

## HOW LAUNCHING A MICRO-BUSINESS MAPS TO THE AUSTRALIAN CURRICULUM IN YEAR 6

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

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Learning Area: Humanities and Social Sciences (HASS)

Strand: Knowledge and Understanding

Sub-strand: Economics and business

Code	Description	How met (by FASTER business stage)
ACHASSK149	How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs	F – Ranking potential business ideas based on individual’s resources S – Deciding how to allocate resources available in financial and marketing plans
ACHASSK150	The effect that consumer and financial decisions can have on the individual, the broader community and the environment	A – Ranking potential ideas against criteria including impact
ACHASSK151	The reasons businesses exist and the different ways they provide goods and services	F – Identifying types of businesses (profit, not-for-profit, social enterprise, online/analog)

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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)
ACHASSI122	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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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)
ACHASSI123	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
ACHASSI124	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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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)
ACHASSI128	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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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)
ACHASSI129	Evaluate evidence to draw conclusions	A – Deciding whether to proceed based on survey feedback E – Determining financial outcome via cash flow statement
ACHASSI130	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
ACHASSI131	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
ACHASSI132	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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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)
ACHASSI133	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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Learning Area: **Mathematics**

Strand: **Number and Algebra**

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

Code	Description	How met (by FASTER business stage)
ACMNA132	Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies	S – Setting prices to work out break-even points and margin, then determine ability to discount T – Responding to customer feedback and stock levels at launch to apply discounts if desired and applicable