Year 10, Economics & Business

Australian Curriculum (Version 9)

Teaching, Learning and Assessment Plan 2026

Unit Description

Unit Name	Unit Duration/Delivery Term
The Legacy project – Entrepreneurism, Productivity and Workforce Management	**Term 1 & 2, 14 Weeks Approx**

Unit Overview- Year 10 Curriculum Description

Students will study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. You will also look at factors that influence major consumer and financial decisions.

In this unit, students investigate how businesses respond to changing economic conditions, including how they manage their workforce, improve productivity, and respond to factors influencing major consumer and financial decisions. Students develop research, analysis, prediction, and evaluation skills as they explore a real-world economic or business issue and create an evidence-based response. As part of the Legacy Project, students will showcase their chosen projects at an exhibition on **11 May**, where they will present their inquiry question, explain their research, and reflect on how taking their project to the market helped them resolve their inquiry and evaluate the impact of their decisions.

Achievement Standards

Students will:

- Explain processes that businesses use to manage the workforce and improve productivity.
- Analyse factors that influence major consumer and financial decisions, including short- and long-term effects.
- Locate, select and analyse relevant and reliable information from a range of sources.
- Make predictions about consumer and financial impacts.
- Develop an evidence-based response to an economic or business issue.
- Evaluate responses using appropriate criteria to determine a course of action.

Australian Curriculum Objectives- Achievement Standard for Year 10

- Achievement standards:
- **Explain** processes that businesses use to manage the workforce and improve productivity.
- **Analyse** factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.
- **Locate, select and analyse** relevant and reliable information and data from a range of sources.
- Make **predictions** about consumer and financial impacts.
- **Develop** an evidence-based response to an economic and business issue.
- **Evaluate** a response, using appropriate criteria to decide on a course of action.

Unit Assessment (Summative)

Assessment Date and Conditions	Assessment Objectives	Describe Assessment
Date: 28 January to 11 May 2026 **Length: 13 Weeks** **Conditions:**	Teachers gather evidence to make judgments about the following characteristics of student work:	**Project exhibition – 11 May** **Video Presentation – due 11 May**
Rubric for this task		

Differentiation and Curriculum Adjustments

Differentiated Extension Activities	
Activities that are more complex than those necessary for the assessment	

Learning Support Curriculum Adjustments		
Students	Disability	Daily Adjustments
Anonymous 1	ADHD, inattentive dyslexia	**Please note: At this stage _____is not aware of her ADHD diagnosis**. 1:1 Clarify understanding of task instructions D · Ensure you have Georgia's full attention before giving her instructions Allow for movement breaks especially during double subjects Do not ask to read out loud Break written instructions into smaller steps, especially math and literacy.
Anonymous 2	ADD (Inattentive)	· Check In 1:1 to ensure understanding of tasks. · Check for understanding of instructions/task · Assist with planning/starting tasks Use checkpoints to monitor task progress
Anonymous 3	ADD (Inattentive)	Ensure directions are explicit and instructions have been understood Break tasks into small chunks if needed
Anonymous 4	ADHD (Combined)	Constant monitoring, positive encouragement & repeated instructions for consistent work D · Give explicit instructions/directions 1:1 and check for understanding Ensure laptop is closed when instructions/information is given Use checkpoints to monitor progress of tasks Seat with conscientious peer to reduce distraction D · Monitor group work Class leave pass (allowed to go to SSO for space to breath – becomes frustrated easily) Stuggles with organization, staying on task, following instructions, compliance.

Resources

Resource Type	Resource Name
Unit Resources (include link to Sharepoint)	• Legacy project (OneNote) 2026
Revision Activities *Activities to provide to students during revision week.*	Formative assessments: Inquiry 1 – 4 Quizzes

Additional Consolidation Activities *Activities of equal difficulty to those completed in class for additional practice.*	

Unit Reflections

Reflections and Review	
What Worked Well	Involving the community Checkpoints and prototype creation throughout the term
Considerations for future implementation of this unit	More time allowed for set-up and pack-up

Learning Sequence

Term/ Week		Lesson 1	Lesson 2	Lesson 3	Lesson 4	LS Adjustments	LS Reflections
Term 1	W1 Wed 28/1 to 30/1/2025	**Australia Day**	**PUPIL FREE DAY / ORIENTATION DAY FOR NEW STUDENTS**	**LEGACY PROJECT STARTS** **Resources:** • **OneNote Legacy project – Introduction** • Teacher intro • Student intro (create a selfie snapshot and upload on the notebook under your name) • Curriculum outcomes • Project explained • Project options	**INTRODUCTION** **Resources:** • **OneNote Legacy project – Introduction (continued)** • Explain project building lessons		

