



# Humanities and Social Sciences: Economics and Business

Teaching, learning and assessment exemplar

Year 9

Australia in the global economy



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

## **Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

This resource utilises electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default ‘auto play’ of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

# Contents

<b>The Western Australian Curriculum .....</b>	<b>1</b>
The Humanities and Social Sciences curriculum .....	1
<b>This exemplar.....</b>	<b>2</b>
Catering for diversity.....	2
Using this exemplar.....	3
Links to electronic resources.....	3
<b>Resources legend .....</b>	<b>4</b>
<b>Best practice .....</b>	<b>5</b>
Teaching and learning .....	5
Assessing .....	5
Reflecting.....	5
<b>Australia in the global economy.....</b>	<b>6</b>
<b>Year level description .....</b>	<b>7</b>
<b>Achievement standard .....</b>	<b>8</b>
<b>Lessons 1–16.....</b>	<b>9</b>
<b>Appendix A .....</b>	<b>35</b>
<b>Appendix B .....</b>	<b>39</b>
<b>Acknowledgements.....</b>	<b>47</b>





## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



## **This exemplar**

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

### **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

## Resources legend

The following symbols are used in this teaching, learning and assessment exemplar to provide teachers with information on the nature of the resources included in the lesson sequence.

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none"><li>• YouTube clips</li><li>• documentary</li><li>• podcasts</li></ul>
	Webpage	Online information source	<ul style="list-style-type: none"><li>• news article</li><li>• museum website</li><li>• government website</li></ul>
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none"><li>• student worksheets</li><li>• graphic organiser template</li><li>• interactive webpage</li></ul>
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none"><li>• collection of images</li><li>• card-sort activities</li><li>• materials for practical activities</li></ul>
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none"><li>• thinking routine instructions</li><li>• example of completed graphic organisers</li><li>• additional information on topic</li></ul>

Stock images from Microsoft 365® used with permission from Microsoft®.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## **Australia in the global economy**

This exemplar can be used to develop students' understanding of key Economics and Business concepts and skills as they apply to Australia's international trade through the analysis and evaluation of data and information. Throughout the teaching and learning sequence, teachers will explicitly teach the questioning and researching, analysing, evaluation and communication skills students require to collect information. Student will collect information on the goods and services that Australia buys and sells and the key countries involved in international trade with Australia.

If the suggested learning experiences and the relevant syllabus content for this unit have been studied, students will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task consists of the development of a timeline of the experiences of different groups during the time period. The timeline is created over the course of the unit of work, and concludes with an in-class validation.



## Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

In Humanities and Social Sciences, students build on their understanding of important concepts and continue to develop their awareness of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.

In Year 9, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of political parties and independent representatives, and the way citizens' decisions are shaped during an election campaign. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between households and businesses, and the financial, government and overseas sectors through the flow of goods, services and resources in a global economy. Students develop an understanding of the risks and rewards involved in investing money and explore ways to practise financial management.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which enable students to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at a range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of Australia's colonial history and World War I. They consider how the experiences of people and groups reflected the attitudes of these time periods, and the significance of both colonisation and World War I.



## Achievement standard

By the end of the year:

Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy and how their voting preferences can be shaped by external influences. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices.

Students explain the spatial variation and characteristics of biomes and the interconnections between people, places and environments. They identify the cause and effect of these interconnections and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

Students explain the different experiences of Australia's colonial history, and the causes and effects of World War I over both the short and long term, including its significance. Students use evidence to explain patterns of change and continuity over time and identify the motives and actions of the individuals and groups at that time.

The image features a white background with several overlapping circles of varying sizes and colors. The circles are primarily light red and pink, with some darker red circles. A solid red horizontal bar is positioned at the bottom of the page. The text "Lessons 1-16" is written in white, bold, sans-serif font on the left side of the red bar, with a thin white horizontal line underneath it.

## Lessons 1–16

## Lessons 1–2

---

The Western Australian Curriculum content addressed in these lessons is below.

### Australia in the global economy

- The interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model

### Questioning and researching

- 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 with and without the use of digital and spatial technologies

---

### Resources



K20 Center – ABC graffiti

<https://learn.k20center.ou.edu/strategy/96>



Reserve Bank of Australia – What is the economy?

