



## Sample assessment task

Year level	10
Learning area	Humanities and Social Sciences
Subject	Economics and Business
Title of task	Breaking News

### Task details

Description of task	Students will work collaboratively to develop a segment for the nightly news bulletin regarding how Australia's economy is performing.
Type of assessment	Summative
Purpose of assessment	To assess students' development in applying Economics and Business concepts and skills as they apply in new and hypothetical situations
Assessment strategy	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Group activities</li> <li>• Video recording</li> <li>• Visual representations</li> </ul>
Evidence to be collected	<ul style="list-style-type: none"> <li>• Planning sheet</li> <li>• Visual representation of data on economic performance</li> <li>• Video recording</li> </ul>
Suggested time	4 x 1 hour lessons

### Content description

Content from the Western Australian Curriculum	<p><b>Knowledge and understanding</b></p> <p>Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia's economy is performing</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Q&amp;R&gt;</b> Use a range of methods to collect, select, record and organize 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> <p><b>Q&amp;R&gt;</b> Uses appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations</p> <p><b>A&gt;</b> Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources</p> <p><b>A&gt;</b> Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)</p> <p><b>A&gt;</b> Apply subject-specific skills and concepts in familiar, new and hypothetical situations</p> <p><b>E&gt;</b> Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanation for patterns, trends, relationships and anomalies; predict outcomes</p> <p><b>C&amp;R&gt;</b> Deconstructs and reconstructs the collected information and/or data into a form that identifies the relation between the information and the hypothesis, using subject-specific conventions, terminology and concepts</p>
Key concepts	Economic performance and living standards

## Task preparation

<b>Prior learning</b>	Students are familiar with various different indicators of economic performance and have conducted some analysis of economic growth rates, unemployment trends, inflation rates, human development index, quality of life index and sustainability indexes.
<b>Assessment differentiation</b>	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

<b>Assessment conditions</b>	Students work collaboratively to plan and complete the task.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Access to the Internet</li><li>• Resources to create visual representations of data (e.g. PowerPoint, Excel charts)</li><li>• Video recording devices (e.g. tablets, digital cameras, mobile phones)</li></ul>

## Instructions for teacher

Prior to the task, students should be familiar with the Economics and Business key concept of economic performance and living standards. Questions that may assist students to develop their conceptual understandings when introducing the concept include:

- factors that affect a country's living standards and quality of life
  - What are some different factors that can affect our living standards?
  - How does each of these factors affect our living standards?
- indicators of economic performance and how Australia's economy is performing
  - What are some different indicators of economic performance that we can obtain data on?
  - Where/how can we find the latest data on these economic indicators?
  - What does the data tell us about how the country is currently performing?

When data is presented or located, teachers have modelled processes to assist students with developing skills, including how to:

- analyse the data
- extract the relevant information
- identify patterns and trends
- draw conclusions, make inferences or propose explanations

Before commencing the task, students should be familiar with various indicators of Australia's economic performance, and how to find the latest data, including:

- economic growth rates
- unemployment trends
- inflation rates
- human development index
- quality of life index
- sustainability indexes.

The class may also view and discuss the main content points of a news bulletin. The following are some possible links to assist teachers:

- Alan Kohler ABC Finance Report  
<https://www.youtube.com/watch?v=dBKY4IFTN2Y>
- Ross Greenwood Interest Rates Announcement  
<https://www.youtube.com/watch?v=bSjAT1uuGgw>
- Elise Baker Cost of Living  
<https://www.youtube.com/watch?v=6bv1He2e6C4>

Students should then be divided into groups of 3 – 5 to create a news segment about one of the indicators, citing the latest data and what that data indicates about Australia's economy at present. The teacher may allocate each group one of the indicators to prepare the news segment (to ensure all are covered) or have each group select their own.

**Instructions to students**

**Breaking news**

News bulletins often report on Australia’s current economic conditions and performance. During such bulletins, reference is often made to recently released information by various bodies including:

- economic growth rates
- unemployment trends
- inflation rates
- human development index
- quality of life index
- sustainability indexes.

Working in groups of 3 – 5 you are to produce a news segment reporting on one of these indicators of economic performance. Your news segment should refer to the latest Australian data available and what this indicates about how Australia’s economy is performing and how this impacts on Australia’s living standards.

