

Teaching about consumer affairs

A guide for Year 7 teachers



This guide was developed by:

- Access Canberra, Australian Capital Territory
- Australian Competition and Consumer Commission
- Australian Securities and Investments Commission
- Consumer Affairs Victoria
- Consumer and Business Services South Australia
- Consumer, Building and Occupational Services, Tasmania
- New South Wales Fair Trading
- Northern Territory Consumer Affairs
- Queensland Office of Fair Trading
- Western Australia Department of Commerce, Consumer Protection

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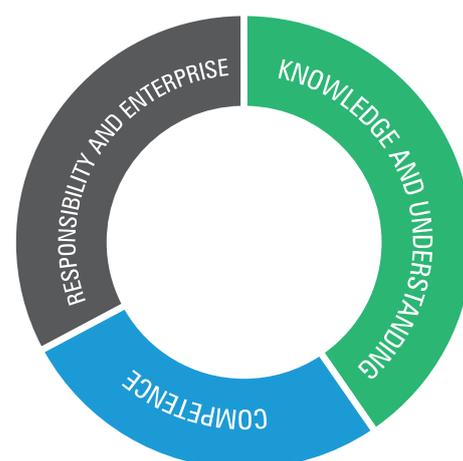
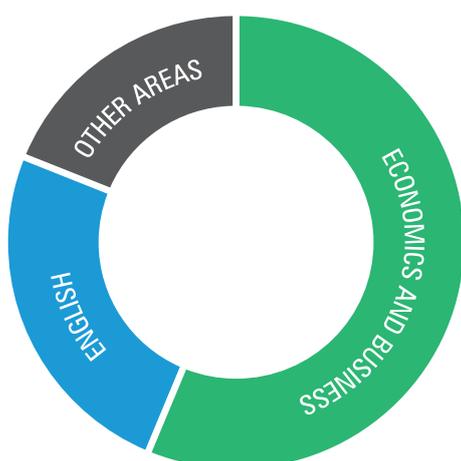
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Manager Communications The Treasury Langton Crescent Parkes ACT 2600 Email: medialiaison@treasury.gov.au

Introduction

This guide is an initiative of the Australian Consumer Law (ACL) regulators. The ACL is the national law for fair trading and consumer protection. The ACL supports the goal of young people becoming smart consumers. Developing consumer and financial capability in young people is a strong investment in Australia's social and economic future.



About this guide

This guide provides advice to teachers on how the following two resources align with the Australian Curriculum and the National Consumer and Financial Literacy Framework (the Framework or National Framework):

1. [Commerce](#)—developed by Consumer Affairs Victoria
2. [Buy smart](#)—developed by the Office of Fair Trading, Queensland.

These resources contribute significantly to the teaching and learning of consumer and financial literacy in Year 7. They have been designed flexibly so that schools and teachers can choose to teach one, more or all units in each resource depending on the needs of their students.

The Australian Curriculum and National Framework

The Australian Curriculum and the National Consumer and Financial Literacy Framework have an important role in supporting young people to develop consumer and financial literacy. The learning areas and general capabilities in the Australian Curriculum are designed to develop successful learners, confident and creative individuals, and active and informed citizens. The Framework provides guidance on how consumer and financial education may be structured across the years of schooling in relation to the three dimensions of learning that underpin consumer and financial education in the Australian context.

Links to the Australian Curriculum and Framework

The *Commerce* and *Buy smart* resources link with some learning areas, general capabilities and dimensions of consumer and financial education more comprehensively than others. The diagrams above illustrate the strength of these links.

Teachers can also use the Australian Curriculum to make judgements about student achievement. [Click here](#) to see what students would be expected to know, understand and do from having been taught the units in each resource.

What type of consumer am I?

Year 7 Commerce

This unit provides students with foundation skills, attitudes and knowledge required for living in a consumer society. It introduces students to some fundamental economic concepts: the differences between needs and wants; the reasons why consumers need to make choices; and the costs (to the consumer and the environment) of consumerism.