<https://www.rba.gov.au/education/teacher-materials/presentations/>



Reserve Bank of Australia – Sectors in the economy

<https://www.rba.gov.au/education/teacher-materials/learning-activities/>



Reserve Bank of Australia – Injections and leakages

<https://www.rba.gov.au/education/teacher-materials/learning-activities/>



Reserve Bank of Australia – Complete the circular flow model

<https://www.rba.gov.au/education/teacher-materials/learning-activities/>



Reserve Bank of Australia – The nature of the economy

<https://www.rba.gov.au/education/teacher-materials/delivery-notes/>

### Teacher information

This lesson sequence builds upon students' prior knowledge of the two-sector circular flow model from Year 7. Teachers should establish the prior knowledge of students and adjust their lesson plans appropriately.

The links provided for the Reserve Bank of Australia resources will take you to the contents pages for their presentations, learning activities and teacher notes. Teachers will then need to navigate the page and find the relevant downloadable pdf document.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the components of the five-sector circular flow models of the economy</li><li>• explore the relationships between households, businesses, and the financial, government, and overseas sectors</li><li>• introduce the concepts of leakages and injections, and their role in economic growth and interdependence.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• draw and label both the two-sector and five-sector circular flow models, including all key sectors and their roles</li><li>• explain economic growth and the interdependence of the different sectors of the economy using the circular flow of income model.</li></ul>

### Introduction

- Students complete the *ABC graffiti* instructional strategy, brainstorming economic terminology that they remember from previous Economics and Business units they have studied.
- Students recall prior knowledge by attempting to draw the two-sector circular flow model from memory.

### Main activities

- Present slides one to nine of the *What is the economy?* presentation to cover the first two sectors of the economy (households and businesses/firms).
- At the end of slide nine, students revise their attempt at drawing the two-sector circular flow model and correct their understanding.
- Present slide 10–12 of the *What is the economy?* presentation, adding information about the remaining three sectors of the economy (financial, government and overseas).
- Students add the remaining three sectors to their two-sector circular flow model (to make it a five-sector model) and complete the *Sectors in the economy* activity from slide 13.
- Present slides 15–16 of the *What is the economy?* presentation (injections and leakages).
- Present slides 19–21 of the *What is the economy?* presentation (economic growth and interdependence between sectors of the economy).
- Students complete the *Injections and leakages* activity.
- Students discuss the questions on interdependence between sectors of the economy on slide 20 as a class.

### Review of learning

- Students complete the *Circular flow model* activity and self-assess, using the diagram on Slide 19.

## Lesson 3

---

The Western Australian Curriculum content addressed in this lesson is below.

### **Australia in the global economy**

- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation

### **Communicating and reflecting**

- Reflect on why all findings are tentative
- Compare evidence to substantiate judgements

---

### **Resources**



World Trade Organization – Global voices on the benefits of trade

<https://www.youtube.com/watch?v=sMG39vblKv8>

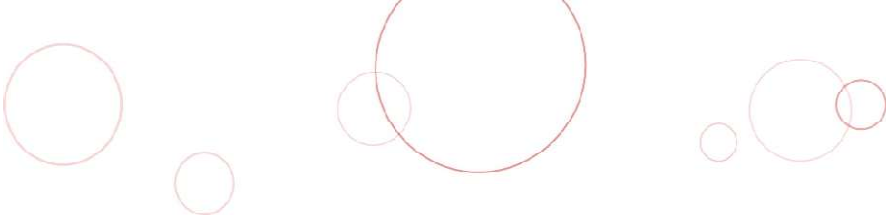


The Economics Network – The international trade game

[https://www.economicsnetwork.ac.uk/showcase/sloman\\_game](https://www.economicsnetwork.ac.uk/showcase/sloman_game)

### **Teacher information**

This lesson requires the teacher to read the instructions for *The international trade game* and prepare resources for the lesson based on these instructions prior to the lesson. Suggested game time is 45 minutes, meaning that variations to the lesson may be required.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the potential benefits of international trade</li><li>• understand possible reasons why Australia trades with other countries.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• list some benefits of international trade</li><li>• compare the theoretical benefits of trade to a simulation of international trade.</li></ul>

### Introduction

- Students view the *Global voices on the benefits of trade* video and record four facts, three questions, two points to share and one comment to summarise the whole video.
- In pairs, students share their two points and compare their summary comments.

### Main activity

- Provide the materials and instructions required to play *The international trade game*. The game requires minimal, but clear, instructions.
- Students play *The international trade game*.

