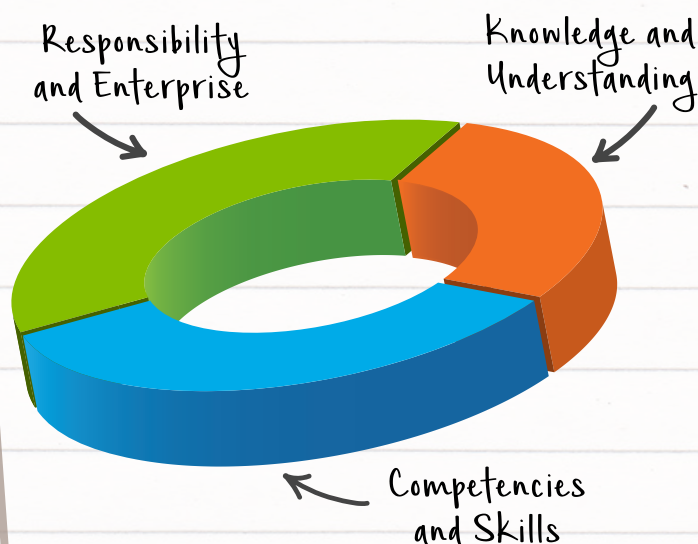


CONSUMER AND FINANCIAL LITERACY: YEAR 9

STUDENT EXPERIENCE

Young people grow up in diverse circumstances. At age 14 to 15, there is a divergence in young people's sophistication in relation to financial management attitudes. Unique family circumstances strongly influence young people's notions of their future possibilities. Female and male maturity diverges, creating differing consumer and financial attitudes and behaviours. Typically, students are earning money in wider and enterprising ways. They have part-time jobs, are gifted money, and sell possessions. Many are informal moneylenders and borrowers, providing bridging finance to each other. Their part-time work creates new financial responsibilities such as paying tax, seeking tax refunds, paying bills and managing accounts and credit cards. Young people are starting to think of the future and using their enterprising spirit to make money, particularly through digital opportunities. Their brand consciousness, more sophisticated consumer needs and wants, and increased income create new consumption behaviours and financial expenses, also creating more exposure to risks. This is balanced by more ethical thinking in decision-making.

Year 9 supports students to develop the three dimensions of learning that underpin consumer and financial education in the Australian context.



Approximate proportion of dimensions addressed in Year 9

LINKS TO RESOURCES

ASIC and the ATO have developed resources that support the teaching and learning of consumer and financial literacy in this year. These can be accessed through the [Australian Curriculum Connections website](#).

ASIC's MoneySmart Teaching provides complete [units of work and a number of digital activities](#) that link to the Australian Curriculum.

ATO's Tax, Super+ You resource also offers a number of digital interactives and modules. This resource has been designed flexibly so that teachers and/or students can choose to focus on one, more or all of the digital interactives and activities within each module. To view how each digital interactive and activity align with the Australian Curriculum, [click here](#).

ASIC's
MONEYSMART Teaching

View ASIC's
Resources

Australian Government
Australian Taxation Office

**Tax,
Super
+ You.**

View ATO's
Resources

KNOWLEDGE AND UNDERSTANDING

LEARNING AREAS

English

- Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)

D&T (By the end of Year 10)

Design and Technologies

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)
- Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)

Geography

- Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061)
- Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)
- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)
- The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)
- The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)

Economics and Business

- Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038)
- Why and how participants in the global economy are dependent on each other (ACHEK039)
- Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)
- The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)
- The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042)

Science

- People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160)
- Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)

Civics and Citizenship

- The process through which government policy is shaped and developed, including the role of Prime Minister (ACHCK103)

HPE (By the end of Year 10)

Health and Physical Education

- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

In this year, students learn about simple interest and financial contexts involving cost of credit and interest earned on investments. They investigate Australia's economic interconnectedness with the world, how citizens are connected globally, and how globalisation affects financial and work futures. They begin to consider their personal aspirations and the lifelong learning required for changing futures. They consider how legal, taxation and political systems affect their wellbeing and obligations as workers and citizens.

KNOWLEDGE AND UNDERSTANDING

LEARNING AREAS

Work Studies

- Outline how past learning experiences influence attitudes towards, and outcomes of, learning (ACWSCL001)
- Describe the implications of individual learning preferences for learning at home, school, work and in the community (ACWSCL002)
- Identify the attitudes and skills required for self-directed and lifelong learning (ACWSCL003)
- Explain the importance of active and lifelong learning for personal and community development (ACWSCL004)
- Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006)
- Identify types of workplace communication and the effect of context on the choice of communication (ACWSCL007)
- Differentiate between work-related and personal use of social media (ACWSCL008)
- Explain the importance of teamwork and collaboration in school, community and work-related contexts (ACWSCL009)
- Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)
- Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)
- Recognise the importance of self-awareness in career and life design (ACWSCL013)
- Describe the nature of work in Australia and the implications for current and future work opportunities (ACWSCL015)
- Recognise the effects of work culture on ways of working (ACWSCL016)
- Identify the importance of rights and responsibilities for employers and workers (ACWSCL019)
- Investigate formal and informal recruitment processes (ACWSCL017)

GENERAL CAPABILITIES

Numeracy (By the end of Year 10)

- Illustrate and order relationships for fractions, decimals, percentages, ratios and rates
- Explain the likelihood of multiple events occurring together by giving examples of situations when they might happen

PSC (By the end of Year 10)

Personal and Social Capability

- Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
- Assess their strengths and challenges and devise personally appropriate strategies to achieve future success

EU (By the end of Year 10)

