



Government of **Western Australia**
School Curriculum and Standards Authority

Humanities and Social Sciences: Economics and Business

Teaching, learning and assessment exemplar

Year 8

Australia's mixed-market economy



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

This resource utilises electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default ‘auto play’ of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



This exemplar

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

Resources legend

The following symbols are used in this exemplar to provide teachers with information on the nature of the resources included in the lesson sequence:

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none">• YouTube clips• documentary• podcasts
	Webpage	Online information source	<ul style="list-style-type: none">• news article• museum website• government website
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none">• student worksheets• graphic organiser template• interactive webpage
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none">• collection of images• card-sort activities• materials for practical activities
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none">• thinking routine instructions• example of completed graphic organisers• additional information on topic

Stock images from Microsoft 365® used with permission from Microsoft®.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.


Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Australia's mixed-market economy

This exemplar can be used to develop students' understanding of key Economics and Business concepts and skills as they apply to Australia's government involvement in markets. Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market

If students have engaged with the suggested learning experiences and the relevant syllabus content for this unit, they will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task in this exemplar requires students to debate a proposition about the operation of the mixed-market economy in Australia and evaluate the extent to which the economic system is fair.



Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Humanities and Social Sciences, students assume increased responsibility and engage in important decision-making within the class and school to support their growing independence and collaborative skills. Exploration of alternative ideas, perspectives and world views allows students to see themselves as active participants in their own continuing development and that of their society.

In Year 8, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy, including the election process.

The concept of markets is introduced to further develop students' understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Students consider the influences on the way people work and explore the factors that influence people's financial decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the medieval period into the modern period. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of conflict, revolution and technological advancement.



Achievement standard

By the end of the year:

Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students explain the types of laws and how laws are made within the Westminster system. They apply aspects of democracy, describe the rights and responsibilities of participants in the process, and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market. They identify how individuals earn an income, and methods used to achieve financial goals.

Students describe different landforms and landscapes, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geomorphic challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in Medieval Europe and describe patterns of change and continuity over the time period. They explain the significance of individuals, groups, events and developments, and how they were influenced by the beliefs and values of the time period. They explain the factors that led to the Industrial Revolution and the effects that this had on Europe and the world.

The background features several overlapping circles of varying sizes and colors, including light blue, light green, and light red. A solid red horizontal bar is positioned in the lower right quadrant of the page.

Lessons 1–16

Lesson 1

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- The way markets in Australia influence decisions about the allocation of resources to the production of goods and services

Analysing

- Apply subject-specific skills and concepts in familiar and new situations
-

Resource



The Teacher Toolkit – Frayer Model

<https://www.theteachertoolkit.com/index.php/tool/frayer-model>

Teacher information

A market is a place where buyers and sellers meet to exchange goods and services. It can be a physical location and can exist online. Consumers buy goods and services because they want or need them, and businesses (producers) sell these goods and services to make a profit.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">understand the key characteristics of different types of markets, including buyers, sellers, exchange processes, and the role of government involvement.	<p>Students can:</p> <ul style="list-style-type: none">identify and describe the buyers, sellers, and the exchange of goods or services within a chosen marketcompare and contrast key characteristics of different markets by collaborating with peers and contributing to group discussions.

Introduction

- Students select a good or service they are familiar with and note down the answers to the following questions:
 - What is being exchanged?
 - Who are the buyers and sellers?
 - How many buyers (few or many) could there be?
 - How many sellers (few or many) could there be?
 - How does the number of buyers compare to the number of sellers?
 - Do you think the government would be involved in this market? Why or why not?

Main activity

- Students work in groups to research the answers to the same questions from the Introduction about one of the following markets: share market, housing market, retail market, or labour market.
- Students form new groups made of up to four people that explore a different market. Each member of the group shares their findings, and the group comes to a consensus of the key characteristics of a market.
- Students participate in a class discussion about the features of markets and how the features apply to range of different markets.

Review of learning

- Using the Frayer Model structured overview in the resources, students create a Frayer Model for the concept of a market.

Lesson 2

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- The way markets in Australia influence decisions about the allocation of resources to the production of goods and services

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
-

Resources



Teacherhead – 10 Techniques for Retrieval Practice

<https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice>



Academic Gain Tutorials – The 3 Major Economic Problems – Central Economic Problems Explained with Examples

<https://www.youtube.com/watch?v=jCJraM4dmeE>

Teacher information

The way an economy allocates its resources relates to how they are used to produce goods and services and how these goods and services are distributed to consumers. The cost of these resources can impact on how a business responds to the three fundamental economic questions listed below.