	W2 2 – 6 February	**IDEA GENERATION** **Resources:** • **OneNote Legacy project – Idea generation** • Hand out a hard copy of the task and the rubric. **Skills:** (AC9HE10S01): Developing and modifying a range of questions to improve the focus of an investigation; for example, modifying "What factors influence decision-making within consumer and financial contexts?" to "What factors influence choosing a mobile phone plan?"	**INQUIRY 1: Entrepreneurism** **Resources:** • Onenote – Inquiry 1: Entrepreneurism • Entrepreneurism video • Entrepreneur mindmap & research • List 10 entrepreneurial qualities • Complete project building lesson planning template **Knowledge:** (Inquiry 1 – 4): factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions (AC9HE10K03)	**INQUIRY 1: Productivity** **Resources:** • OneNote – Inquiry 1: Productivity • P'Point Slide 1 – 7 • Productivity Terminology **Capability**: (Inquiry 1 – 4): Personal and Social capability Self-management • Goal setting Social awareness • Community awareness	***PROJECT BUILDING LESSON*** *Students to work on their prototypes. E-mail parents when prototype building lessons were not utilised. Scaffold for students who didn't plan and help them complete a prototype planning form for their next prototype building lesson.*		
	W3 9 – 13 February	**INQUIRY 1: Productivity** **Resources:** • OneNote – Inquiry 1: Productivity • P'Point Slide 8-10 • Complete the learning log on OneNote	**INQUIRY 1: Productivity** **Resources:** • OneNote – Inquiry 1: Workforce Management • P'Point Slide 8-10 • Complete the learning log on OneNote	**Wed- Swimming Carnival**	**INQUIRY 1: Workforce Management** **Resources:** • OneNote – Inquiry 1: Workforce Management • P'Point (Whole) • Explain "How entrepreneurism improve workforce management" diagram on OneNote • Explain Figure 6 • Do Classwork (Flexible Working Arrangements in Australia: A 2025 Guide | AWDR		

	W4 16 – 21 February	**INQUIRY 1: Reflection** **Resources:** • OneNote – Inquiry 1:Reflection • Page 95 – 106 in textbook (Solutions for exercise 3.6) • Submit a project planning template on OneNote for your project / prototype building lesson this week • Do the Entrepreneurism Quiz on Schoolbox (Open Book)	**INQUIRY 1: Solutions** **Resources:** • OneNote – Inquiry 1:Reflection • Page 95 – 106 in textbook (Solutions for Exercise 3.6) Submit a project planning template on OneNote for your project / prototype building lesson this week	**INQUIRY 2: How are First Nations Australian Business supported** **Resources:** • OneNote – Inquiry 2 • P'Point processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs (AC9HE10K05)	***PROJECT BUILDING LESSON*** *Students to work on their prototypes. E-mail parents when prototype building lessons were not utilised. Scaffold for students who didn't plan and help them complete a prototype planning form for their next prototype building lesson.*		
	W5 24 – 28 Feb	**INQUIRY 2: How are First Nations Australian Business supported** **Resources:** • OneNote – Inquiry 2 • P'Point AC9HE10K05) investigating the processes corporations, government and non-government organisations use to support start-up businesses, promote the success of business ventures or create relationships between businesses; for example, Indigenous Business Month Awards, First Nations Chambers of Commerce or the Registrar of Indigenous Corporations	**INQUIRY 2: How are First Nations Australian Business supported** **Resources:** • OneNote – Inquiry 2 • P'Point AC9HE10K05) investigating the processes used by First Nations Australian businesses and other organisations to improve workforce participation; for example, cross-cultural training programs, "Closing the gap" initiatives or corporate commitments to diversity and inclusion in employment	**INQUIRY 2: How are First Nations Australian Business supported: CASE STUDY** **Resources:** • OneNote – Inquiry 2: Case study • P'Point	**INQUIRY 2: How are First Nations Australian Business supported: CASE STUDY** **Resources:** • OneNote – Inquiry 2: Case study • P'Point		
	W6 2 - 6 March	**INQUIRY 3: How can entrepreneurs respond to changing economic conditions?** **Resources:** • OneNote – Inquiry 3 • P'Point	**INQUIRY 3: How can entrepreneurs respond to changing economic conditions?** **Resources:** • OneNote – Inquiry 3 • P'Point	**INQUIRY 3: How can entrepreneurs respond to changing economic conditions?** **Resources:** • OneNote – Inquiry 3 • P'Point	***PROJECT BUILDING LESSON*** *Students to work on their prototypes. E-mail parents when prototype building lessons were not utilised. Scaffold for students who didn't plan and help them complete a prototype planning*		