Ethical Understanding

- Critique generalised statements about ethical concepts
- Distinguish between the ethical and non-ethical dimensions of complex issues
- Investigate reasons for clashes of beliefs in issues of personal, social and global importance

ICT (By the end of Year 10)

Information and Communication Technology Capability

- Understand that computer-mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials
- Assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use

COMPETENCIES/SKILLS

LEARNING AREAS

English

- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)
- Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

Science

- Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165)
- Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (ACSIS166)
- Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS171)
- Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (ACSIS172)
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS174)

Civics and Citizenship

- The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)
- Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)
- Account for different interpretations and points of view (ACHCS085)
- Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)

Mathematics

- Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)
- Solve problems involving simple interest (ACMNA211)
- Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMNA296)
- Construct back-to-back stem- and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' (ACMSP282)
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)

Economics and Business

- Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045)
- Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048)

Students build knowledge, understandings and skills and learn to apply these to an increasing range of more complex consumer and financial contexts. For example, they apply strategies to manage financial risks and rewards, including managing risks in the online environment such as scams, identity theft and fraudulent transactions.

COMPETENCIES/SKILLS

LEARNING AREAS

D&T (By the end of Year 10)

Design and Technologies

- Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)
- Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)
- Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)
- Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)
- Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)
- Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)

DT (By the end of Year 10)

Digital Technologies

- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036)
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)

HPE (By the end of Year 10)

Health and Physical Education

- Critically analyse and apply health information from a range of sources to health decisions (ACPPS095)

Work Studies (By the end of Year 10)

- Source career information and resources (ACWSCL014)

Students learn to critically analyse a range of persuasive and finance-specific texts and products, evaluating them for intent, and the validity, credibility and suitability of information. They plan ways to resolve real-world challenges: research more complex data; and apply mathematical strategies to design, model and find solutions, including those involving simple interest.



GENERAL CAPABILITIES

Literacy

- Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations
- Listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions
- Interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies
- Compose and edit longer and more complex learning area texts
- Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts
- Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience
- 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
- Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments

PSC

Personal and Social Capability

- Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
- Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
- Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

EU

Ethical Understanding

- Evaluate diverse perceptions and ethical bases of action in complex contexts

IU

Intercultural Understanding

- Critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels

Numeracy

- Solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies
- Evaluate financial plans to support specific financial goals
- Explain how the practical application of patterns can be used to identify trends
- Solve problems involving fractions, decimals, percentages, ratios and rates
- Evaluate media statistics and trends by linking claims to data displays, statistics and representative data

ICT

Information and Communication Technology Capability

- Develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources

CCT

Critical and Creative Thinking

- Clarify complex information and ideas drawn from a range of sources
- Critically analyse independently sourced information to determine bias and reliability
- Analyse reasoning used in finding and applying solutions, and in choice of resources

Students use criteria and cost-benefit analysis to make informed consumer and financial decisions and manage, manipulate and present real-world data and information in a range of appropriate formats to inform these decisions.

RESPONSIBILITY AND ENTERPRISE

LEARNING AREAS

Mathematics

- Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228)

Science

- Formulate questions or hypotheses that can be investigated scientifically (ACSIS164)
- Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165)
- Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (ACSIS166)

D&T (By the end of Year 10)

Design and Technologies

- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038)
- Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)
- Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)

Geography

- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)

Economics and Business

- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043)
- Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)
- 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)
- Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)

DT (By the end of Year 10)

Digital Technologies

- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038)
- Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)
- Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)

RESPONSIBILITY AND ENTERPRISE

LEARNING AREAS

Civics and Citizenship

- Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)
- How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)
- Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082)
- Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083)
- Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)

HPE

(By the end of Year 10)

Health and Physical Education

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

Work Studies

- Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing (ACWSCL005)
- Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012)

Students reflect on how media and social media shape their identities and how identities, along with other factors, influence consumer behaviour and financial decisions. They practise safe, ethical and responsible behaviour in online and digital consumer and financial contexts and explain the procedures for safe and secure online shopping and banking. They develop and are able to apply a range of enterprising behaviours to real-life situations including accepting challenges, showing initiative, accepting responsibility, taking opportunities, setting goals, negotiating solutions and refining and rethinking approaches to problems. When making their decisions, students consider a range of factors such as social context, beliefs and values, ethical perspectives, safety, sustainability, future risk and personal goals



GENERAL CAPABILITIES

ICT

(By the end of Year 10)

Information and Communication Technologies

- Identify and describe ethical dilemmas and consciously apply practices that protect intellectual property
- Use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct
- Independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities
- Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation
- 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
- Select and use ICT to articulate ideas and concepts, and plan the development of complex solutions
- Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes
- Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge

PSC

(By the end of Year 10)

Personal and Social Capability

- Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
- Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
- Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
- Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
- Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
- Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
- Propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

CCT

(By the end of Year 10)

Critical and Creative Thinking

- Pose questions to critically analyse complex issues and abstract ideas
- Create and connect complex ideas using imagery, analogies and symbolism
- Speculate on creative options to modify ideas when circumstances change
- Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action
- Identify, plan and justify transference of knowledge to new contexts
- Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action
- Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified

EU

(By the end of Year 10)

Ethical Understanding

- Analyse the objectivity or subjectivity behind decision-making where there are many possible consequences
- Analyse and explain the interplay of values in national and international forums and policy making
- Evaluate the merits of conflicting rights and responsibilities in global contexts
- Use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas

IU

(By the end of Year 10)

Intercultural Understanding

- Present a balanced view on issues where conflicting views cannot easily be resolved
- Recognise the effect that empathising with others has on their own feelings, motivations and actions