Fundamental economic question	Considerations
What to produce?	Businesses produce goods and services to sell to buyers with the aim of making a profit. They choose what to produce based on resource availability and consumer demand.
How to produce?	To make a profit, businesses aim to keep their costs to a minimum by: <ul style="list-style-type: none">• producing goods overseas to reduce the labour cost (cheaper wages)• producing more goods or services with the existing number of resources to achieve economies of scale• using cheaper natural and capital resources without affecting product quality• using machines to replace workers (reducing the amount of wages that need to be paid).
For whom are the goods and services produced?	Businesses must consider who their buyers are and know their target market. Price is the most important reason for purchasing a good or service. Larger retailers mass-produce their goods at a lower cost and sell them at a cheaper price so most consumers can afford to buy their products. A single retailer will have a more specific customer in mind (target market) because their products cost more to make and cost more to purchase.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">understand the three fundamental economic questions (What to produce? How to produce? For whom to produce?) and apply these questions to how businesses allocate resources to the production of goods and services.	<p>Students can:</p> <ul style="list-style-type: none">use a retrieval chart to organise information about the three fundamental economic questions for a specific good or serviceexplain why certain goods or services may not meet consumer demand and discuss potential reasons based on economic principles.

Introduction

- Review the concepts of economic resources – land, labour, capital and enterprise.
- Students choose a good or service they are familiar with and, with a partner, list the economic resources required to produce the good or service.

Main activities

- Model the skills of constructing a retrieval chart with students using the *10 Techniques for Retrieval Practice* chart.
- Show *The 3 Major Economic Problems – Central Economic Problems Explained with Examples* video.
- Students use *The 3 Major Economic Problems – Central Economic Problems Explained with Examples* video to develop a retrieval chart on the fundamental economic questions.
- Students to think about a good or service that is not being supplied as much as consumers may demand it (e.g. affordable housing) and consider why this good or service is not currently being provided. Students develop their idea using the three basic economic questions. Teachers provide prompts, such as:
 - Why does the market not always provide all the goods consumers want? (e.g. high construction costs, profit motives, market failures).
 - How do producers react in this situation? (e.g. focus on luxury homes, scale back projects, increase prices).
 - How does this change how the fundamental economic questions are answered by producers? (e.g. what: luxury homes, how: reduce the size of the homes, prefabricated materials, whom: higher income individuals).

Review of learning

- In small groups, students share their findings/ideas on how they would answer the three economic questions for a good that is not sufficiently produced by the market.

Lesson 3

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- How the demand and supply model shows the interactions between consumers and businesses

Analysing

- Translate information and/or data from one format to another

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
-

Resources



Marginal Revolution University – The Demand Curve
<https://www.youtube.com/watch?v=kUPm2tMCbGE>



Project Zero: Harvard Graduate School of Education – The 3 Whys thinking routine
<https://pz.harvard.edu/resources/the-3-whys>

Teacher information

Demand can be defined as the willingness and ability of a consumer to purchase a particular good at a particular price and particular point in time. The law of demand states that as price increases the quantity demanded for that good will decrease.

Teachers should create a three-column table with the following headings: demand, supply and equilibrium.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">understand the law of demand and apply it to show interactions between consumers and businesses.	Students can: <ul style="list-style-type: none">create a demand schedule and accurately plot a demand curvesummarise the relationship between price and quantity demanded.

Introduction

- Discuss the price of food available in the school canteen. Choose a menu item and discuss what would happen if the price of the item were to increase or decrease.

Main activities

- Show students *The Demand Curve* video.
- Give students the three-column table. Explain they will be filling it in over the next three lessons.
- While watching *The Demand Curve* video, students make notes in the demand section of their three-column table about what is happening in the scenario being presented and how this reflects the law of demand.
- Draw the following demand schedule for pizzas into a graph as a model for students:

Price	Quantity
\$1.00	100
\$2.00	80
\$3.00	60
\$4.00	40
\$5.00	20

- Revisit the discussion from the lesson introduction. For the canteen menu item, ask students to indicate whether they would be willing to purchase the menu item at different prices. Students create a demand schedule and draw a demand curve on the whiteboard.
- Students consider situations where the law of demand doesn't seem to apply (e.g. luxury goods). Discuss why this may be the case.