Content descriptions

Economics and Business

By the end of Year 7, students will be taught:

- the ways consumers and producers interact and respond to each other in the market (ACHEK017)
- to gather relevant data and information from a range of digital, online and print sources (ACHES022)
- to interpret data and information displayed in different formats to identify relationships and trends (ACHES023)
- to apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
- to 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)

English

By the end of Year 7, students will be taught:

- to 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)
- to plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Design and Technologies

By the end of Year 8, students will be taught:

- to independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)
- to use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations
- interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies
- 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 preparation for creating texts

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- locate, retrieve or generate information using search facilities and organise information in meaningful ways

Critical and Creative Thinking

Level 5: Typically, by the end of Year 8, students can:

- clarify information and ideas from texts or images when exploring challenging issues
- generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting

National Framework

Knowledge and Understanding

By the end of Year 8, students can:

- analyse and explain the range of factors affecting consumer choices

Competence

By the end of Year 8, students can:

- justify the selection of a range of goods and services in a variety of 'real-life' contexts

Responsibility and Enterprise

By the end of Year 8, students can:

- explain how individual and collective consumer decisions may have an impact on the broader community and/or the environment
- exercise a range of enterprising behaviours through participation in relevant class and/or school activities

Consumers and the marketplace

Year 7 Commerce

Informed and assertive consumers have a good understanding of how markets work. This unit explains market forces to young people, the role of consumers and producers in the marketplace and the benefits of competition.

Content descriptions

Economics and Business

The ways consumers and producers interact and respond to each other in the market (ACHEK017)

Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)

Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)

English

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)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- compose and edit longer sustained learning area texts
- 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 preparation for creating texts
- plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- analyse and explain the range of factors affecting consumer choices

Responsibility and enterprise

By the end of Year 8, students can:

- exercise a range of enterprising behaviours through participation in relevant class and/or school activities

How to be a consumer detective

Year 7 Commerce

This unit provides a toolkit of essential skills for young consumers. It aims to enable young people to become better informed and more assertive consumers, who are well-aware of advertising and marketing pressures to consume. Consumer scams, and ways to avoid them, are also explored.

Content descriptions

Economics and Business

By the end of Year 7, students will be taught:

- to develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)
- to gather relevant data and information from a range of digital, online and print sources (ACHES022)
- to 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)
- to apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
- to 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)

English

By the end of Year 7, students will be taught:

- to compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
- to 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)
- to analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- to plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

- to use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Design and Technologies

By the end of Year 8, students will be taught:

- to independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)

Health and Physical Education

By the end of Year 8, students will be taught:

- to analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- compose and edit longer sustained learning area texts
- 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 preparation for creating texts
- use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions

Critical and creative thinking

Level 5: Typically, by the end of Year 8, students can:

- pose questions to probe assumptions and investigate complex issues
- clarify information and ideas from texts or images when exploring challenging issues

Personal and social capability

Level 5: Typically, by the end of Year 8, students can:

- examine influences on and consequences of their emotional responses in learning, social and work-related contexts
- forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals
- assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- analyse and explain the range of factors affecting consumer choices
- identify the risks within the consumer and financial landscape such as scams, identity theft, fraudulent transactions and ways of avoiding these

Competence

By the end of Year 8, students can:

- identify and explain marketing strategies used in advertising and social media to influence consumer decision-making

Responsibility and enterprise

By the end of Year 8, students can:

- exercise a range of enterprising behaviours through participation in relevant class and/or school activities
- recognise that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice

Your consumer rights and responsibilities

Year 7 Commerce

This unit introduces students to the basic consumer rights and responsibilities. Ways to deal with common problems, such as returning faulty products and complaining about an unsatisfactory service, are explained.

