



## Sample assessment task

<b>Year level</b>	7
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	Economics and Business
<b>Title of task</b>	Game on

## Task details

<b>Description of task</b>	Students will develop a set of quiz questions to play a game, using the game board provided.
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To assess students' understanding of key Economics and Business concepts
<b>Assessment strategy</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Group activities</li> </ul>
<b>Evidence to be collected</b>	Quiz questions developed by the members of each group
<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></p> <p>Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer)</p> <p>How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service)</p> <p>The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings)</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Q&amp;R&gt;</b> Construct a range of questions, propositions and/or hypotheses</p> <p><b>Q&amp;R&gt;</b> Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork</p> <p><b>A&gt;</b> Apply subject specific skills and concepts in familiar and new situations</p> <p><b>C&amp;R&gt;</b> Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, timelines, maps, other graphic organisers)</p>
<b>Key concepts</b>	Specialisation and trade

## Task preparation

<b>Prior learning</b>	Students are familiar with different types of work and how an individual may derive an income.
<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>	Students work collaboratively to develop a set of questions to accompany the game board provided and test the game in preparation for others to play.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Access to the information sources for research (e.g. internet)</li><li>• Dice and player pieces</li></ul>

## Instructions for teacher

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

- Why do people need to work?
- Why do people choose to work?
- Identify different ways that individuals can earn an income.

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
- identify target audience
- present information in a format suitable for target audience and purpose.

Once students have been introduced to the topics of different types of work and how to derive an income, they are to create a series of questions that can be used with the board game supplied to test their knowledge in the topics.

Students work collaboratively (e.g. in groups of 4 or 5) to develop the questions and test the game. Students should each be responsible for developing their own questions and together ensure that they have a broad cross section of questions with no repetition.

The questions could be written on the template provided and then cut out, shuffled together with all the questions from all group members, and kept face down until the question is asked.

Examples of questions may include:

- A shareholder receives \_\_\_\_\_ as income from owning shares.
- Employers and employees contribute towards the employee's \_\_\_\_\_ which can be accessed when the employee retires.
- The type of work undertaken by a stay-at-home parent is called \_\_\_\_\_.

Once each group has tested their own game, they should play the games developed by other groups in the class.

To extend the task, students could be asked to:

- design their own game board to play on
- conduct a peer evaluation for each of the games created by other groups.

## Instructions to students

Using the template provided, you are to work collaboratively in groups of 4-5 to develop a series of quiz questions to play on the game board provided.

The questions are to be based on the following content from Economics and Business:

- different types of work (e.g. full-time, part-time, unpaid and volunteer)
- how people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service)
- the ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings).

Make sure that the questions created by your group cover all the content areas listed and that each question is different.

Once you have researched and written your questions on the template provided, cut out the questions and combine them with the questions developed by other members of the group. Shuffle the questions and keep them face down while playing the game.

The rules of how to play the game are on the game board. You will need a dice and player pieces to play the game.



**Rules to play:**

- Each player must answer a quiz question correctly to roll the dice
- Roll the dice and move the equivalent number of places on the board
- If you land on the start of a \$ (dollar symbol) you can follow the arrow to move up
- If you land on the end of a C (cent symbol) you must follow the arrow to move down
- The first person to reach or exceed 100, or the person on the highest score if the quiz questions run out, wins

<b>100</b>	<b>99</b>	<b>98</b>	<b>97</b>	<b>96</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>91</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>80</b>	<b>79</b>	<b>78</b>	<b>77</b>	<b>76</b>	<b>75</b>	<b>74</b>	<b>73</b>	<b>72</b>	<b>71</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>60</b>	<b>59</b>	<b>58</b>	<b>57</b>	<b>56</b>	<b>55</b>	<b>54</b>	<b>53</b>	<b>52</b>	<b>51</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>40</b>	<b>39</b>	<b>38</b>	<b>37</b>	<b>36</b>	<b>35</b>	<b>34</b>	<b>33</b>	<b>32</b>	<b>31</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