### Review of learning

- Engage in a whole class discussion using the prompts from the 'debriefing students' section of *The international trade game* resource.
- Students return to their lists written in the Introduction of the lesson and decide whether they can answer their three questions now they have played the game.

## Lesson 4

---

The Western Australian Curriculum content addressed in this lesson is below.

### **Australia in the global economy**

- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation

### **Analysing**

- Analyse the ‘big picture’
- 

### **Resources**



Department of Foreign Affairs and Trade – Introduction to Australia’s trade through time  
<https://youtu.be/4zdg82c7QcQ>



Department of Foreign Affairs and Trade – Australia’s trade through time  
<https://www.dfat.gov.au/publications/minisite/tradethroughtimegovau/site/index.html>



Sticky notes (or small pieces of paper) for student activity

### **Teacher information**

International trade is the exchange of consumer and capital goods and services between countries based on a need or want for these goods or services.

In the student activity, it is recommended that students record their information on sticky notes or pieces of paper they can organise in their groups to explore possible trends.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>understand the concept of international trade and its importance to the Australian economy</li><li>explore historical and contemporary trends in Australia's trade across various industries.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>define international trade and explain its relevance to Australia's economy</li><li>collaboratively determine and justify five significant changes in Australia's economy over time.</li></ul>

### Introduction

- Students recall the definitions of imports and exports from the 'Circular flow of income' lessons.
- As a class, develop a shared definition of the term 'international trade'.
- Students respond to the following five true/false Statements:
  - Australia's largest trading partner is China. (True)
  - Australia exports more agricultural products than minerals. (False)
  - Australia imports from other nations primarily to access goods that it cannot produce domestically. (True)
  - India is a growing trade partner for Australia, particularly for education. (True)
  - Geographic proximity is one reason Australia trades extensively with Asia. (True)

### Main activity

- Introduce the activity by viewing the *Australia's trade through time* video.
- In groups of four, students view the *Australia's trade through time* webpage.
- Each group is broken into student A, student B, student C and student D.
  - Student A records information about trade in agricultural industries.
  - Student B records information about trade in mineral industries.
  - Student C records information about the trade in manufacturing industries.
  - Student D records information about the trade in service industries.
- Individually, each student should look for changes in what is traded, how much is traded and who it is traded with.
- As a group, students decide on the five most important changes that have occurred in the Australian economy over time, and provide reasons for their choices.
- Each student breaks away from their group, and shares their group choices with a different partner.

### Review of learning

- Students to write a brief summary of how the Australian economy has changed from pre-colonisation until present day.

## Lessons 5–6

---

The Western Australian Curriculum content addressed in these lessons is below.

### Analysing

- Analyse information and/or data in different formats

### Communicating and reflecting

- Compare evidence to substantiate judgements
- 

### Resources



Selection of economic charts for Introduction and Review of learning, including:



The New Consumer – Is Apple still the world’s hottest brand? (Apple’s annual revenue chart)

<https://newconsumer.com/2024/05/is-apple-still-the-worlds-hottest-brand/>



Project Zero: Harvard Graduate School of Education – See, think, wonder

<https://pz.harvard.edu/resources/see-think-wonder>



Reserve Bank of Australia – Reading and interpreting charts – Introduction

<https://www.youtube.com/watch?v=IKTXeP8ITvM>



Reserve Bank of Australia – Reading and interpreting charts – Examples

<https://youtu.be/5rPXwaa05bY>



Reserve Bank of Australia – Illustrators (Reading and interpreting charts PDF)

<https://www.rba.gov.au/education/resources/illustrators/>



Reserve Bank of Australia – Learning activities (Reading and interpreting charts PDF)

<https://www.rba.gov.au/education/teacher-materials/learning-activities/>

### Teacher information

These two lessons are skill-based lessons to introduce students to economic charts. Adjust the lessons appropriately based on students’ prior understanding of economic charts, and prepare for this lesson by finding suitable economic charts for both the Introduction and the Review of learning elements of the lesson outline.

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>develop skills in analysing and interpreting data from charts and graphs.</li></ul>	Students can: <ul style="list-style-type: none"><li>identify key details and describe trends in economics charts</li><li>explain the relationships between different series of economic data.</li></ul>

### Introduction

- Students view the *Apple's annual revenue* chart and complete the *See, Think, Wonder* thinking routine based on the chart.

