



Sample assessment task

Year level	5
Learning area	Humanities and Social Sciences
Subject	Economics and Business
Title of task	Purchasing decisions – Australia’s favourite cars

Task details

Description of task	Students will extract, analyse and interpret data from a table to arrive at their conclusions. Students will also describe personal factors that influence consumer purchasing decision.
Type of assessment	Summative
Purpose of assessment	To assess students’ skills analysing, evaluating and communicating economic data and to demonstrate their understanding in the factors that influence purchasing decisions
Assessment strategy	Written work
Evidence to be collected	Worksheet
Suggested time	2 x 1 hour lessons

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use</p> <p>Humanities and Social Sciences skills A> Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) A> Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) E> Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) C&R> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology</p>
Key concepts	Making choices

Task preparation

Prior learning	Students should be familiar with the key concept of making choices, particularly the influence and factors that impact on consumer purchase decisions. Students should also be familiar with how to extract relevant information from a table containing economic data and be able to communicate this data in different formats, including column graphs.
Assessment 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.

Assessment task

Assessment conditions	Students should complete the task individually.
Resources	Calculator

Instructions for teacher

Prior to the task, students should be familiar with the Economics and Business key concept of making choices. The following questions could assist teachers understanding the key concept and preparing students for the task.

- Influences on consumer choices and factors that influence purchase decisions
 - When making a purchase of an item, what factors might we consider first?
 - Do these factors change depending on the items we are considering purchasing?
 - Which factors are the most important to consider before making a purchase, and why?
 - Do you think that your age or gender might impact on what you buy? How or why?
 - Do you think advertising influences what you buy? How or why?
- Strategies for making informed consumer and financial decisions (comparing costs and benefits)
 - How important is the cost of an item before you decide to purchase?
 - How important are the benefits you can obtain from the item as a deciding factor?
 - How can you become an informed decision maker, i.e. where can you find reliable information to help you make decisions about what to purchase?
- How the concept of opportunity cost involves choices about alternative use of resources
 - If I spend my money on this item, what will I have to give up or not be able to spend my money on instead?

Students should also be familiar with how to extract data from various sources (e.g. data in table) and reconstruct this data in other formats (e.g. written text, graphs).

Teachers can modify the task to include the use of digital technologies by having students construct the graphs using the charting function in spreadsheets (e.g. Microsoft Excel).

Economics and Business
Purchasing Decisions – Australia’s Favourite Cars

Name _____

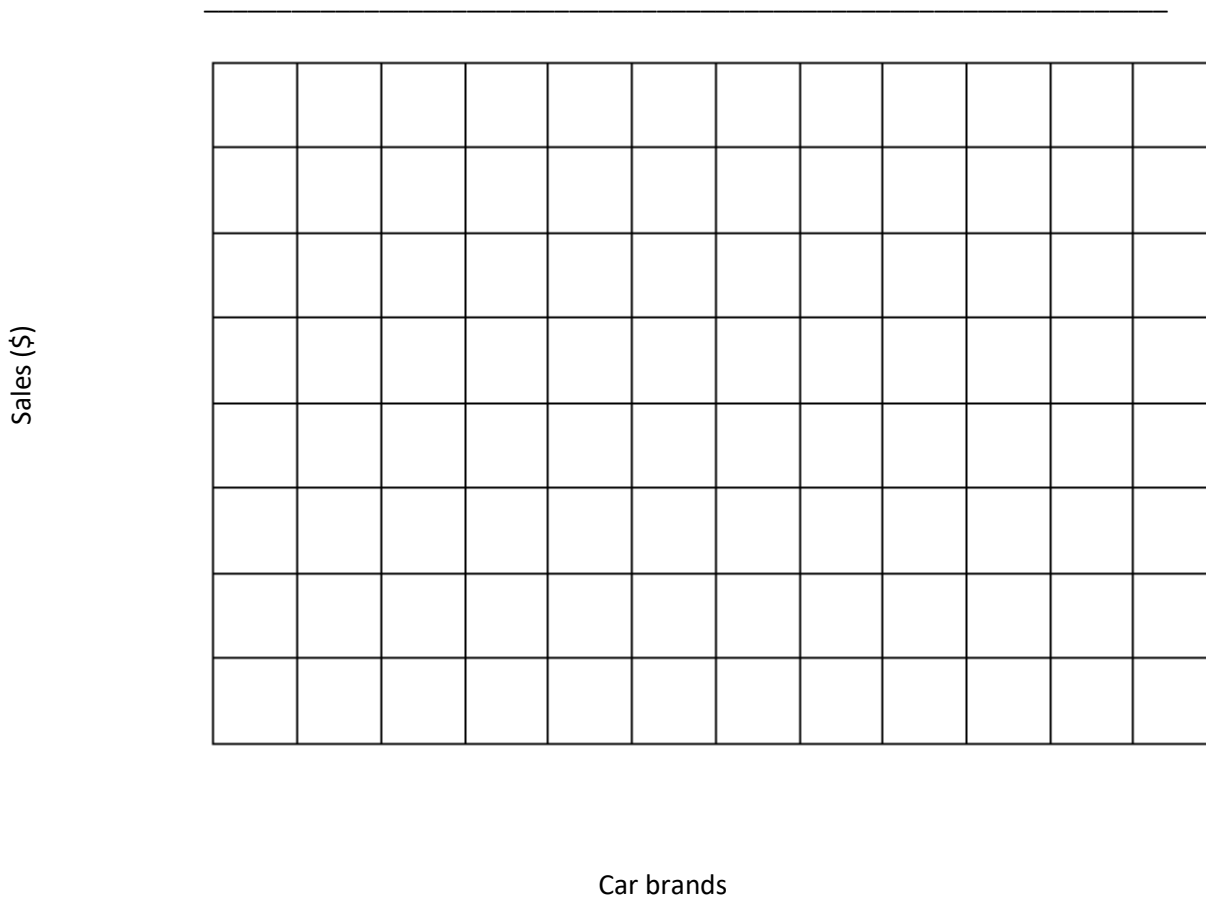
The following table from the Car Advice website compares car sales from 2005 and 2015 (i.e. current rank).