Review of learning

- Students complete *The 3 Whys* thinking routine for the concept of demand.

Lesson 4

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- How the demand and supply model shows the interactions between consumers and businesses

Analysing

- Translate information and/or data from one format to another

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
-

Resource



Marginal Revolution University – The Supply Curve
<https://www.youtube.com/watch?v=nKvrbOq1OfI>

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">understand the law of supply and apply it to analyse the interactions between consumers and businesses.	Students can: <ul style="list-style-type: none">create a supply schedule and accurately plot a supply curve based on different pay rates for a specific job or taskdistinguish between supply and demand statements by categorising them correctly.

Introduction

- Discuss with students about the ways in which they supply their labour (e.g. part-time job, helping at home etc.) and what they get paid for that work (e.g. wages, pocket money). Relate this to the concept of supply by asking them how many hours they would be willing to work for different pay rates.

Main activities

- Show students *The Supply Curve* video.
- While watching the video, students make notes about what is happening in the scenario being presented and how this reflects the law of supply.
- Draw the following supply schedule for pizzas into a graph as a model for students:

Price	Quantity
\$1.00	20
\$2.00	40
\$3.00	60
\$4.00	80
\$5.00	100

Review of learning

- Provide students with a range of statements about demand and supply and ask students to categorise them based on the two concepts: law of demand and law of supply. Examples of statements may include:
 - As price increases, quantity increases
 - The curve is downward sloping
 - Shows all the consumers in the market
 - Is the willingness and ability of producers to sell a product at a particular price at a particular point in time.

Lessons 5–6

The Western Australian Curriculum content addressed in these lessons is below.

Australia's mixed market economy

- How the demand and supply model shows the interactions between consumers and businesses

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



The Teacher Toolkit – Think-Pair-Share routine

<https://www.theteachertoolkit.com/index.php/tool/think-pair-share>



Marginal Revolution University – The Equilibrium Price

<https://www.youtube.com/watch?v=7eZcPs9z9OA>



Natural Agriculture in the Classroom – Graphing Supply and Demand Activity

https://cdn.agclassroom.org/media/uploads/2017/07/07/graphing_activitysheet.pdf



Natural Agriculture in the Classroom – Graphing Supply and Demand Answer Key

https://cdn.agclassroom.org/media/uploads/2017/07/07/graphing_activitysheet_answerkey.pdf



Economic and Management Science – Topic: Price Theory

<https://wordsworthmaths.wordpress.com/wp-content/uploads/2020/05/topic-1-term-2-2020-grade-9-price-theory-activity.pdf>

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">understand the concept of market equilibrium and how it is determined by the interactions between consumers and businesses.	Students can: <ul style="list-style-type: none">construct and label supply and demand curves on the same graph and identify the equilibrium price and quantityanalyse a market scenario and explain how producers might respond to excess supply or demand.

Introduction

- Using the *Think-Pair-Share* thinking routine, students answer the following question: how is a price determined which both the consumer and the business are satisfied with?
- Show students *The Equilibrium Price* video. How accurate were the responses?

Main activities

- Using the supply and demand schedules from the previous lessons, show students how to draw the demand and supply curves on the same graph.
- Create a demand and supply schedule with students and ask them to draw the demand and supply curves on the same set of axes. Ask students to predict what is the optimal price and quantity for producers to supply the product.
- Introduce the concept of market equilibrium as the point at which supply equals demand.
- Provide students with the *Graphing Supply and Demand Activity*.
- Students construct the supply and demand curves for pumpkins using the data on the activity on a single set of axes. Ask students to label the equilibrium price and equilibrium quantity.
- Ask students to respond to the following questions:
 - How many pumpkins are demanded at \$4.00?
 - How many pumpkins are supplied at \$4.00?
 - How might producers react?
- Students construct the supply and demand curves for Chocolate Milk Chug using the data on the activity on a single set of axes. Ask students to label the equilibrium price and equilibrium quantity.
- Ask students to respond to the following questions:
 - How many Chocolate Milk Chugs are demanded at \$1.00?
 - How many Chocolate Milk Chugs are supplied at \$1.00?
 - How might producers react?
- Students practise graphing and interpreting demand and supply curves. The second resource, *Graphing Supply and Demand Activity*, has some possible activities from page 9 onwards.

