



Sample assessment task

Year level	9
Learning area	Humanities and Social Sciences
Subject	Economics and Business
Title of task	International trade infographic

Task details

Description of task	<p>Students use an inquiry process to collect information on the composition and direction of Australia's international trade, and construct an infographic presenting this data</p> <p>Using the infographic as a resource, students complete an in-class, extended answer assessment based on the following:</p> <ul style="list-style-type: none"> • Australia's trade partners • Australian imports and exports • the interdependent nature of Australia and its trade partners • the advantages of international trade to the Australian economy
Type of assessment	<p>Formative and summative</p> <p>Steps should be taken after completing Part 1 of the assessment to ensure students have access to correct data and understand the key concepts of specialisation and trade and interdependence before proceeding with Part 2</p>
Purpose of assessment	<ul style="list-style-type: none"> • To provide written evidence of progression in a learning cycle • To assess skill development and plan further teaching if required
Assessment strategy	Graphic organisers and written work
Evidence to be collected	<ul style="list-style-type: none"> • International trade infographic • In-class extended written responses <p>The teacher will stipulate whether the infographic is to be submitted electronically or in hard copy</p>
Suggested time	<ul style="list-style-type: none"> • International trade infographic – three hours of class time in addition to work at home • Extended written response – forty minutes of class time under test conditions

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded</p> <p>Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy</p> <p>Humanities and Social Sciences skills</p> <p>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies</p>
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	<p>Analyse information and/or data in different formats.</p> <p>Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)</p> <p>Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p> <p>Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate</p>
Key concepts	Specialisation and trade, Interdependence
Task preparation	
Prior learning	<p>The infographic section of the assessment allows students to discover the importance of international trade in Australia through research. Therefore, initial prior learning is limited to:</p> <ul style="list-style-type: none"> • an introduction to the significance of international trade to Australia (e.g. one in five Australian jobs is involved in international trade industries) • economic definitions of imports and exports • an outline of the main advantages of international trade (most importantly the increased total production resulting from specialisation).
Assessment differentiation	<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	
Assessment conditions	<p>Part 1: Students are allocated three hours in class for completion of research and construction of an international trade infographic. Students must have access to electronic devices and the internet to complete this activity.</p> <p>Part 2: Students are allocated forty minutes to complete an in-class assessment under test conditions. No electronic devices are permitted. A copy of the infographic may be used as a reference to assist completion of this task.</p>
Resources	<p>Each student will need a copy of the task sheet and access to the internet.</p> <ul style="list-style-type: none"> • Australian Government Department of Foreign Affairs and Trade www.dfat.gov.au • Trading Economics www.tradingeconomics.com • Australian Bureau of Statistics www.abs.gov.au • Business Insider Australia www.businessinsider.com.au • World Trade Organisation www.wto.org

Instructions for teacher

International trade infographic

Prior to commencing the task, revise the key concepts of specialisation and trade and interdependence, and demonstrate at each part of learning the way of approaching the activities or way of thinking through the key concepts.

Possible questions to revise key concepts and introduce the assessment include:

- What is the difference between independence and interdependence?
- What would your life be like if you were required to be completely independent, personally creating everything you consume?
- Do you think Australia is independent or interdependent?
- How would life in Australia be different if we were independent as a nation (no international trade)?
- What are some of the positives of international trade?

As preparation for the activity, the teacher should conduct class activities clearly outlining to students the following points.

- The benefits to total production through specialisation: This is best understood by using a simple hypothetical case study on a small scale. For example, more goods will be created if a baker spends all their time baking and a builder spends all their time building. If they each spend half their time doing the thing they are not proficient at, total production will suffer.
- The teacher must explain the importance of trade as specialisation is of no use without easy trade. Mathematical examples (e.g. the comparative advantage model) are not necessary.
- A class brainstorm or similar idea generation activity should be conducted on the benefits of trade. The teacher should also contribute to the process to ensure students have a clear understanding of the benefits of trade.
- A class discussion may be conducted where students outline the ways, if any, a parent or guardian is affected by international trade (e.g. sells Chinese products, sells to international investors, puts imported fuel in their work vehicle, builds with tools from Germany) OR students may take a photo of their kitchen/other room and annotate it to show the origin of as many products as possible.
- Students will need specific skill instruction in online research processes and building an effective infographic.

When presenting the assessment, teachers should:

- present examples of successful infographics to students. An infographic does not need to be constructed on a computer, however, tools such as 'Piktochart' (a free online infographic creator) may be introduced
- explicitly determine the level of detail, expected time frame and appropriate methods for creating a visual presentation for activity 1
- provide and explain the marking key for section 1 to students. This allows students to understand the criteria on which their infographic will be assessed
- stipulate the method of referencing required and revise with students if necessary.

It is highly recommended that Part 1 is collected, feedback given and students given a chance to edit their infographic before completing Part 2 of the assessment. If this is not feasible, teachers may consider giving students access to a teacher created 'model answer' infographic to ensure all students are able to access correct information when completing Part 2 of the assessment.

The teacher should ensure students have some understanding of why trade has increased with Asia, drawing attention to Asia's need for iron ore, increasing wealth, geographical proximity and government free trade agreements before allowing students to complete Part 2 of the assessment. Students should not be expected to come across this information themselves as part of their research.

Instructions to student

International trade infographic

Over the last two decades Australia has tried to reduce barriers to international trade by signing free trade agreements with its major trading partners, most recently the Japan-Australia Economic Partnership Agreement which came into effect in January 2015.

Part 1: Construct an infographic, using economic terminology and current economic information and/or data, outlining the following:

- Australia's major imports and exports
- Australia's major trade partners
- how Australian trade has changed over time (don't go back further than 50 years).