Content descriptions

Economics and Business

Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)

Gather relevant data and information from a range of digital, online and print sources (ACHES022)

Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)

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)

English

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)

Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

Civics and Citizenship

Develop a range of questions to investigate Australia's political and legal systems (ACHCS054)

Identify, gather and sort information and ideas from a range of sources (ACHCS055)

Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056)

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies
- compose and edit longer sustained learning area texts
- 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 preparation for creating texts
- recognise and use aspects of language to suggest possibility, probability, obligation and conditionality

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions

Critical and creative thinking

Level 5: Typically, by the end of Year 8, students can:

- justify reasons for decisions when transferring information to similar and different contexts

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- research, identify and discuss the rights and responsibilities of consumers in a range of 'real-life' contexts

Competence

By the end of Year 8, students can:

- access and evaluate information on strategies to resolve consumer disputes

Responsibility and enterprise

By the end of Year 8, students can:

- apply informed and assertive consumer decision-making in a range of 'real-life' contexts
- discuss the legal and ethical issues associated with advertising and providing goods and services to consumers
- recognise that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice

Managing your money

Year 7 Commerce

In this unit, students develop basic money management skills. They learn to set goals, to draw up budgets, to develop a savings plan and to compare the advantages and disadvantages of using cash or credit to purchase goods and services..

Content descriptions

Economics and Business

Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)

Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)

Gather relevant data and information from a range of digital, online and print sources (ACHES022)

Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)

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)

English

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)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies
- compose and edit longer sustained learning area texts
- 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 preparation for creating texts

Numeracy

Level 5: Typically, by the end of Year 8, students can:

- solve complex problems by estimating and calculating using efficient mental, written and digital strategies
- solve problems using simple percentages, ratios and rates

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- locate, retrieve or generate information using search facilities and organise information in meaningful ways
- design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions

Critical and creative thinking

Level 5: Typically, by the end of Year 8, students can:

- clarify information and ideas from texts or images when exploring challenging issues
- draw parallels between known and new ideas to create new ways of achieving goals

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- identify and explain the importance of tracking and verifying transactions and keeping financial records to manage income and expenses
- explain why it is important to set and prioritise personal financial goals
- identify and discuss the different forms of 'credit' and costs involved

Competence

By the end of Year 8, students can:

- use a range of methods and tools to keep financial records in 'real-life contexts'
- create simple budgets and financial records to achieve specific financial goals
- compare income, spending commitments and life-styles at different stages of life
- accurately complete and explain the purpose of a range of financial forms, including for online transactions

Responsibility and enterprise

By the end of Year 8, students can:

- recognise the importance of planning for their financial futures and appreciate that sacrificing current expenditure can bring long-term benefits
- recognise that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice
- explain the role of banks and other deposit-taking institutions (such as building societies and credit unions) in providing financial products and services to individual consumers and business

The global consumer

Year 7 Commerce

The aim of this unit is to increase awareness of the global consequences of consumption; and to explore the ways in which young people can become active and involved global citizens.

Content descriptions

Economics and Business

Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)

Gather relevant data and information from a range of digital, online and print sources (ACHES022)

Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)

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)

Geography

Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049)

Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)

Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies
- 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 preparation for creating texts

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- locate, retrieve or generate information using search facilities and organise information in meaningful ways

Critical and creative thinking

Level 5: Typically, by the end of Year 8, students can:

- pose questions to probe assumptions and investigate complex issues

Personal and social capability

Level 5: Typically, by the end of Year 8, students can:

- analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities

Ethical understanding

Level 5: Typically, by the end of Year 8, students can:

- analyse the ethical dimensions of beliefs and the need for action in a range of settings
- analyse rights and responsibilities in relation to the duties of a responsible citizen
- draw conclusions from a range of points of view associated with challenging ethical dilemmas

Intercultural understanding

Level 5: Typically, by the end of Year 8, students can:

- assess diverse perspectives and the assumptions on which they are based

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- analyse and explain the range of factors affecting consumer choices

Competence

By the end of Year 8, students can:

- justify the selection of a range of goods and services in a variety of 'real-life' contexts

Responsibility and enterprise

By the end of Year 8, students can:

- explain how individual and collective consumer decisions may have an impact on the broader community and/or the environment
- demonstrate awareness that family, community and socio-cultural values and customs can influence consumer behaviour and financial decision-making

Responsible gambling

Year 7 Commerce

This unit aims to assist students understand the place of gambling in our economy, why and how the government regulates the gambling industry and 'wise consumer' strategies aimed at managing any gambling activity.

