Sample assessment task

Year level	6
Learning area	Humanities and Social Sciences
Subject	Economics and Business
Title of task	Bottled water – to buy or not to buy?

Task details

Description of task	Students will work in pairs to investigate the impact on families, broader community and the environment associated with consumers purchasing bottled water. Students will write an article to try to persuade consumers to change or modify their purchasing decisions.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of the impact that making choices in their purchasing decisions may have on a family, the broader community and the environment
Assessment strategy	• Group activities • Visual representations • Written work
Evidence to be collected	• Worksheet • Article
Suggested time	3 x 1 hour lessons

Content description

Content from the Western Australian Curriculum	**Knowledge and understanding.** The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste) **Humanities and Social Sciences skills.** **Q&R>** Locate and collect information and/or data from a range of appropriate primary and secondary sources (e.g. museums, media, library catalogues, interviews, internet) **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>** Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) **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 **C&R>** Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)
Key concepts	Making choices

Task preparation	
Prior learning	Students are familiar with the key concept of making choices, particularly the strategies for making informed consumer decisions. Students should also be familiar with how to locate and extract relevant information from a variety of sources.
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	The task is to be completed in pairs, but could be completed individually.
Resources	Internet access

Instructions for teacher

Prior to the task, students should be familiar with the Economics and Business key concept of making choices. The questions below may assist students to develop their conceptual understandings when introducing the concept.

Influences on consumer choices and factors that influence purchase decisions
- When considering purchasing an item, what factors might we consider?
- 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?

Strategies for making informed consumer and financial decisions (comparing costs and benefits)
- How important is the convenience of an item before you decide to purchase?
- How important are the benefits you can obtain from the item as a deciding factor?
- If the item purchased could cause harm to the environment, would you still purchase it?
- When does cost to the environment become more important than the benefit to an individual when you are considering purchasing an item?

Students should also be familiar with how to extract data from various sources (e.g. internet sites). Teachers should have modelled processes to assist student with developing skills, including how to:
- extract the relevant information
- analyse the data
- reconstruct the data in other formats (e.g. visual representations)
- evaluate the data to apply decision-making processes
- draw and justify conclusions
- propose solutions.

In addition to the websites identified in the task, the following websites may also be useful:
- https://thewaterproject.org/bottled-water/bottled_water_wasteful
- http://www.theage.com.au/articles/2007/08/18/1186857841959.html
- http://www.news.com.au/technology/environment/conservation/were-using-a-million-plastic-bottles-a-minute-and-experts-warn-its-a-crisis-as-bad-as-climate-change/news-story/aed4bfc5d4820312f340255841e8d6a0.

Economics and Business
Bottled water – to buy or not to buy?

Name _____

Every decision to purchase products and/or services impacts on:

- families (e.g. cost, time, benefits)
- the broader community (e.g. profits a business makes, people a business employs)
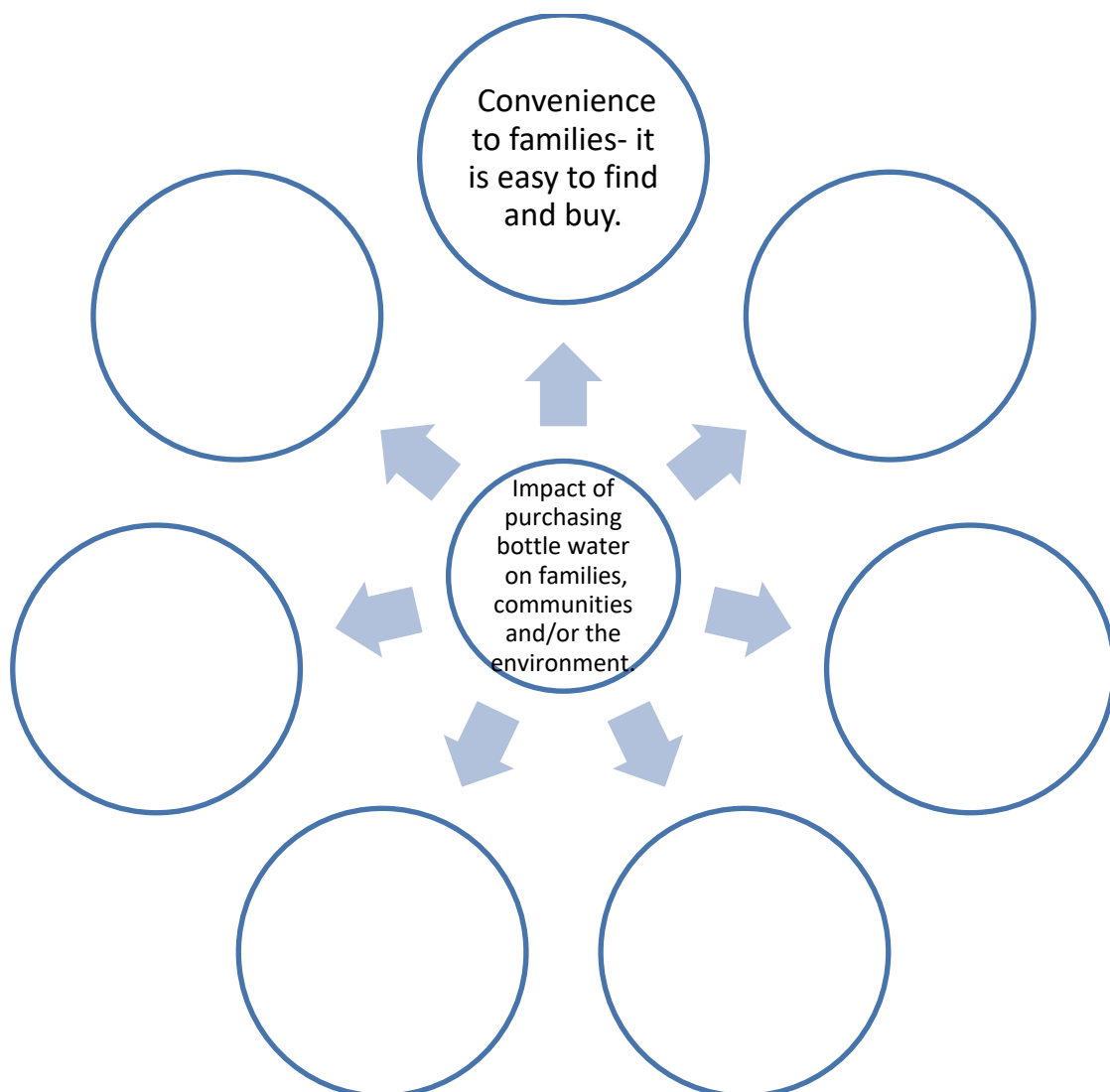- the environment (e.g. pollution, use of limited resources).

In this task, you will work in pairs to investigate the impact that purchasing bottled water may have on families, the broader community and the environment.

Task 1

Complete the following diagram by investigating and noting different impacts (positive and/or negative) that the purchasing of bottled water has on families, the broader community and/or the environment (one has been done for you to help). You can add more circles to the diagram if you need to.

The following websites may be useful to get started:

- http://www.cleanup.org.au/au/Whatelsewesupport/avoid-bottled-water.html
- http://www.allaboutwater.org/environment.html.

Convenience to families- it is easy to find and buy.

Impact of purchasing bottle water on families, communities and/or the environment.