Brand	Current rank	2005 rank	Current sales	2005 sales	Change
Toyota	1	1	64,285	59,590	+7.9%
Mazda	2	4	36,348	22,641	+60.5%
Holden	3	2	31,853	57,655	-44.8%
Hyundai	4	8	30,823	14,728	+109.3%
Nissan	5	6	21,847	18,518	+18.0%
Ford	6	3	21,565	42,616	-49.4%
Mitsubishi	7	5	20,706	20,432	+1.3%
Volkswagen	8	13	19,383	4538	+327.1%
Subaru	9	9	13,381	12,129	+10.3%
Honda	10	7	12,205	15,184	-19.6%
Mercedes-Benz	11	11	11,474	5364	+113.9%
Kia	12	10	10,184	8636	+17.9%
Jeep	13	18	9671	1681	+475.3%
BMW	14	12	7408	4774	+55.2%
Audi	15	19	7196	1570	+358.3%

1. Use the data in this table to complete the following:

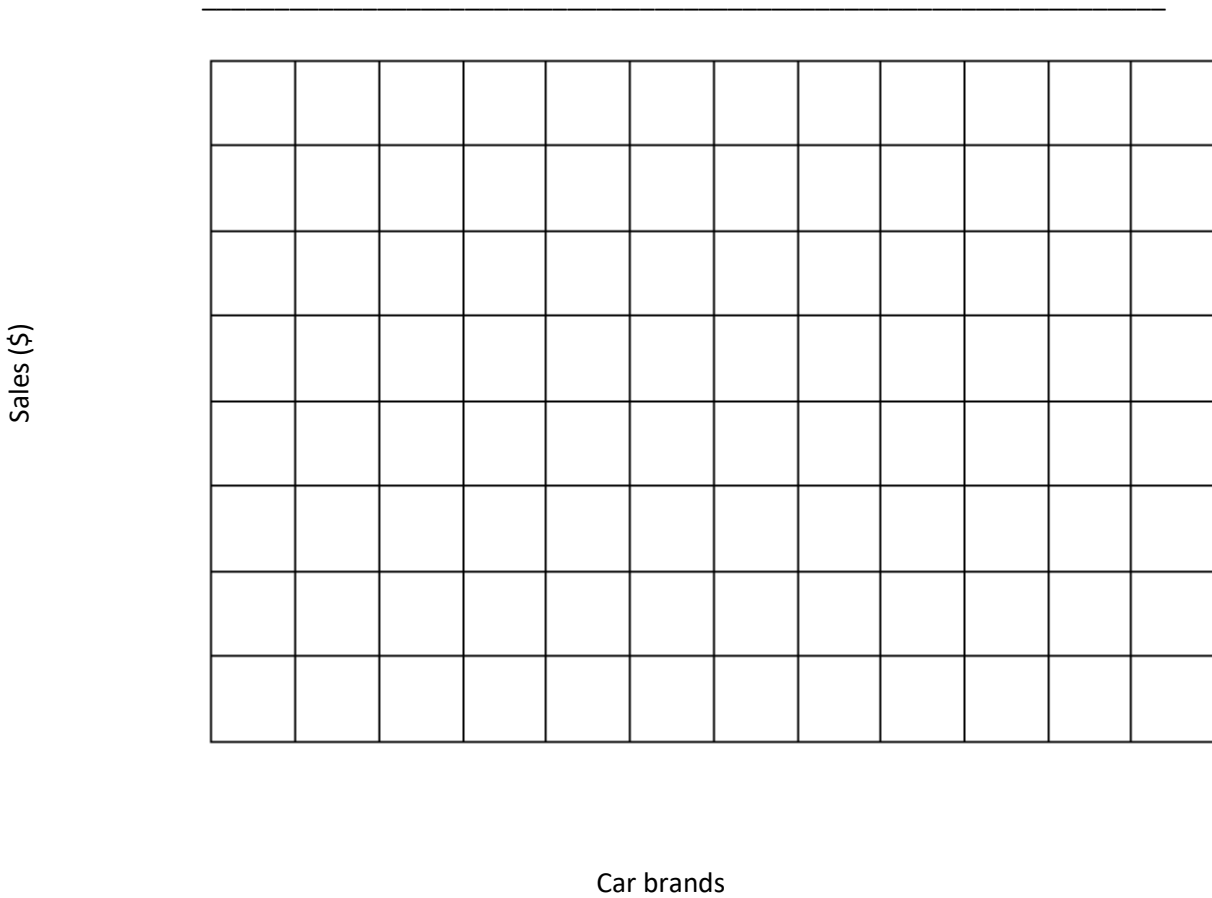
Question	Answer
Which car brand has increased the most in sales between 2005 and the current year?	
Which car brand has decreased the most in sales between 2005 and the current year?	
Which car brands are new in the top five ratings for 2015 (i.e. they were not in the top five ratings for 2005, but now are)?	