Review of learning

- Ask students to write three quiz questions about demand and supply. Quiz the class using the questions generated by students. Retain these quiz questions for Lesson 13.

Lesson 7

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



The Teacher Toolkit – Think-Pair-Share routine

<https://www.theteachertoolkit.com/index.php/tool/think-pair-share>



Australian Taxation Office – Government decisions and trade-offs

<https://taxsuperandyou.gov.au/activity/economics-business/government-decisions-and-trade-offs>



Australian Taxation Office – Government decision game

<https://taxsuperandyou.gov.au/explainer/government-decisions-game-1>



Australian Taxation Office – Government decision cards

<https://taxsuperandyou.gov.au/explainer/government-decision-cards-1>

Teacher information

Governments at the local, state and federal level all provide goods and services to the general public and are responsible for the provision and maintenance of essential services for our nation, state and community. All of these services are costly and require revenue to operate. The revenue that governments raise is in the form of taxes.

When accessing the *Australian Tax Office: Tax, Super and You* resources, teachers will need to log in.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"> understand the roles and responsibilities of local, state, and federal governments in providing some goods and services that are not sufficiently supplied by the market. 	Students can: <ul style="list-style-type: none"> participate in group discussions and activities to analyse government decisions and their trade-offs write a paragraph explaining how trade-offs impact government decisions.

Introduction

- Using the *Think-Pair-Share* thinking routine students list the different responsibilities of local, state and federal governments as a review of Year 6 Civics and Citizenship content. Examples are provided below.

	Local government	State government	Federal government
Services	local roads waste management parking recreational facilities cultural facilities sewerage town planning building approvals and inspections land and coast care programs pet control	schools hospitals roads and railways public transport utilities mining agriculture forests community services consumer affairs police prisons ambulance services	international and Australian trade and commerce defence postal services banking foreign policy citizenship taxation welfare payments Medicare national employment conditions immigration

Main activity

- Students require access to the instructions for the *Government Decisions Game* teacher resource, a set of government decision cards and the recording sheet. These are available on the *Government Decision Game* teacher resource.
- Students work in groups to complete the *Government Decisions Game* teacher resource.
- Have a class discussion using the prompts from number 6 in the suggested activity sequence in the instructions to debrief the game.

Review of learning

- Students write a paragraph answering the question: using examples, explain how trade-offs are associated with government decisions.

Lesson 8

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- Australia's system of taxation and why the government collects taxation revenue

Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question

Resources



Teacherhead – 10 Techniques for Retrieval Practice: 10. Map and Compare Retrieval Chart

<https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice>



ABC Education – My Five Cents: How does income tax work?

<https://www.abc.net.au/education/my-five-cents-how-does-income-tax-work/13623446>



ABC Education – BTN: What is the GST?

<https://www.abc.net.au/education/btn-what-is-the-gst/13603700>



Australian Taxation Office – How do you pay tax and how is it calculated?

<https://taxsuperandyou.gov.au/explainer/how-do-you-pay-tax-and-how-it-calculated>



Australian Taxation Office – Calculating Tax

<https://taxsuperandyou.gov.au/worksheets/calculating-tax>

Teacher information

When accessing the *Australian Tax Office: Tax, Super and You* resources, teachers will need to log in.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• understand different types of taxes in Australia, specifically income tax and GST.	Students can: <ul style="list-style-type: none">• explain the concepts of income tax or GST to a peer, including details, such as rates and exemptions.

Introduction

- Students complete *10 Techniques for Retrieval Practice: 10. Map and Compare Retrieval Chart* with the key aspects of taxation discussed in the previous lesson without referring to any other resources. They check their retrieval chart against their notes and a peer's retrieval chart and add any missing information.

Main activities

- Students work in pairs. One partner is allocated income tax and the other is allocated GST to complete the activities and share with their partner.
- Students view the resources and complete the activities on the *Calculating Tax* worksheet associated with their allocated tax example.
- Students teach a peer about the type of tax that they completed the activity on.

Review of learning

- All students participate in a five-question quiz to check their understanding of the two types of taxation. Questions may include:
 1. State the current rate of GST.
 2. What is Australia's income tax system called?
 3. List three goods and services which are GST-free.
 4. Why are they tax-free?
 5. Explain the way you pay income tax different to how you pay GST.