Websites which may provide information on Australian trade patterns include:

- Australian Government Department of Foreign Affairs and Trade www.dfat.gov.au
- Trading Economics www.tradingeconomics.com
- Australian Bureau of Statistics www.abs.gov.au
- Business Insider Australia www.businessinsider.com.au
- World Trade Organisation www.wto.org

An effective infographic presents current and reliable data in a simple and visually appealing way.

Submit a bibliography with your infographic.

An introduction to building an outstanding infographic can be found here:

- HubSpot Blogs. *10 Traits of Amazingly Awesome Infographics*
<http://blog.hubspot.com/blog/tabid/6307/bid/28436/10-Traits-of-Amazingly-Awesome-Infographics.aspx>

Part 2: Using your infographic as an aid, complete an in-class, extended answer response based on the following:

- the advantages of international trade to the Australian economy
- Australia's trade partners (who we trade with and why)
- Australian imports and exports (what we trade and why we trade it)
- the interdependent relationship between Australia and its trade partners.

Sample marking key

Part 1: Infographic	
Description	Marks
Australia's direction of trade	
Presents current information and data in a detailed and well-organised manner (e.g. using appropriate frameworks, categories and charts) Constructs an Infographic which is logical, easy to understand and shows a comprehensive understanding of composition, direction and changes to Australian trade Uses the Infographic to suggest reasons why Australia trades what it does, with whom it does	7–9
Presents information and data in an organised manner (e.g. simple frameworks, categories and charts) Constructs and Infographic which shows a simple understanding of composition, direction and changes to Australian trade Uses correct data but makes little attempt to explain why Australia trades what it does with whom it does	4–6
Presents information and data in a basic manner Lists data without utilising appropriate frameworks OR data is not of a detailed nature	1–3
Subtotal	9
Referencing	
Constructs reference list in accordance with school policy	2
Includes reference list but constructs it in an incorrect manner	1
Subtotal	2
Using economic terminology and current economic information and/or data	
Correctly uses economic terminology and refers to current economic information and/or data (including trade statistics and government action on Free Trade Agreements) in a meaningful way to develop and enhance explanations	3–4
Makes limited use of economic terminology and/or limited reference to economic information and/or data in a meaningful way to develop and enhance explanations	1–2
Subtotal	4
Part 1 total	15
Part 2: Extended answers	
Description	Marks
Question 1	
Comprehensively demonstrates an understanding of the benefits of international trade to Australia Outlines at least three potential benefits to Australia of trade with China with reference to relevant examples	5–6
Briefly demonstrates an understanding of the benefits of international trade to Australia, the importance of trade links with the Asian region and the interdependence between Australia and its trading partners Explains simply the direction and composition of Australian international trade	3–4
Demonstrates a limited or inaccurate understanding of the benefits of international trade to Australia, the importance of trade links with the Asian region and the interdependence between Australia and its trading partners Provides a limited explanation of the direction and composition of Australian international trade	1–2
Subtotal	6

Answer could include, but is not limited to	
<ul style="list-style-type: none"> specialisation and trade increases the total amount of goods and services we can access. Australia and China both benefit if Australia makes iron ore and China makes manufactured goods trade allows a greater variety of goods to be made available in Australia, for example access to Chinese electronics, food items and furniture imported products from China may be made to a better quality than Australian-made products in some areas imported products from China may be significantly cheaper than similar Australian products. This improves the standard of living in Australia using cheaper products from China helps local business keep costs down and make profits industries which import make jobs available in Australia (mention number of jobs available or value of import industry to Australia) 	
Description	Marks
Question 2	
Comprehensively demonstrates an understanding of the benefits of specialisation and trade Explains, with reference to Australian examples and data, that Australia is able to consume more goods and services if it acts in an interdependent, rather than an independent, manner Clearly outlines Australia is an exporter of iron ore as it is more efficient at producing it than China and explains at least one reason for this	5–6
Briefly demonstrates the benefits of specialisation and trade Attempts to refer to Australian examples and data in outlining that Australia is able to consume more goods and services if it acts in an interdependent rather than an independent manner Suggests Australia exports goods and services it can produce efficiently but may not give reasons for efficiency	3–4
Demonstrates a limited or inaccurate understanding of factors influencing the goods Australia imports and exports Makes limited or no use of data Does not recognise that import and export decisions are linked to efficiency	1–2
Subtotal	6
Answer could include, but is not limited to	
<ul style="list-style-type: none"> examples of manufactured and resource goods; for example, Australia exports Iron ore (resource) and imports mobile phones (manufactured) Australia exports manufactured goods because it is more efficient and can produce the goods more cheaply or for better quality Australia is an exporter of resources like ore and gold because we have these resources in the ground. Australia cannot make manufactured goods as cheaply as China for a number of reasons (big industry, cheaper labour), so we should import these types of goods students must directly reference data from their infographic to support their answer 	
Description	Marks
Question 3	
Explains in detail at least two reasons Australia has increased trade with Asian countries over the last 50 years Attempts to link explanations with infographic data	3–4
Outlines only one reason Australia has increased trade with Asian countries over the last 50 years OR reasons cited are incorrect or lack sufficient detail Makes little attempt to link explanations with infographic data	1–2
Subtotal	4

Answer could include, but is not limited to

- Australian governments have tried to increase trade overall
- Australia has signed free trade agreements with many Asian countries
- many Asian countries have become quite wealthy in the last 50 years, for example, the United Arab Emirates, China and India
- Australian resources are in high demand in Asia
- Australians have increased the amount of new technology they want from Asia
- Asia is our closest trade region. Transport and shipping costs are much cheaper than buying from America or Europe
- Australia has grown as a nation and no longer needs to rely on Britain for goods and services

Part 2 total	16
Total	31