### Main activity

- View the *Reading and interpreting charts – Introduction* and *Reading and interpreting charts – Examples* videos, and the *Reading and interpreting charts* PDF.
- Students complete the *Reading and interpreting charts* PDF.

### Review of learning

- As a class, play a game of Chart Race. Chart Race is played by displaying an economic chart for the whole class and giving students a short amount of time (30–60 seconds) to analyse the chart independently.
- After the time is up, students compete to answer the following questions rapidly:
  - What does this chart measure?
  - What trend do you notice?
  - What event might explain this trend?
  - How could this data affect businesses or individuals?
- The first student to respond accurately to the question wins a point, and if other students are able to add additional information you may award additional points. Encourage students to connect the data to real-world economic events.
- Play multiple rounds to check students' understanding, provide instant feedback and as an opportunity to practice chart interpretation.
- An additional lightning round may be played, where students write a one-sentence headline that summarises the key insights of the chart. Judge which headline best represents the chart.

## Lesson 7

---

The Western Australian Curriculum content addressed in this lesson is below.

### **Australia in the global economy**

- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation

### **Questioning and researching**

- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives

---

### **Resources**



Department of Foreign Affairs and Trade – Australia’s trade in goods and services by top 15 partners PDF

<https://www.dfat.gov.au/sites/default/files/australias-goods-services-by-top-15-partners-2023-24.pdf>



K20 Center – Expert Stay and Stray

<https://learn.k20center.ou.edu/strategy/2650>

### **Teacher information**

Please be aware that the data for *Australia’s trade in goods and Services by top 15 partners* PDF is updated annually and so may require an internet search to find the most recent data set.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>engage with trade data to understand who Australia trades with.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>identify Australia's key trading partners and understand the distinction between two-way trade, export markets and import markets</li><li>develop a country profile and use the information from these to explain who Australia trades with.</li></ul>

### Introduction

- Students rank the following countries according to which they think is the largest to smallest trading partner with Australia.
  - United States of America
  - Singapore
  - Japan
  - Republic of Korea
  - China
- With a partner, students explain why they have ranked the countries in this order.

### Main activities

- Students view the *Australia's trade in goods and services by top 15 partners* PDF.
- Students look for five similarities and/or variations between the three tables (top two-way trading, imports and exports), such as India's higher placement as an export partner of Australia (Rank 5) compared to its placement as an import partner (Rank 12).
- Students develop claims to explain the five similarities and/or variations between the tables, connecting the data to their prior knowledge (e.g. China sits at the top of all three lists as Australia exports huge volumes of raw material to China, who turns these materials into final goods that Australia imports).
- Each student is allocated a country to research and create a country profile of. The country profile should include:
  - Australia's top three imports from the selected country
  - Australia's top three exports to the selected country
  - information about free trade agreements between Australia and the selected country
  - other information that may influence trade (such as proximity to Australia).
- Using the *Expert stay and stray* instructional strategy, students collect information about other countries and use this information to test the claims they developed earlier in the lesson.

### Review of learning

- Students review their ranked list from the start of this lesson, and self-assess the accuracy of their ranking. Encourage students to consider the difference between two-way trade, export markets and import markets.

## Lesson 8

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australia in the global economy

- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation

### Communicating and reflecting

- Compare evidence to substantiate judgements
- 

### Resources



Marginal Revolution University – Opportunity cost and tradeoffs

<https://www.youtube.com/watch?v=uorrlWJ23Mg>



Department of Foreign Affairs and Trade – Australia's goods and services by top 25 exports PDF

<https://www.dfat.gov.au/trade/trade-and-investment-data-information-and-publications/trade-statistics/trade-in-goods-and-services/australias-trade-goods-and-services-2023-24>



Department of Foreign Affairs and Trade – Australia's goods and services by top 25 imports PDF

<https://www.dfat.gov.au/trade/trade-and-investment-data-information-and-publications/trade-statistics/trade-in-goods-and-services/australias-trade-goods-and-services-2023-24>



Appendix A – What Australia trades – graphic organiser



Project Zero: Harvard Graduate School of Education – Think, pair, share

<https://pz.harvard.edu/resources/think-pair-share>

### Teacher information

Please be aware that the two Department of Foreign Affairs and Trade PDF links are updated annually and so may require an internet search to find the most current version.