Content descriptions

Economics and Business

Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)

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)

English

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)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies
- compose and edit longer sustained learning area texts
- 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 preparation for creating texts

Numeracy

Level 5: Typically, by the end of Year 8, students can:

- solve complex problems by estimating and calculating using efficient mental, written and digital strategies

Critical and creative thinking

Level 5: Typically, by the end of Year 8, students can:

- clarify information and ideas from texts or images when exploring challenging issues

Ethical understanding

Level 5: Typically, by the end of Year 8, students can:

- analyse the ethical dimensions of beliefs and the need for action in a range of settings
- investigate scenarios that highlight ways that personal dispositions and actions can affect consequences
- draw conclusions from a range of points of view associated with challenging ethical dilemmas

National Framework

Competence

By the end of Year 8, students can:

- identify and explain marketing strategies used in advertising and social media to influence consumer decision-making

Responsibility and enterprise

By the end of Year 8, students can:

- discuss the legal and ethical issues associated with advertising and providing goods and services to consumers
- recognise that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice
- explain the role played by governments and the voluntary sector in the community to help those in financial need and explore the cost benefit to the economy

Secondary resource kit

Year 7 *Buy smart*

This resource kit introduces students to consumer law and fundamental consumer rights. Students develop an understanding of their rights as consumers and that these rights are protected by law. They also consider how they can protect themselves in an increasingly complex market.

Content descriptions

Economics and Business

Gather relevant data and information from a range of digital, online and print sources (ACHES022)

Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)

Civics and Citizenship

How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)

Identify, gather and sort information and ideas from a range of sources (ACHCS055)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- locate, retrieve or generate information using search facilities and organise information in meaningful ways

Critical and creative thinking

Level 5: Typically, by the end of Year 8, students can:

- clarify information and ideas from texts or images when exploring challenging issues

Ethical understanding

Level 5: Typically, by the end of Year 8, students can:

- analyse behaviours that exemplify the dimensions and challenges of ethical concepts
- analyse rights and responsibilities in relation to the duties of a responsible citizen

Intercultural understanding

Level 5: Typically, by the end of Year 8, students can:

- identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- research, identify and discuss the rights and responsibilities of consumers in a range of 'real-life' contexts
- research, identify and discuss the legal rights and responsibilities of business regarding goods and services provided to consumers
- identify implications of 'terms and conditions' such as fees, penalties, interest and warranties
- identify where to access reliable information and advice concerning the rights and responsibilities of consumers and business

Responsibility and enterprise

By the end of Year 8, students can:

- recognise that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice

Enhancing resource kit

Year 7 *Buy smart*

This resource kit aims to prepare students to avoid marketplace traps and become informed consumers. They learn how to deal with common consumer problems, they develop strategies for making informed consumer decisions, including avoiding pitfalls when purchasing second-hand cars, evaluating the techniques used in marketing and advertising, the cost of credit and how to protect themselves when shopping online.