Lesson 9

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- Australia's system of taxation and why the government collects taxation revenue

Communicating and reflecting

- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources

Resources



Australian Taxation Office – Who pays tax?

<https://taxsuperandyou.gov.au/video/who-pays-tax-0>



Outlier Creative – Create a Compelling One-Pager: 5-Step Method

<https://www.outliercreative.com/blog/how-to-create-a-one-pager>



K20 Center – Gallery Walk/Carousel

<https://learn.k20center.ou.edu/strategy/118>

Teacher information

When accessing the *Australian Tax Office: Tax, Super and You* resources, teachers will need to log in.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">understand the basics of Australia's tax system, including personal income tax and consumption taxes, and how to explain these concepts to others.	<p>Students can:</p> <ul style="list-style-type: none">identify what personal income includes and explain when and how people pay income tax in Australiacreate a <i>One-pager</i> explainer that accurately conveys key information about the Australian tax system in a way that is clear and engaging for young people.

Introduction

- Have a class discussion on the question – should billionaires pay more tax than a university student?

Main activities

- Show students the *Who pays tax?* video from the Australian Taxation Office.
- During and after viewing, students complete the following questions:
 - Define personal income and list what is included in personal income.
 - How much do people need to earn before they pay personal income tax?
 - What is Australia's income tax system called?
 - Describe the features of this type of tax system.
 - Identify the taxes people pay, even if they don't have a job?
- Provide students with the materials to complete a *One-pager* explainer activity.
- Students complete a *One-pager* explainer instructional strategy titled 'Navigating the tax system: A young person's guide' covering both income and consumption taxes. Students should consider their audience when choosing what and how to display information on their explainer.

Review of learning

Students complete the *Gallery Walk* instructional strategy of the other students' explainers and note down two ways they could improve their own work.

Lesson 10

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- Australia's system of taxation and why the government collects taxation revenue

Analysing

- Identify points of view and perspectives, attitudes and/or values in information and/or data
-

Resources



Australian Taxation Office – Is Income tax fair?

<https://taxsuperandyou.gov.au/investigation/income-tax-fair>



Project Zero: Harvard Graduate School of Education – See, Think, Wonder

<https://pz.harvard.edu/resources/see-think-wonder>



UF International Center – Human Values Continuum

<https://www.ufic.ufl.edu/pd/downloads/ici-Activities/human%20values.pdf>

Teacher information

When accessing the *Australian Tax Office: Tax, Super and You* resources, teachers will need to log in.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">investigate the fairness of Australia's tax system, considering different perspectives and scenarios.	Students can: <ul style="list-style-type: none">apply case studies to discuss whether the tax system benefits societyreflect on and justify their opinion about the fairness of Australia's tax system on a <i>Human Values Continuum</i>.

Introduction

- Show students the *Part 1: Paint a picture* table from the *Is Income tax fair?* resource. Ask students to work in small groups to complete a *See-Think-Wonder* thinking routine about the table.

Main activities

- Provide students with the PDF from the *Is Income tax fair?* student activity.
- Place students in groups and assign each group a different scenario from Part 1 of the activity. Each group answers five questions from the guiding questions list for their allocated scenario. These summaries are shared with the rest of the class.
- Working in a new group consisting of one person who is an expert in each scenario, students complete Part 3 of the activity looking at whether the tax system benefits society.

Review of learning

- At the end of the lesson, ask all students to position themselves on a *Human Values Continuum* in response to the prompt, 'Is Australia's tax system fair?'. Choose some students to justify their position on the continuum.

Lesson 11

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- Australia's system of taxation and why the government collects taxation revenue

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
-

Resource



Australian Taxation Office – Your responsibilities in relation to income tax

<https://taxsuperandyou.gov.au/activity/economics-business-5>

Teacher information

The *Your responsibilities in relation to income tax* website has a range of activities that allows students to contextualise the tax system around the individual taxpayer and their early interactions with the tax system. Students are provided with an opportunity to use the ATO's simulation tools to create and submit a tax return from a given scenario.

When accessing the *Australian Tax Office: Tax, Super and You* resources, teachers and students will need to log in.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• understand the importance of engaging with Australia's system of taxation as a young person.	<p>Students can:</p> <ul style="list-style-type: none">• explain why it is important to have a tax file number (TFN) and the consequences of not having one• complete a simulated tax return using the ATO Online services and apply their knowledge to real-life tax scenarios.

