

Course Information & Curriculum Mapping

Cashed Up – Get Ready To Work



financial
basics
foundation

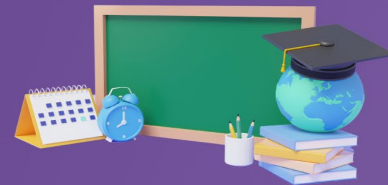
Cashed Up

Proudly supported by



Australian
Retirement
Trust

First Published: September 2024



Contents

Course Information.....	2
Goals and outcomes.....	2
Curriculum Mapping.....	3
National Financial Capability Strategy February 2022.....	3
Australian Curriculum V9.0 - F-10	4
Humanities and Social Science – Economics and Business	4
Consumer and Financial Literacy.....	4
Humanities and Social Sciences - Economics and Business V9.0	5
Economics and Business year 7	5
Economics and Business year 8.....	6
Economics and Business year 9.....	7
Economics and Business year 10.....	7



Course Information

Get Ready To Work aims to give students the skills and confidence to set themselves up to start working while still at school:

- Exploring sources of income
- Investigating strategies to earn independently
- Applying for a job
- Avoiding employment scams

The estimated time for students to complete the course and earn the badge is 3-5 hours.

To address goals, and deliver outcomes, the content and tasks in this course focus on developing the skills, attitudes and behaviours which build financial capability.

Goals and outcomes

1. Students classify income as active or passive. **COMPREHENSION**
2. Students identify different ways that employers can pay employees. **COMPREHENSION**
3. Students assess the odds of making a living on social media platforms. **EVALUATION**
4. Students review possibilities for setting up a neighbourhood business. **EVALUATION**
5. Students identify different types of employment. **COMPREHENSION**
6. Students appraise their personal skill set. **ANALYSIS**
7. Students identify the documents and paperwork they need to apply for a job.
KNOWLEDGE
8. Students identify the documents and paperwork they need to apply for a job.
KNOWLEDGE
9. Students review preparation and procedures for their first day on the job.
COMPREHENSION
10. Students formulate an approach to preparing for and finding a job. **APPLICATION**
11. Students identify potential job scams. **COMPREHENSION**
12. Students deploy strategies to avoid employment scams. **APPLICATION**

Cashed Up - Get Ready To Work Curriculum Mapping



Curriculum Mapping

National Financial Capability Strategy February 2022

The content and tasks in **Get Ready To Work** have direct connections to the National Financial Capability Strategy outcomes highlighted below.

The course delivers exceptional learning activities for Life Skills courses across years 7-12.

Financial Capability Component		Priority Outcomes: Financial Capability improves when Australians	
1	Knowledge and Understanding	1.1	Know when and where to get information/support
		1.2	Understand financial concepts, products and services
		1.3	understand their own financial situation
2	Skills	2.1	Can weigh up risk and opportunity when making decisions
		2.2	Are able to deal with a changing financial landscape
3	Confidence and Attitudes	3.1	Are engaged with financial decisions
		3.2	Are motivated to achieve financial goals
		3.3	Are willing to seek help
		3.4	Feel more confident in managing money
4	Behaviours Managing money day to day & planning for the future	4.1	Keep an eye on money going in and out
		4.2	Manage debt and credit use
		4.3	Set and work towards financial goals

Refer to <https://files.moneysmart.gov.au/media/vyfbpg4x/national-financial-capability-strategy-2022.pdf> for more information.

Cashed Up - Get Ready To Work Curriculum Mapping



Australian Curriculum V9.0 - F-10

Humanities and Social Science – Economics and Business

Get Ready to Work course content is mapped to the **Australian Curriculum V9.0 F-10**, primarily to **Humanities and Social Sciences - Economics and Business 7-10**.

Refer to <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences#economics-and-business-7-10> for more information.

Consumer and Financial Literacy

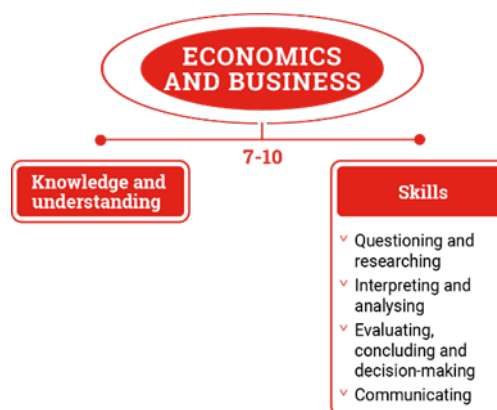
There are strong connections between consumer and financial literacy and the Australian Curriculum.*

The Australian Curriculum offers rich opportunities for interdisciplinary approaches that support the development of consumer and financial literacy in young Australians. Consumer and financial literacy features explicitly in Mathematics, Humanities and Social Sciences, and Technologies.

Within Humanities and Social Sciences, consumer and financial literacy is one of 4 key organising ideas in Economics and Business. Here, students explore how making responsible and informed decisions about consumer issues, money management and assets can affect the individual's and the community's quality of life, sense of security and awareness of future options.

Consumer and financial literacy and **work futures** are key considerations of the **Economics and Business** learning area.

As shown in this diagram, the study of Economics and Business also supports the development of knowledge, understanding and skills that can be applied in real-world consumer and financial situations.



Refer to <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-curriculum-connection/consumer-and-financial-literacy> for more information.



Humanities and Social Sciences - Economics and Business V9.0

Refer to the [Australian Curriculum Version 9.0](#) for elaborations.

Economics and Business year 7

Strand: Knowledge and Understanding
Content descriptions <i>Students learn about:</i>
AC9HE7K04 the reasons individuals work, the types of work they are involved in, and how they may derive an income

Strand: Skills
Content descriptions <i>Students learn to:</i>
Sub-strand: Questioning and researching
AC9HE7S02 locate, select and organise information and data from a range of sources
Sub-strand: Communicating
AC9HE7S05 create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources



Economics and Business year 8

Strand: Knowledge and understanding
Content descriptions <i>Students learn about:</i>
AC9HE8K04 the importance of Australia's system of taxation and how this system affects decision-making by individuals and businesses
Strand: Skills
Content descriptions <i>Students learn to:</i>
Sub-strand: Questioning and researching
AC9HE8S02 locate, select and organise information and data from a range of sources
AC9HE8S05 create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources



Economics and Business year 9

Strand: Knowledge and understanding
Content descriptions <i>Students learn about:</i>
AC9HE9K05 how individuals and businesses manage consumer and financial risks and rewards

Strand: Skills
Content descriptions <i>Students learn to:</i>
Sub-strand: Questioning and researching
AC9HE9S02 locate, select and analyse information and data from a range of sources
Sub-strand: Communicating
AC9HE9S05 create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings

Economics and Business year 10

Strand: Skills
Content descriptions <i>Students learn to:</i>
Sub-strand: Questioning and researching
AC9HE10S02 locate, select and analyse information and data from a range of sources
Sub-strand: Evaluating, concluding and decision-making
AC9HE9S04 develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action
Sub-strand: Communicating
AC9HE10S05 create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings