

# Course Information & Curriculum Mapping

## Cashed Up – Get Ready To Work



financial  
basics  
foundation

Cashed Up

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## 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**



## Course content summary

### MAKE SOME MONEY FOR YOURSELF

1. Sources of income
  - How is income created?
2. Active income
  - What types of income can I earn at work?
  - Can I earn extra income at work?
  - What about content creation?
3. Passive income
  - How is passive income created?
  - More passive income

### START WORKING NOW

1. Think outside the box.
  - Be a neighbourhood entrepreneur
  - Earn through a digital platform
  - Do I have what it takes to run my own business



## WORK FOR SOMEONE ELSE

1. What type of job can I get?
  - How old do I have to be to get a job?
  - Types of employment
  - What are the differences between the employment types?
2. Get organised.
  - What should I do first?
  - What else do I need?
  - What's a resume?
  - What is my skill set?
  - What's a reference?
3. Get a job.
  - How do I apply for a job?
  - How do I smash the interview?
  - What should I do before I start my job?
  - What happens on my first day of work?
  - Get cracking now!

## WATCH OUT FOR EMPLOYMENT SCAMS

1. Activate scam defence!
2. Job scams
  - What's a job scam?
  - How can I check that it's a real job?
3. Tax scams
  - What's a tax scam?
4. Activate your scam defence.
  - What should I do if I'm the victim of an employment scam?



## 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	<b>Knowledge and Understanding</b>	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	<b>Skills</b>	2.1	Can weigh up risk and opportunity when making decisions
		2.2	Are able to deal with a changing financial landscape
3	<b>Confidence and Attitudes</b>	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	<b>Behaviours</b> 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.



## 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

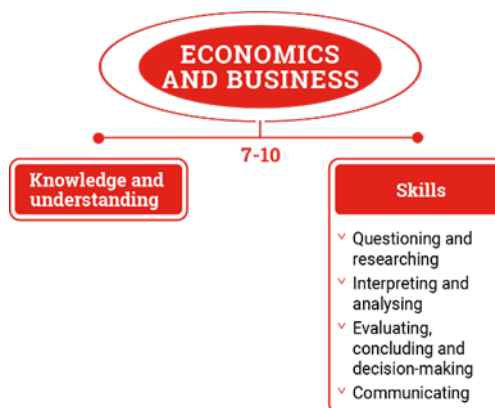
There are strong connections between consumer and financial literacy and the Australian Curriculum.\*

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

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

<b>Strand: Skills</b>
<b>Content descriptions</b> <i>Students learn to:</i>
<b>Sub-strand: Questioning and researching</b>
<b>AC9HE7S02</b> locate, select and organise information and data from a range of sources
<b>Sub-strand: Communicating</b>
<b>AC9HE7S05</b> 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

##### *Students learn about:*

**AC9HE8K04** the importance of Australia's system of taxation and how this system affects decision-making by individuals and businesses

### Strand: Skills

#### Content descriptions

##### *Students learn to:*

#### 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

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

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

## Economics and Business year 10

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