Introduction

- Show students the *Getting a Tax File Number: Tim's Tale* video from the *Your responsibilities in relation to income tax* student activity. Ask students to note down why it is important to have a tax file number and the implications of not having a tax file number.

Main activities

- Use the resources and activities provided on the Australian Taxation Office website for students to investigate their responsibilities in relation to income tax.
- In small groups, select scenario 1, 2 or 3 from *Completing a tax return* from the *Your responsibilities in relation to income tax* student activity page and complete the ATO Online services simulator.
- Conduct a class discussion about what they noticed from completing the activity and how they can apply what they learned to completing a tax return in the future.

Review of learning

- Students complete the Assessable income and allowable deductions quiz on the Australian Taxation Office website.

Lesson 12

The Western Australian Curriculum content addressed in this lesson is below.

Australia's mixed market economy

- How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market

Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question

Resources



SBS News – The Australian budget is big. Let's break it down

<https://www.sbs.com.au/news/article/the-australian-budget-is-big-lets-break-it-down/mufz7dk4i>



Coloured blocks or other physical representation that can be used to represent government revenue and expenditure



Project Zero: Harvard Graduate School of Education – Imagine If ...

<https://pz.harvard.edu/resources/imagine-if>

Teacher information

Where possible, teachers should use the most recent budget data to ensure the currency and relevance of the information presented to students.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• understand how the government allocates its revenue and expenditure, focusing on the composition of the federal budget for the current financial year.	Students can: <ul style="list-style-type: none">• interpret pie charts showing government revenue and expenditure• identify and explain one way they would allocate government revenue differently, providing reasoning for their choice.

Introduction

- Class brainstorm on where students think the government collects and spends its revenue.

Main activities

- Show students *The Australian budget is big. Let's break it down* news article, which looks at the federal budget for the 2024–25 financial year as if it were \$100. Teachers may wish to represent the government revenue and expenditure using other materials (e.g. coloured blocks) to show students the composition of the federal budget.
- Students use the information from the *Australian budget is big. Let's break it down* news article on government revenue and expenditure pie charts and then answer the questions below.
 - How much money is the government expected to spend in the 2024 federal budget?
 - Identify the proportion of revenue the government expects to spend on education.
 - Identify proportion of revenue the government expect to spend on defence.
 - Identify the biggest expense of the government.
 - Using the 'Where does Australia's money go?' animation, identify one thing that has stayed the same over the last 50 years.
 - Where does the federal government get most of its revenue from?
 - Which of the categories of revenue are paid by individuals?
 - Suggest why the government may wish to place a tax on alcohol and tobacco.
 - Using the 'Who pays more tax: Workers or companies?' animation, identify one thing that has stayed the same over the last 50 years.

Review of learning

- Students complete the *Imagine If ...* thinking routine to explain how they would allocate government revenue differently and why.

Lesson 13

The Western Australian Curriculum content addressed in this lesson is below.

Economics and Business

- How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market

Communicating and reflecting

- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources

Resource



Appendix A: Australia's health care system

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• understand the reasons behind the government's provision of goods and services with a focus on health care.	<p>Students can:</p> <ul style="list-style-type: none">• identify the key reasons the government provides health care• compare and contrast the reasons the government provides health care with those for other services, such as education.

Introduction

- Use the quiz questions created in Lessons 5 and 6 to review content with students. This will link to the fact that demand for health care is greater than supply.
- Review what goods are provided by government and the reasons for the government supplying those goods.

Main activities

- Provide students with a copy of Appendix A: *Australia's health care system* and read the case study.
- Students complete the questions for the case study of Australia's health care system.
- Students write a paragraph answering, 'How are the reasons that the government provides health care similar and/or different to why they provide other services, such as education?'

Review of learning

- Students share their paragraph with a partner and add any points they have missed from their paragraph.

Lessons 14–16 Assessment

See Appendix B: Assessment task – Debate

Resources

- Debating SA – A Brief Introduction for Beginners
<https://www.debatingsa.com.au/wp-content/uploads/2014/03/Debating-A-Brief-Introduction-for-Beginners.pdf>

Teacher information

Use the *Brief Introduction for Beginners* to guide the debate development in the lessons.



