **Suggested resources:**  Computer lesson – BOOK COMPUTERS  **Suggested learning activities:**   * My Ideal First Car Booklet   (Will be emailed to you)   * Cambridge Textbook – page 93 | **Learning intentions (LI):**   * Examine considerations when choosing a mobile phone plan.   **Success Criteria (SC):**   * Use HASS skills – questioning and researching to complete a summary of various mobile phone plans.   **Suggested resources:**   * **8.5 Skill Builder –** Choosing a mobile phone plan.   **Suggested learning activities:** |