

HOW LAUNCHING A MICRO-BUSINESS MAPS TO THE AUSTRALIAN CURRICULUM IN YEAR 5

Curriculum source: <https://www.australiancurriculum.edu.au/download?view=f10>

Page 1 of 7



Learning Area: Humanities and Social Sciences (HASS)
Strand: Knowledge and Understanding
Sub-strand: Economics and business

Code	Description	How met (by FASTER business stage)
ACHASSK119	The difference between needs and wants and why choices need to be made about how limited resources are used	F – Identifying potential business ideas S – Prioritising work to be done in planning T – Prioritising work to be done in setting up for sales
ACHASSK120	Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations	F – Choosing a business partner(s) based on skills, not friendship F – What existing resources do you have to hand, that might impact on the cost, time and skill required to launch your business
ACHASSK121	Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices	A – What made your customers say 'Yes' or 'No' to offer? T – Responding to customer feedback on launch to improve sales E – What was the actual sales outcome? Did choices made by customers reflect the surveying done in stage A?

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Page 2 of 7



Learning Area: Humanities and Social Sciences (HASS)

Strand: Inquiry and skills (Critical and Creative Thinking, CCT)

Sub-strand: Questioning

Code	Description	How met (by FASTER business stage)
ACHASSI094	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges	A – asking customers for feedback on prototype so objections can be addressed T – asking for feedback on the day of launch E – Using reflection process to determine what could be done differently

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Page 3 of 7



Learning Area: Humanities and Social Sciences (HASS)

Strand: Inquiry and skills (Critical and Creative Thinking, CCT)

Sub-strand: Researching

Code	Description	How met (by FASTER business stage)
ACHASSI095	Locate and collect relevant information and data from primary sources and secondary sources	F – brainstorming business ideas based on observations S – finding information for developing business, financial and marketing plans, for example cost of supplies
ACHASSI096	Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions	T – drafting store layout (whether physical or online) T – creating pricing labels for stores

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Page 4 of 7



Learning Area: Humanities and Social Sciences (HASS)

Strand: Inquiry and skills (Critical and Creative Thinking, CCT)

Sub-strand: Analysing

Code	Description	How met (by FASTER business stage)
ACHASSI100	Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships	A – Analysing results from prototype survey to guide next steps T – acting on feedback at the launch market to optimise sales E – identifying cause of failure (or opportunities to improve) in reflection exercise, so better chance of positive outcome in next attempt

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Page 5 of 7



Learning Area: Humanities and Social Sciences (HASS)

Strand: Inquiry and skills (Critical and Creative Thinking, CCT)

Sub-strand: Evaluating and Reflecting

Code	Description	How met (by FASTER business stage)
ACHASSI101	Evaluate evidence to draw conclusions	A – Deciding whether to proceed based on survey feedback E – Determining financial outcome via cash flow statement
ACHASSI102	Work in groups to generate responses to issues and challenges	F – Deciding whether or not to work with one or two business partners All steps, for those that choose groups – working well as a team
ACHASSI103	Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others	F – Ranking brainstormed ideas against multiple criteria to identify the most likely business to succeed S – Applying criteria to choose methods of product/service development and marketing options
ACHASSI104	Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects	E – Reflection cycle to determine changes for improving outcomes next time R – Deciding who to thank for assisting in the project

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Page 6 of 7



Learning Area: Humanities and Social Sciences (HASS)

Strand: Inquiry and skills (Critical and Creative Thinking, CCT)

Sub-strand: Communicating

Code	Description	How met (by FASTER business stage)
ACHASSI105	Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions	A – Proposing product/service prototype to potential customers in a persuasive manner S – Developing marketing materials T – Communicating with customers (online or in person) R – Thanking people who assisted

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Page 7 of 7



Learning Area: **Mathematics**

Strand: **Number and Algebra**

Sub-strand: **Money and financial mathematics**

Code	Description	How met (by FASTER business stage)
ACMNA106	Create simple financial plans	S – Developing a spending plan for the business E – Assessing financial outcomes against plan R – Developing a savings goal