You may produce the news segment however you like, but must be supported by visuals of the data (e.g. create slides of the data). Some ideas to get you started may be:

- an interview between a reporter and an economist
- the newsreader informing the audience of the latest data and what this indicates

**Individual and group planning (this must be submitted for assessment)**

I will be working with \_\_\_\_\_

The economic indicator for our news bulletin is \_\_\_\_\_

References used for latest relevant data (presented in an appropriate format for a bibliography)

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Using a different coloured pen or pencil, rank the references listed above in order of their usefulness to helping you complete this task.

Comment on how these recourse were useful or beneficial in helping you to complete the task.

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Summary of what the data indicates regarding:

- Australia's economic performance

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- The impact on Australia's living standards

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Summary of news bulletin we will produce

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## Sample marking key

*Note: The video of the news bulletin should be assessed on the content of the segment and not on the quality of the video production.*

Description	Marks
<b>Economic data (Questioning and researching)</b>	
Locates relevant and up-to-date information that reflects the requirements of the task. Acknowledges all sources in the specified format.	4
Locates relevant information that reflects the requirements of the task. Acknowledges most sources in the specified format.	3
Locates information that reflects the requirements of the task. Acknowledges most sources.	2
Locates limited information that reflects the requirements of the task.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
<b>Economic data (Analysing, Evaluating)</b>	
Uses relevant criteria to analyse and draw accurate, detailed conclusions about the usefulness of the economic data. Selects and accurately applies subject-specific skills to analyse the economic data to describe, in detail, cause and effect relationships to support a well-founded conclusion about how Australia's economy is performing and the impact on Australia's living standards.	4
Uses relevant criteria to analyse and draw accurate conclusions about the usefulness of the economic data. Applies subject-specific skills to analyse the economic data to describe cause and effect relationships and support a conclusion about how Australia's economy is performing and the impact on Australia's living standards.	3
Uses criteria to analyse and draw conclusions about the usefulness of economic data. Applies some subject-specific skills to analyse the economic data to identify cause and effect relationships and support a conclusion about how Australia's economy is performing and the impact on Australia's living standards.	2
Uses criteria to draw simple conclusions about how Australia's economy is performing. Applies limited subject-specific skills when attempting to analyse the economic data.	1
<b>Subtotal</b>	<b>4</b>

Description	Marks
<b>Presentation (Communicating and reflecting)</b>	
Deconstructs and accurately reconstructs economic data. Makes relevant and detailed connections between the economic indicator and what it may indicate about Australia's economy and the impact on Australia's living standards. Consistently and appropriately uses subject-specific terminology.	7—8
Deconstructs and accurately reconstructs economic data. Makes relevant connections between the economic indicator and what it may indicate about Australia's economy and the impact on Australia's living standards. Appropriately uses subject-specific terminology.	5—6
Deconstructs and reconstructs economic data. Makes some connections between the economic indicator and what it may indicate about Australia's economy and the impact on Australia's living standards. Uses subject-specific terminology.	3—4
Recounts some economic data. Makes limited connections between the economic indicator and what it may indicate about Australia's economy and/or the impact on Australia's living standards. Uses minimal subject-specific terminology.	1—2
<b>Subtotal</b>	<b>8</b>
Description	Marks
<b>Knowledge and understanding of the concept</b>	
Explains the indicator. Addresses the various elements of the indicator. Acknowledges the anomalies within the indicator to arrive at the overall conclusion on how Australia's economy is performing.	7—8
Describes the indicator. Addresses some of the elements of the indicator. Acknowledges some anomalies within the indicator to arrive at a conclusion on how Australia's economy is performing.	5—6
Identifies the indicator. Some acknowledgement of the elements within the indicator. Makes a connection between the data and how Australia's economy is performing.	3—4
Makes broad, unsubstantiated statements about the indicator and/or how Australia's economy is performing.	1—2
<p>Answers could include, but are not limited to:</p> <p>Economic growth rates: trade, productivity, increase in numbers in work.</p> <p>Unemployment trends: nationally, by State, youth, gender.</p> <p>Human development index: life expectancy, education, average per capita income.</p> <p>Quality of life index: life expectancy at birth, mean and expected years of schooling, standard of living measured by gross national income per capita.</p> <p>Sustainability indexes: Environmental Performance Index (Yale) protection of human health, protection of ecosystems.</p>	
<b>Subtotal</b>	<b>8</b>
<b>Total</b>	<b>24</b>