Students will need the following information to complete the activity. This should be presented using notes on the board, a PowerPoint or an information sheet.

Business sectors are the broad areas of the economy in which different types of businesses operate.

1. Primary sector
  - Definition: This sector involves taking natural resources directly from the Earth to provide raw materials like crops, fish, timber and minerals.
  - Examples: Farming, fishing, forestry and mining.
2. Secondary sector
  - Definition: This sector focuses on turning raw materials into finished products to create goods like cars, clothes and buildings.
  - Examples: Factories, construction and manufacturing industries.
3. Tertiary sector
  - Definition: This sector provides services to individuals and businesses to sell products or offer services like education, health care and customer assistance.
  - Examples: Retail shops, schools, hospitals and transport services.

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>• understand why certain goods and services are traded, including the role of Australia's resources and industries.</li></ul>	Students can: <ul style="list-style-type: none"><li>• identify the key goods and services that Australia trades (exports and imports).</li></ul>

### Introduction

- Students view the *Opportunity cost and tradeoffs* video.
- Using the *Think, pair, share* thinking routine, students answer the question 'What does Australia trade-off to be a leading exporter of minerals like iron ore?' Encourage students to consider why we put a significant amount of investment into mining.

### Main activities

- Students list examples of goods and services they think Australia exports and imports. Record responses in a T-chart on the board, with one column for exports and one for imports.
- Present information on the three business sectors (in Teacher information).
- Students read the *Australia's goods and services by top 25 exports* PDF and *Australia's goods and services by top 25 imports* PDF.
- Provide students with the *What Australia trades – graphic organiser* (Appendix A).
- Using the information about the three business sectors found in the Teacher information section of this lesson, students create definitions for each sector in their own words.
- Students compare the lists from the Introduction to the lists in the *Australia's goods and services by top 25 exports* PDF and *Australia's goods and services by top 25 imports* PDF.
- Using the *What Australia trades – graphic organiser* (Appendix A), students categorise the top 25 exports and imports for Australia and record the value of the goods or services. Once all 25 exports and imports have been categorised, students should calculate the value of these for each business sector.
- Students respond to the following questions:
  - Which sector contributes the most to Australia's exports and imports?
  - What reasons could explain the difference between exports and imports?
  - Which sector contributes the least to Australia's exports and imports?
  - For the sectors that contribute the least, how do you think Australia supplies the goods and services linked to these sectors?

### Review of learning

- Students complete a *Think, pair, share* thinking routine answering the following question: 'Why do countries specialise?'

## Lessons 9–10

---

The Western Australian Curriculum content addressed in these lessons is below.

### Australia in the global economy

- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation

### Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts

---

### Resources



Access to electronic devices (e.g. computers) connected to the internet and/or a program capable of designing infographics, such as Canva or Google Docs



Canva – How to make an infographic – ultimate guide

<https://www.canva.com/learn/how-to-make-an-infographic/?msockid=309edea6bf3d6b723ee7caacbea16a1c>



Indeed – 8 steps to create an infographic on PowerPoint

<https://www.indeed.com/career-advice/career-development/how-to-make-infographic-on-powerpoint>



Docswrite – How to make an infographic in Google Docs: A step-by-step guide

<https://blog.docswrite.com/how-to-make-an-infographic-in-google-docs-a-step-by-step-guide>



K20 Center – Gallery walk

<https://learn.k20center.ou.edu/strategy/118>



AITSL – Peer feedback

[https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-peer-feedback-strategy.pdf?sfvrsn=372dec3c\\_2](https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-peer-feedback-strategy.pdf?sfvrsn=372dec3c_2)

### Teacher information

Students will require access to an electronic device (laptop, tablet, etc.) with internet access and their notes/work from previous lessons on Australia's trade. Online design platforms such as Canva require students to have a login – please ensure that your students have permission to provide requested information to third-party software providers.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the elements that make an effective infographic</li><li>• review Australia's trade relationships, including major imports, exports, trade partners and historical changes in trade patterns.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify the strengths and weaknesses of infographics and create a checklist for an effective design</li><li>• present information about Australia's trade relationships using reliable data sources</li><li>• design an infographic that is visually appealing, uses economic terminology and aligns with the checklist created in class.</li></ul>

### Introduction

- Students search Google Images for 'infographics'. Looking at five different examples, students compile a list of strengths and weaknesses for each example. Students should be prompted to assess factors including:
  - design
  - quality of information
  - accessibility of information.
- Working with a partner or small group, students collate their lists and use these to create a checklist of elements that should be included in a good infographic.