Task 2

It is clearly evident that the sale of bottled water leads to a lot of plastic waste that can be harmful to the environment. You are to write an article for your school newsletter or local newspaper to try to convince consumers not to buy bottled water due to the negative impact plastic waste has on our environment.
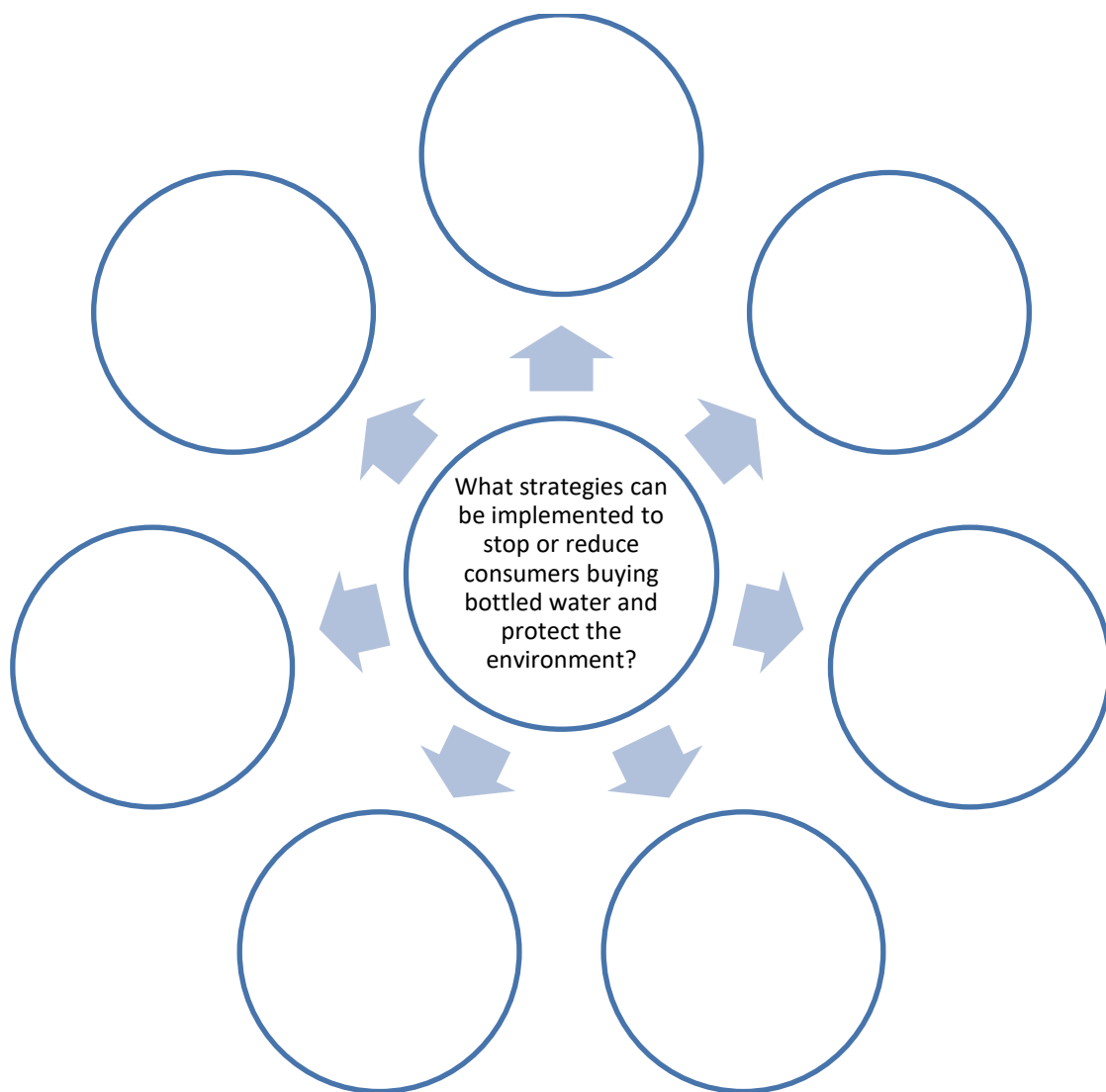

Task 3

Writing an article is a start to trying to change the behaviours of consumers, but sometimes it is not enough to change consumers' purchasing decisions.

Complete the following diagram by suggesting some other strategies that could be implemented to stop or reduce consumers buying bottled water and therefore protect the environment. You can add more circles to the diagram if you need to.

The following websites may be useful to help you get started:
* http://www.abc.net.au/btn/story/s2627619.htm
* http://www.cleanup.org.au/files/clean_up_australia_bottled_water_factsheet.pdf.

What strategies can be implemented to stop or reduce consumers buying bottled water and protect the environment?

Sample marking key	
Description	**Marks**
Task 1 – Investigating impacts of purchasing decision (Knowledge and understanding, Questioning and researching)	
Locates and collects relevant information from a variety of sources. Briefly describes the impacts of the decision to purchase bottled water.	3
Locates and collects information from a variety of sources. Identifies some impacts of the decision to purchase bottled water.	2
Locates and collects limited information. Identifies an impact of the decision to purchase bottled water.	1
Subtotal	**3**
Description	**Marks**
Task 2 – Article (Analysing, Evaluating, Communicating and reflecting)	
Interprets information to identify cause and effect of purchasing decisions and make detailed connections. Draws detailed conclusions based on relevant evidence from information collected. Presents detailed findings in an appropriate form, considering purpose and audience. Uses relevant subject-specific terminology.	7—8
Interprets information to identify cause and effect of purchasing decisions and make relevant connections. Draws conclusions based on relevant evidence from information collected. Presents findings in an appropriate form, considering purpose and audience. Uses subject-specific terminology.	5—6
Interprets information to identify cause and effect of purchasing decisions. Draws conclusions based on evidence from information collected. Presents findings in an appropriate form, considering purpose and audience. Uses some subject-specific terminology.	3—4
Attempts to interpret the information to make a simple connection. States simple conclusions. Present findings using everyday language.	1—2
Subtotal	**8**
Description	**Marks**
Task 3 – Changing peoples' purchasing decisions (Communicating and reflecting)	
Briefly describes a variety of strategies to encourage consumers to change purchasing decisions.	3
Identifies a variety of strategies to encourage consumers to change purchasing decisions.	2
Identifies a simple strategy to encourage consumers to change purchasing decisions.	1
Subtotal	**3**
Total	**14**