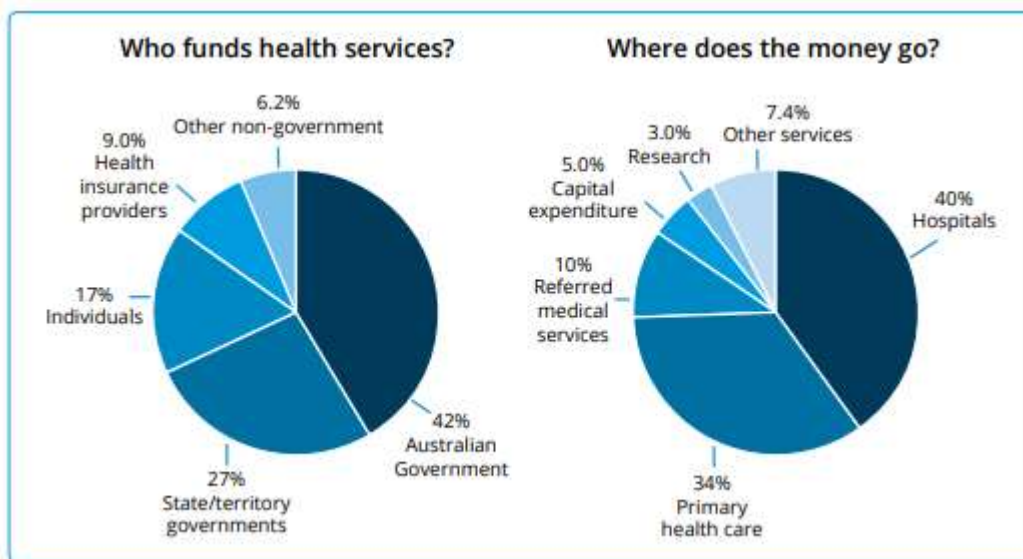
Appendix A

Resources

Lesson 13: Australia's health care system

Public health is an example of a service that the government provides with the taxes it collects from the public. Health care in Australia is funded by private companies and the government. Australia's policy on health is controlled by the federal government, while the running of hospitals is controlled by the state governments.

For many people, the cost of health care is very expensive. Operations, medication and consultations with specialist doctors can cost a lot of money. This is why the government provides Australians with Medicare, a service run on behalf of the Department of Health. In 2022–23, Australia spent \$107 billion on health. About two-thirds of health spending is funded by government. Non-government sources, including individuals, fund the rest.



Medicare gives Australian citizens and residents access to a range of medical services, lower cost prescriptions and, in some cases, free care in public hospitals. For those who are eligible, Medicare covers free or subsidised treatment from doctors, specialists, optometrists and other health practitioners. It also covers free treatment and accommodation in a public hospital for public Medicare patients. Patients in private hospitals must pay for care either themselves or through their private health insurance.

By providing Australians with free access to important medical care, the government is assisting its people to distribute resources and therefore fulfill our needs. Without this kind of government intervention, the expensive medications and treatments that people really need would become inaccessible to many people.

Questions

1. Identify how much money the government spends on health services.
2. Identify the two main areas of health funding.
3. Explain why the government intervene in the market for public health.
4. Describe how the government pays for the public health services that it provides. (Hint: describe where the government gets most of its revenue.)
5. Outline the purpose of Medicare.
6. Predict what would happen if the government didn't intervene in the health market. Explain why you think this would happen.



Appendix B

Assessment task

Debate



Task details

Title	Debate
Description	Students work in small groups to debate a proposition about Australia's mixed market economy. They complete a reflection after listening to a range of debate topics to authenticate their work.
Way of assessing	Performances or oral presentations Self-assessments and evaluations, and student journals
Evidence to be collected	Student presentations and reflections
Suggested time	Three lessons (Lessons 14–16)
Differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Content descriptions

Knowledge and understanding

- The way markets in Australia influence decisions about the allocation of resources to the production of goods and services
- How the demand and supply model shows the interactions between consumers and businesses
- Australia's system of taxation and why the government collects taxation revenue
- How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market

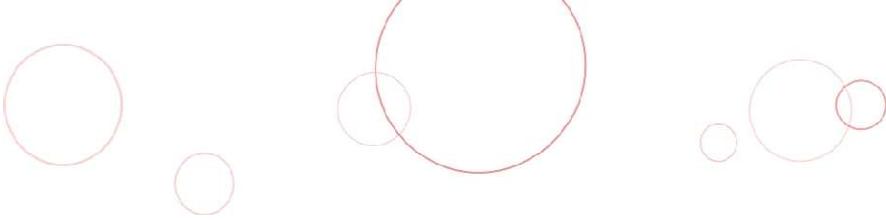
Humanities and Social Sciences skills

Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question
- Identify points of view/perspectives, attitudes and/or values in information and/or data
- Apply subject-specific skills and concepts in familiar and new situations

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships



Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources

Key concepts

Scarcity, allocation and markets, economic performance and living standards.