### Main activity

- Explain to students that they will create an infographic that outlines the following:
  - Australia's major imports and exports
  - Australia's major trade partners
  - how Australian trade has changed over time.
- Applying their checklist of elements for a good infographic, students use an application such as Canva or Google Docs to create an infographic about Australia's major imports, exports, trading partners and trade changes over time. Students should use economic terminology and current economic information and/or data.

### Review of learning

- Students conduct the *Gallery walk* instructional strategy to review the finished infographics, providing peer feedback on the work of others.

## Lesson 11

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australia in the global economy

- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

---

### Resource/s



World Trade Organization – Trade matters to me  
<https://www.youtube.com/watch?v=Crby5WYko0g>



Project Zero: Harvard Graduate School of Education – Think, pair, share  
<https://pz.harvard.edu/resources/think-pair-share>



Australian Council of Learned Academies – Maintaining Australia’s mining advantage:  
Policy paper  
<https://acola.org/wp-content/uploads/2018/08/11-australias-mining-advantage.pdf>



The Teacher Toolkit – Exit ticket  
<https://www.theteachertoolkit.com/index.php/tool/exit-ticket>

### Teacher information

- The benefits to total production are through specialisation. This is best understood by using a simple hypothetical case study on a small scale. For example, more goods will be produced if a baker spends all their time baking and a builder spends all their time building. If they each spend half their time doing what they are not proficient at, total production will decline.
- Factors that influence what a country imports and exports include:
  - Technology – introduces new goods that compete with existing products, making other countries evaluate what they produce to be competitive in the global market.
  - Demographic change – a country’s labour resource is affected by the age of the population. An aging population would produce less, reducing the country’s capacity to export local products.
  - Research and development in exploration – improves the productive capacity of both developing and developed countries.
  - Location of trading partners – can reduce transportation costs.
  - Political relationships – trade with countries where there is a strong political relationship promotes trading agreements and increases business confidence to trade.

Students only require access to Figure 1: Australian mining sector SWOT analysis on pages 6–7 in the *Maintaining Australia’s mining advantage* PDF.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore Australia's reasons for trade</li><li>• examine Australia's specialisation in mining exports.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain the potential impacts of ceasing trade with other countries on individuals and the Australian economy</li><li>• rank and justify the importance of factors influencing Australia's imports and exports</li><li>• explain why Australia specialises in exporting mining products and identify future challenges in this sector.</li></ul>

### Introduction

- Students view the *Trade matters to me* video. Ask students to complete the *Think, pair, share* thinking routine using the question 'What would happen if Australia stopped trading with other countries?' Prompt students to think about how the impact of this stop in trade would affect them as individuals (i.e. they may not have access to products they would like) and the impact on the Australian economy (i.e. link to the circular flow of income).

### Main activities

- Provide students with the factors that influence what a country imports and exports from the Teacher information section of this lesson.
- Students recall the top five exports and imports from Lesson 8.
- Students rank the five factors that influence what a country imports and exports, based on their importance for Australia. These rankings should be completed separately for Australia's imports and exports as the reasons may differ.
- Provide students with a copy of Figure 1: Australian mining sector SWOT analysis from pages 6–7 of the *Maintaining Australia's mining advantage* PDF.
- Using information from the SWOT analysis, students write a response to the following question: 'Why does Australia specialise in exporting mining products, and what challenges may this industry encounter in the future?'

### Review of learning

- Students use the *Exit ticket* instructional strategy to record what they think the most important factor is for Australia's export of mineral resources, including an explanation of why they have selected this reason. Students should be prompted to comment on whether their understanding has changed from earlier in the lesson.