					form for their next prototype building lesson.		
	W7 9-13 March	**INQUIRY 3: How can entrepreneurs respond to changing economic conditions?** **CURRENT AFFAIR** **Resources:** • OneNote – Inquiry 3 • Current affair	**INQUIRY 3: How can entrepreneurs respond to changing economic conditions?** **REFLECTION** **Resources:** • OneNote – Inquiry 3 • P'Point (AC9HE10K05)explaining how entrepreneurs lead responses to changes in global and domestic economic conditions and use technologies to drive innovation; for example, influencing approaches to waste management or sustainable use of energy	**INQUIRY 4: What can influence consumer and financial decision-making?** Capability: identifying examples of minor and major consumer and financial decisions, and explaining the processes that guide decision-making (AC9HE10K03) **Resources:** • OneNote – Inquiry 4 • P'Point	**INQUIRY 4: What can influence consumer and financial decision-making?** Capability: analysing factors that influence major consumer and financial decisions, such as price, availability and cost of finance, marketing of products, age and gender of consumer, convenience, and ethical and environmental considerations (AC9HE10K03) **Resources:** • OneNote – Inquiry 4 • P'Point		
	W8 17 – 21 March	**INQUIRY 4: What can influence consumer and financial decision-making?** **Resources:** • OneNote – Inquiry 4 • P'Point	**INQUIRY 4: What can influence consumer and financial decision-making?** **Resources:** • OneNote – Inquiry 4 • P'Point	**INQUIRY 4: What can influence consumer and financial decision-making?** **Resources:** • OneNote – Inquiry 4 • P'Point (AC9HE10S04) evaluating the short- and long-term financial implications of a decision; for example, calculating the costs of different purchasing methods and considering ability to opt out if circumstances change	***PROJECT BUILDING LESSON*** *Students to work on their prototypes. E-mail parents when prototype building lessons were not utilised. Scaffold for students who didn't plan and help them complete a prototype planning form for their next prototype building lesson.*		
	W9 23 – 27 March Attitude & Endeavour Due Wed	**INQUIRY 4: What can influence consumer and financial decision-making?** **Resources:** • OneNote – Inquiry 4 • P'Point	**NQUIRY 4: What can influence consumer and financial decision-making?** **Resources:** • OneNote – Inquiry 4 • P'Point	**SKILLS LESSON** **Checkpoint checklist:** • **Posters printed** • **Price tags and price pamphlets** • **Packaging**	**SKILLS LESSON**		

				• **Strategies on influencing consumer behaviour** • **Pricing spreadsheet** Capability: identifying the costs of consumer and financial transactions over time, such as the ability to make loan repayments, available savings, depreciation, and maintenance costs and insurance, as well as the benefits such as independence and convenience when purchasing a car or home (AC9HE10K03)			
	W10 31 March – 4 April Last Day-Thursday-Easter Service period 1	**SKILLS LESSON – FORMATIVE QUIZ**	***PROJECT BUILDING LESSON*** *Students to work on their prototypes. E-mail parents when prototype building lessons were not utilised. Scaffold for students who didn't plan and help them complete a prototype planning form for their next prototype building lesson.*	***PROJECT BUILDING LESSON*** *Students to work on their prototypes. E-mail parents when prototype building lessons were not utilised. Scaffold for students who didn't plan and help them complete a prototype planning form for their next prototype building lesson.*	***PROJECT BUILDING LESSON*** *Students to work on their prototypes. E-mail parents when prototype building lessons were not utilised. Scaffold for students who didn't plan and help them complete a prototype planning form for their next prototype building lesson.*		

Term 2- Legacy project continued (T2W4), Economics (T2W4)

Term 2	1 Yr 7 Camp (Tues- Thurs) Anzak Service (Thursday) Cross Country (Wed)	**Pupil Free day**	**Cross Country**	**Anzak Service**	CHOOSING YOUR INQUIRY Onenote: Choosing your inquiry – read through the task and the rubric Explore all 4 business plan templates and students must decide which inquiry business plan they will complete. **No AI** allowed at all, research or otherwise – all tasks to be **handwritten** (no exceptions apart from SAP students who require use of device to complete tasks). Only **ONE** of the business plan templates to be completed. Students to **print** out their chosen business plan template and **tell you** which inquiry they are doing. HOMEWORK for next lesson: Page 1-3 of chosen business plan (AC9HE10S04)examining the opportunity cost consumers and businesses may have to consider when deciding on a course of action; for example, employing more staff instead of upskilling existing staff to improve productivity		
	2	ANZAC SERVICE	***Check homework (page 1-3) and issue 1st warning if not done*** CHOOSING YOUR INQUIRY Onenote: Complete chosen business plan template	**Check homework (page 1-6) and email home if not done*** CHOOSING YOUR INQUIRY Onenote: Complete chosen business plan template	*Check homework (page 1-end) and email home if not done*** CHOOSING YOUR INQUIRY Onenote: What's next Homework / Classwork: Complete the Pre-exhibition checklist on your One-note under		