Instructions to students

We will be conducting debates in small groups on topics relating to Australia's mixed market economy.

Topics may include:

- Billionaires should be taxed more
- The three economic questions should be addressed by the market for all goods and services
- The Australian tax system is too complicated for young people to understand
- The tax-free threshold needs to be raised
- GST is an unfair way to tax citizens.

Each group will be allocated a debate topic and whether they are to take the affirmative or negative position. Within your group, you need to:

- conduct research on this topic
- develop your arguments
- ensure your arguments are supported by evidence
- ensure that all team members are actively involved in providing information, suggestions and advice to the speakers during the debate.

You will have two lessons to prepare for your debate and in the third lesson debates will be conducted in class. Each person should speak for a maximum of three minutes.

Following the debates, you will have 30 minutes to write a personal reflection about the debate topics and how your team collaborated to develop their argument. Note that your written response doesn't have to agree with your team's position in the debate – you should explain your own opinion and ensure you support it with suitable evidence.

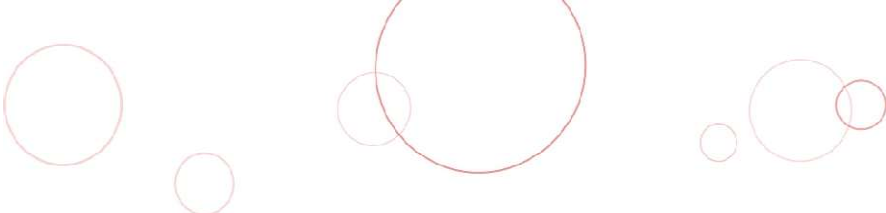
Marking key

Team performance debate

Description	Marks
Arguments presented	
Discusses the relevant arguments and links to the overall topic	4
Explains the relevant arguments	3
Describes the relevant arguments	2
Makes a statement related to the arguments	1
Subtotal	/4
Supporting evidence	
Provides detailed, relevant supporting evidence	5–6
Provides some relevant supporting evidence	3–4
Provides limited supporting evidence	1–2
Subtotal	/6
Team performance debate total	/10

Written reflection

Description	Marks
Question 1: Usefulness and reliability of evidence	
Explains how the group selected useful and reliable evidence and how this was used to support the argument	5–6
Describes ways in which the usefulness and/or reliability of evidence can be determined	3–4
Makes a statement about the usefulness and/or reliability of evidence collected	1–2
Subtotal	/6
Question 2: Using evidence from the debate, describe one argument of your opposing team	
Describes one of the arguments of the opposing team using relevant evidence	3
Outlines one of the arguments of the opposing team using minimal evidence	2
Provides a statement regarding one of the arguments of the opposing team	1
Subtotal	/3



Description	Marks
Question 3: Position on another debate topic	
Discusses personal position on another debate topic with reference to evidence for and/or against	4
Explains personal position on another debate topic with reference to some evidence	3
Describes personal position of another debate topic	2
Makes a statement about another debate topic	1
Subtotal	/4
Written reflection total	/13
Total	/23



Acknowledgements

Lesson 7

Introduction table Information from: Parliamentary Education Office. (n.d.). *Three Levels of Government: Governing Australia*. Retrieved April, 2025, from <https://peo.gov.au/UNDERSTAND-OUR-PARLIAMENT/HOW-PARLIAMENT-WORKS/THREE-LEVELS-OF-GOVERNMENT/THREE-LEVELS-OF-GOVERNMENT-GOVERNING-AUSTRALIA>

Appendix A

Lesson 13 – Australia’s Health Care System

Australian Institute of Health and Welfare. (2020). [Pie charts showing the percentages of the funding of health services and the areas it is spent]. *Australia’s Health 2020: In Brief* (p. 36). Retrieved April, 2025, from <https://www.aihw.gov.au/reports/australias-health/australias-health-2020-in-brief/summary>
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