2. Use the graph paper below to create a column graph showing the total sales for each of the five most popular car brands in the current year.



Add together the total sales of all top five brands for the current year: Total sales = \$_____

3. Use the graph paper below to create a column graph showing the total sales for each of the five most popular car brands in the 2005.



Add together the total sales of all top five brands for 2005: Total sales = \$_____

4. Compare your two graphs and total sales calculations. Have total sales for all top five brands increased or decreased over the period?

5. What might be a possible reason for this increase or decrease in sales?

Sample marking key

Description	Marks
Q1 - Extracting data from the table (Analysing)	
Interprets the data in the given table to accurately respond to all questions.	2
Interprets the data in the given table to accurately respond to limited questions.	1
Subtotal	2
Answers: <ul style="list-style-type: none"> • Jeep • Ford • Hyundai and Nissan. 	
Description	Marks
Q2-5 – Graphing and analysis (Analysing, communicating and reflecting)	
Interprets the information in the given table to prepare accurate graphs. Presents graphs that are appropriate for purpose, including axis labels, title and data. Analyses the data accurately, identifying cause and effect to make relevant connections.	5–6
Interprets the information in the given table to prepare mostly accurate graphs. Graphs that are mostly appropriate for purpose, including some labels and data. Analyses the data accurately, identifying cause and effect to make some relevant connections.	3–4
Interprets the information in the given table to prepare a graph. Graph includes limited data. Attempts to analyse the data to identify cause and effects to make a simple connection.	1–2
Subtotal	6
Answers: <p>4. Total sales have decreased over the period for the top five car brands (from \$202,934 to \$185,156).</p> <p>5. Possible reasons may include:</p> <ul style="list-style-type: none"> • consumers have less money to spend • cars last longer • cars are more expensive to purchase. 	

Description	Marks
Q6 – Factors to consider before buying a car (Knowledge and understanding, evaluating and communicating and reflecting)	
Describes, in detail, factors to consider before making a purchasing decision, including personal reasons or motives. Uses subject-specific terminology.	5–6
Describes factors to consider before making a purchasing decision, including personal reasons or motives. Uses some subject-specific terminology.	3–4
Identifies some factors to consider before making a purchasing decision. Uses limited subject-specific terminology.	1–2
Subtotal	6
Answers may include: <ul style="list-style-type: none"> • benefits the car can provide – ease of travel, not relying on public transport • costs of owning a car – can I afford to buy it, ongoing costs • opportunity costs – what will I have to give up or forgo to purchase the car. 	
Description	Marks
Q7 – Determining which car to buy (Knowledge and understanding, evaluating and communicating and reflecting)	
Describes, in detail, factors to consider when selecting which car to purchase, including personal reasons or motives. Uses subject-specific terminology.	5–6
Describes factors to consider when selecting which car to purchase including personal reasons or motives. Uses some subject-specific terminology.	3–4
Identifies some factors to consider when selecting which car to purchase. Uses limited subject-specific terminology.	1–2
Subtotal	6
Answers may include: <ul style="list-style-type: none"> • price of the car purchase • ongoing costs • safety features of the car • other features of the car • environmental considerations • size of the car. 	
Total	20

ACKNOWLEDGEMENTS

Car Advice table

Beissmann, T. (2015). *2015 year-to-date sales (January to April) versus comparative data from 2005*. [Table].

Retrieved December, 2017, from <http://www.caradvice.com.au/352828/the-changing-landscape-of-australias-favourite-car-brands/>