## Lesson 12

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australia in the global economy

- Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses

### Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others

---

### Resources



I, Pencil – I, Pencil: The Movie

<https://www.youtube.com/watch?v=IYO3tOqDISE>



Wikisource – I, Pencil by Leonard E. Read

[https://en.wikisource.org/wiki/I,\\_Pencil](https://en.wikisource.org/wiki/I,_Pencil)



Fasttrack Teaching Materials – “I, Pencil” – A lesson in free market economics PDF

<https://www.fasttrackteaching.com/civics/econlinks.html>

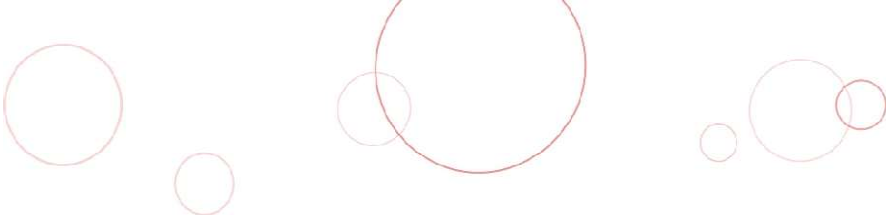


Project Zero: Harvard Graduate School of Education – I used to think... Now I think...

<https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

### Teacher information

Teachers may choose to also provide students with a print copy of the text *I, Pencil* to support their completion of the handout activity.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore why and how participants in the global economy are dependent on each other</li><li>• reflect on the interconnectedness of resources, labour and technology in creating manufactured goods.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• discuss the importance of economic interdependence in the manufacturing of goods.</li></ul>

### Introduction

- Present students with a manufactured good that has a degree of complexity (e.g. smartphone, laptop) and brainstorm how that product is made and where the different materials come from.
- Ask students to raise their hands if they think they could produce the complex manufactured good. Then ask them to raise their hands if they think they could produce something less complex, such as a pencil.

### Main activity

- Students view *I, Pencil: The Movie*.
- Students complete the “*I, Pencil*” – *A lesson in free market economics* worksheet. Students should complete the discussion questions individually first, and then discuss as a class.

### Review of learning

- Students complete the *I used to think... Now I think...* thinking routine based on their understanding of how manufactured goods rely on global interdependence.

## Lesson 13

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australia in the global economy

- Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses

### Analysing

- Analyse the ‘big picture’

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

---

### Resources



Council on Foreign Relations – What is globalization? Understanding our interconnected world

<https://www.youtube.com/watch?v=wLNp3kgBuuQ>



International Monetary Fund – International trade and supply chains

[https://www.youtube.com/watch?v=Bblo8\\_B32Co](https://www.youtube.com/watch?v=Bblo8_B32Co)



Deyb – Globalization – Negative and positive impacts

<https://www.youtube.com/watch?v=9sRgtggNjOM&t=54s>



One Minute Economics – Deglobalization explained in one minute: Definition, examples and 2020 context

<https://www.youtube.com/watch?v=GFRrUnYo7rU>



Harvard Business School Online – 6 pros and cons of globalization in business to consider

<https://online.hbs.edu/blog/post/pros-and-cons-of-globalization>



Mindtools – SWOT analysis

<https://www.mindtools.com/amtbj63/swot-analysis>



Project Zero: Harvard Graduate School of Education – Think, pair, share

<https://pz.harvard.edu/resources/think-pair-share>

### Teacher information

Globalisation is the process of increasing interconnectedness and interdependence driven by international trade, cultural exchange, the movement of people, technological transfer and economic integration. There is a strong argument that at least some aspects of globalisation are in reverse – the review of learning provides students with an opportunity to draw contemporary evidence into their response based on what is happening in current affairs.

Some of the linked resources are produced in the USA and therefore use ‘globalization’ rather than ‘globalisation’. Please ensure that students are aware that Australian Standard English uses ‘globalisation’.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the concept and definition of globalisation</li><li>• investigate the strengths, weaknesses, opportunities and threats of globalisation</li><li>• consider the impacts of globalisation on different countries.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• define globalisation and explain its key features</li><li>• complete a SWOT analysis of globalisation</li><li>• discuss whether globalisation benefits all countries equally, using evidence</li><li>• propose ideas for ensuring that globalisation benefits all countries.</li></ul>

### Introduction

- Students recall their key learning from the earlier lessons about why Australia trades with other nations.

### Main activities

- Students view the *What is globalization? Understanding our interconnected world, International trade and supply chains, Globalization – Negative and positive impacts and Deglobalization explained in one minute: Definition, examples and 2020 context* videos.
- While viewing the *What is globalization? Understanding our interconnected world, International trade and supply chains, Globalization – Negative and positive impacts and Deglobalization explained in one minute: Definition, examples and 2020 context* videos, students write their own definitions of globalisation and deglobalisation, and record key information in note form.
- Students read the *6 pros and cons of globalization in business to consider* webpage and add to their notes.
- Students use the information collected from the videos and online reading to complete a *SWOT analysis* of globalisation.