			Homework / Classwork: Page 4-6 of chosen business plan and work on your prototype to be ready on 11 May from home.	Homework / Classwork: Page 6 - end of chosen business plan and work on your prototype to be ready on 11 May from home.	the “Whats next section” and continue to finalise your prototype at home to be ready for 11 May		
	3	PUBLIC HOLIDAY	**Check homework (page 1-end) and email home if not done AND organise a catch-up at lunch*** CHOOSING YOUR INQUIRY Onenote: What’s next Classwork: Bind your business plan, reflection and reflection sheet Pre-exhibition check-list Homework: Complete and finalise your prototype for the exhibition (all items outstanding on checklist)	*Check homework (page 1-end) and email home if not done AND organise a catch-up at lunch*** CHOOSING YOUR INQUIRY Onenote: What’s next Classwork: Print and laminate any posters / inquiry question / photo's / designs (laminators A4 and A3 available in the Humanities meeting room). Students can hand all your exhibition resources in for safe keeping Record **video presentation** – refer to task sheet Homework: Complete and finalise your prototype for the exhibition (all items outstanding on checklist)	*Check homework (page 1-end) and email home if not done AND organise a catch-up at lunch*** CHOOSING YOUR INQUIRY Onenote: What’s next Classwork: Print and laminate any posters / inquiry question / photo's / designs (laminators A4 and A3 available in the Humanities meeting room). Students can hand all your exhibition resources in for safe keeping Record **video presentation** – refer to task sheet Homework: Complete and finalise your prototype for the exhibition (all items outstanding on checklist)		
	4 Labour Day-Mon	**LEGACY EXHIBITION 5 – 6 PM IN NB MULTI-PURPOSE ROOM** Video submissions on Schoolbox 8:30am	**Exhibition reflection and pack-up** Y10 Romeo & Juliet incursion from 2pm (students involved pack up before school / morning tea or lunch)	**Economics Content Kick-off –** **Economics Reporting done at the end of Term 3**			

		Set up for exhibition during the day / after school Arrive at exhibition 4:45pm	**Reporting for Sem 1 only on the Legacy project**				
	5						
	6						
	7 Assessment Season						
	8 Wed- Attitude & Endeavour Rubric Due						
	9 Tues- Hard Publish Term 2 Assessment (7-10) Athletics Carnival (Mon & Wed) Thurs- 7-10 Track One Moderation Due						

https://online.clickview.com.au/libraries/videos/51407674/who-even-is-an-entrepreneur- series for shark tank

Term/ Week		Lesson 1	Lesson 2	Lesson 3	Lesson 4	LS Adjustments	LS Reflections
Term 3	1 Mon- PF Thurs-Yr 11 & 12 Hard Publish Thurs- PT Interviews						
	2 Yr 10 Camp (Mon- Thurs) Yr 10 NT Tour (Tues Wk 2- Wed Wk 3)						

	3 Yr 10 NT Tour (Tues Wk 2- Wed Wk 3) Wed- Yr 11 Lship Day Thurs- Thanksgiving Service P1	The workforce & entrepreneurship					
	4 Wed- APS Athletics						
	5						
	6						
	7						
	8 Exam Block (Unit 2, Unit 3 & 4) Mon & Tues Fri- GC Show						
	9 Exam Block (Unit 2, Unit 3 & 4) Mon & Tues						
	10 Tues- Hard Publish Term 3 (Yr 7-12) Thurs- Track One Moderation Due Friday- PF						
Term 4	1 Frid- Yr 12 Trial						

	Feedback Due						
	2 Mon- King's Birthday						
	3 Mon- Final House Assemblies Period 1 Yr 12 E prep at home						
	4 Yr 12 External Block						
	5 Yr 12 External Block						
	6 Yr 12 External Block						
	7 Tues- Yr 12 External Block Presentation Night (Wed) Thurs- Final Chapel (p1 &2) Graduation (Thurs)						
	8 Wed- Attitude & Endeavour Due (7-12)						
	9 Wed- Students Finish						

	Fri- Hard Publish (7-11) & 3pm Track One Due						

Lesson Planning/Detail

Topic:	Instructional Practices – High Impact Teaching Strategies
Learning Intention: •	• Resources •