



## Sample assessment task

<b>Year level</b>	8
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	Economics and Business
<b>Title of task</b>	<i>Choice</i> magazine's Shonky Awards

## Task details

<b>Description of task</b>	Students will investigate if a product has breached the legal rights of consumers and if so what action the consumer may request.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students' understanding and application of consumer rights and responsibilities in Australia
<b>Assessment strategy</b>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Written work</li> <li>• Visual representation</li> </ul>
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Written report</li> <li>• Comic strip</li> </ul>
<b>Suggested time</b>	3 x 1 hour lessons

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b> The rights and responsibilities of consumers and businesses in Australia</p> <p><b>Humanities and Social Sciences skills</b>  <b>Q&amp;R&gt;</b> Uses appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information)  <b>A&gt;</b> Apply subject-specific skills and concepts in familiar and new situations  <b>E&gt;</b> Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary issues, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships  <b>C&amp;R&gt;</b> 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</p>
<b>Key concepts</b>	Allocation and markets, Making choices

## Task preparation

<b>Prior learning</b>	Students are familiar with the rights and responsibilities of consumers and business in Australia; in particular, with faulty products or misleading claims made about products by the producers or retailers.
<b>Assessment differentiation</b>	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>

## Assessment task

<b>Assessment conditions</b>	The task should be completed in groups of three or four.
<b>Resources</b>	Access to the internet

## Instructions for teacher

Prior to the task, students should be familiar with the Economics and Business key concepts of making choices and allocation and markets. Questions that may assist students to develop their conceptual understandings when introducing the concepts include the following:

### ***Making choices***

- Influences on consumer choices and factors that influence purchase decisions
  - How can consumers influence the purchasing decisions of others (e.g. via social media)?
  - There are many different online sites that evaluate and rate products: how can consumers determine the reliability of some of these sites (e.g. *Choice* magazine, retailers' websites, Facebook, Whirlpool forums)?
  - What impact can an overwhelming negative or positive review of a product have on consumers?

### ***Allocation and markets***

- The rights and responsibilities of consumers and businesses in Australia
  - Are consumers provided automatic guarantees with the purchase of all goods and services?
  - Where can we find information about these consumer rights?
  - What are consumers' rights (or business obligations) with regards to goods and services purchased?
  - Where can consumers go for help?
- How consumers and producers respond to and influence each other in the market
  - What impact can an overwhelming negative or positive review of a product have on producers?
  - How might producers respond to this impact (e.g. increase or decrease production, recall a product, issue public apologies via a media campaign)?

Prior to the task, teachers should also have modelled processes to assist students with developing skills, including how to:

- locate reliable sources
- analyse the sources to extract relevant information
- use information to support conclusions.

**Economics and Business**  
**Choice magazine's Shonky Awards**

Name \_\_\_\_\_

Each year since 2006, *Choice* magazine has asked consumers to nominate goods or services that it considers are shonky products. The magazine then tests the products and those that meet its shonky criteria are shortlisted, from which the 'winners' are announced.

The Shonky Awards Hall of Shame can be accessed via <https://www.choice.com.au/shonky-awards/hall-of-shame>.

Working in groups of three or four, you are to select one of the products that has been awarded a Shonky by *Choice* in the last two years and complete the tasks below.

**Task 1**

As a group, you are to write a report that:

- describes the product you have selected
- details the reasons the product was awarded a Shonky by *Choice* magazine
- describes the legal rights of consumers with regards to purchasing products
- explains what actions, if any, consumers who have purchased this product may request from the supplier and/or producer, and why
- attach a bibliography, including all references, used in an appropriate format.

**Task 2**

As a group, you are to create a comic strip that attempts to influence other consumers not to purchase the product you selected in the previous task. The comic strip is to be of three to four panels in length.

You may use the online site Make Belief Comix (<http://www.makebeliefscomix.com/>) or another suitable site to create your comic strip. Save and print the comic strip.

## Sample marking key

<b>Task 1 – Written report</b>	
Description	Marks
Report (Analysing, Evaluating, Communicating and reflecting)	
Provides a detailed description of the product and reasons for the Shonky award. Uses information to draw detailed conclusions and provides a detailed and accurate explanation regarding the rights of consumers in relation to the product. Consistently and appropriately uses and applies subject-specific terminology and concepts.	7–8
Provides a description of the product and reasons for the Shonky award. Uses information to draw conclusions and provides a mostly accurate explanation regarding the rights of consumers in relation to the product. Appropriately uses and applies subject-specific terminology and concepts.	5–6
Provides a brief description of the product and reasons for the Shonky award. Uses information to draw simple conclusions and provides a simple explanation regarding the rights of consumers in relation to the product. Uses and applies some subject-specific terminology and concepts.	3–4
Provides a brief description of the product. Uses information to attempt to draw simple conclusions Uses and applies limited subject-specific terminology and concepts.	1–2
<b>Subtotal</b>	<b>8</b>
Description	Marks
Bibliography (Questioning and researching)	
Acknowledges all sources in the specified format.	3
Acknowledges some sources in the specified format.	2
Locates limited information that reflects the requirements of the task.	1
<b>Subtotal</b>	<b>3</b>
<b>Task 2 – Comic strip</b>	
Description	Marks
Influencing purchasing decisions (Analysing, Evaluating, Communicating and reflecting)	
Develops a comic strip that uses relevant information to attempt to influence consumers’ purchasing decisions based on issues identified with the selected product. Applies subject-specific skills in a new situation.	3–4
Develops a simple comic strip that uses some relevant information to attempt to influence consumers’ purchasing decisions based on issues identified with the selected product. Applies some subject-specific skills in a new situation.	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>15</b>