Content descriptions

Economics and Business

The ways consumers and producers interact and respond to each other in the market (ACHEK017)

Gather relevant data and information from a range of digital, online and print sources (ACHES022)

Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)

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)

Civics and Citizenship

Identify, gather and sort information and ideas from a range of sources (ACHCS055)

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059)

English

Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)

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)

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Mathematics

Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)

General capabilities

Literacy

Level 5: typically, by the end of Year 8, students can:

- 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 preparation for creating texts
- recognise and use aspects of language to suggest possibility, probability, obligation and conditionality
- use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer
- analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning

Numeracy

Level 5: typically, by the end of Year 8, students can:

- solve complex problems by estimating and calculating using efficient mental, written and digital strategies
- identify and justify 'best value for money' decisions

Information and communication technology

Level 5: typically, by the end of Year 8, students can:

- locate, retrieve or generate information using search facilities and organise information in meaningful ways

Critical and creative thinking

Level 5: typically, by the end of Year 8, students can:

- pose questions to probe assumptions and investigate complex issues
- clarify information and ideas from texts or images when exploring challenging issues
- critically analyse information and evidence according to criteria such as validity and relevance

Personal and social capability

Level 5: typically, by the end of Year 8, students can:

- select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals
- assess individual and group decision-making processes in challenging situations
- assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations

Intercultural understanding

Level 5: typically, by the end of Year 8, students can:

- reflect critically on the representation of various cultural groups in texts and the media and how they respond
- identify and challenge stereotypes and prejudices in the representation of group, national and regional identities

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- research, identify and discuss the rights and responsibilities of consumers in a range of 'real-life' contexts
- identify where to access reliable information and advice concerning the rights and responsibilities of consumers and business
- identify implications of 'terms and conditions' such as fees, penalties, interest and warranties
- identify and discuss the different forms of 'credit' and costs involved
- analyse and explain the range of factors affecting consumer choices
- identify the risks within the consumer and financial landscape such as scams, identity theft, fraudulent transactions and ways of avoiding these

Competence

By the end of Year 8, students can:

- determine and compare the actual cost of using different ways of paying for goods and services such as cash, credit, lay-by and loans
- justify the selection of a range of goods and services in a variety of 'real-life' contexts
- identify and explain marketing strategies used in advertising and social media to influence consumer decision-making

Responsibility and enterprise

By the end of Year 8, students can:

- recognise that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice

Budgeting resource kit

Year 7 *Buy smart*

This resource kit aims to teach students how to create budgets in real-life contexts and develop a savings plan based on a set income. They investigate the pros and cons of different types of credit and develop strategies for using credit wisely.

Content descriptions

Economics and Business

Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)

Gather relevant data and information from a range of digital, online and print sources (ACHES022)

Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)

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)

English

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)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)

General capabilities

Literacy

Level 5: Typically, by the end of Year 8, students can:

- 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 preparation for creating texts
- plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience

Numeracy

Level 5: Typically, by the end of Year 8, students can:

- solve complex problems by estimating and calculating using efficient mental, written and digital strategies

Information and communication technology

Level 5: Typically, by the end of Year 8, students can:

- locate, retrieve or generate information using search facilities and organise information in meaningful ways

Critical and creative thinking

Level 5: Typically, by the end of Year 8, students can:

- pose questions to probe assumptions and investigate complex issues
- clarify information and ideas from texts or images when exploring challenging issues

National Framework

Knowledge and understanding

By the end of Year 8, students can:

- identify and explain the importance of tracking and verifying transactions and keeping financial records to manage income and expenses
- explain why it is important to set and prioritise personal financial goals
- identify and discuss the different forms of 'credit' and costs involved

Competence

By the end of Year 8, students can:

- use a range of methods and tools to keep financial records in 'real-life contexts'
- create simple budgets and financial records to achieve specific financial goals financial records in 'real-life contexts'
- determine and compare the actual cost of using different ways of paying for goods and services such as cash, credit, lay-by and loans
- explore the pros and cons of a range of payment options for goods and services such as: cash, debit card, credit card, direct debit, PayPal, BPay, pre-pay options, phone and electronic funds transfer

Responsibility and enterprise

By the end of Year 8, students can:

- recognise the importance of planning for their financial futures and appreciate that sacrificing current expenditure can bring long-term benefits
- recognise that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice
- explain the role of banks and other deposit-taking institutions (such as building societies and credit unions) in providing financial products and services to individual consumers and business