### Review of learning

- With reference to their *SWOT analysis*, students complete the *Think, pair, share* thinking routine using the question ‘What is the state of globalisation today? Justify your response using evidence.’
- Divide the classroom into two halves. Students decide if they think that globalisation is increasing or decreasing, and move to the corresponding half of the classroom. Select students at random to justify their position in the room.

## Lesson 14

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australia in the global economy

- Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data
- Analyse the 'big picture'

---

### Resources



Professor Dave Explains – Free trade vs. protectionism

<https://www.youtube.com/watch?v=tmPnH-JkNg>



Austrade – Australia's free trade agreements

<https://www.youtube.com/watch?v=VWDINsOxkFg>



ABC News – Farmers fear Donald Trump's US election promise of global tariff could cause 'big issue' for Australia

<https://www.abc.net.au/news/rural/2024-11-12/australian-farmers-tariff-donald-trump-scrap-free-trade-deal/104576906>



ABC News – Federal government quietly shelves plans for local content requirements

<https://www.abc.net.au/news/2024-11-06/government-quietly-shelves-plans-for-local-content-requirements/104564654>



ABC News – Weapons trade between US and Australia 'streamlined' as AUKUS partners lower export requirements

<https://www.abc.net.au/news/2024-08-15/weapons-trade-between-us-and-australia-streamlined-aucus/104232092>



Appendix A – Free trade and protectionism – graphic organiser



K20 Center – 30 second spotlight

<https://learn.k20center.ou.edu/strategy/3748>

### Teacher information

Students will focus on free trade agreements, tariffs, quotas and trade policies that create or remove barriers to trade. The ABC News articles suggested in the resources cover the required material for the lesson; however, these may be updated by the teacher to reflect contemporary economic issues.

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>• explore the concepts of free trade and protectionism.</li></ul>	Students can: <ul style="list-style-type: none"><li>• define key terminology associated with free trade and protectionism</li><li>• summarise real-life impacts of trade barriers</li><li>• assess the significance of trade barriers on the Australian economy.</li></ul>

### Introduction

- Students view the *Free trade vs. protectionism* and the *Australia's free trade agreements* videos, making notes on:
  - definitions of trade barriers including tariffs, quotas, safety regulations, embargos and free trade agreements
  - benefits of protectionism and free trade.

### Main activity

- Students are divided into groups of three, with each student in the group allocated a different ABC News article to read.
- Students read and summarise the key information about one of the trade barriers using the *Free trade and protectionism – graphic organiser* (Appendix A).
- Students share their findings with their group, filling in the information from the remaining two stories into the *Free trade and protectionism – graphic organiser* (Appendix A).

### Review of learning

- Working in their groups, students develop a presentation, using the *30 second spotlight* instructional strategy, on the trade barrier they have decided is most significant, including an explanation of why that trade barrier is significant.

## Lesson 15

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australia in the global economy

- Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data
- Analyse the 'big picture'

---

### Resources



K20 Center – Lines of agreement

<https://learn.k20center.ou.edu/strategy/165>



ABC News – Coronavirus means globalisation has suffered but we must not give up on trade links

<https://www.abc.net.au/news/2020-04-17/coronavirus-globalisation-setback-maintain-trade-links/12146876>



ABC News – How Russia's invasion of Ukraine will impact Australians' wallets

<https://www.abc.net.au/news/2022-03-07/russia-ukraine-invasion-and-how-it-will-impact-your-budget/100887104>



ABC News – Trump, tariffs and a big turn on climate: What the US election result might mean for Australia

<https://www.abc.net.au/news/2024-11-04/what-the-us-election-might-mean-for-australia/104554684>

### Teacher information

Students work in groups to examine the impacts of global events on Australian consumers and businesses by looking at a range of different events. The news articles in the Resources demonstrate a range of options at the time of publishing, but teachers should consider the use of current examples.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate global events and their links to Australia's economy</li><li>develop and justify an informed perspective on the impacts of globalisation on Australia.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>analyse news articles to identify global events, their connection to the Australian economy and their positive and negative impacts</li><li>use evidence to support or adjust their perspective on whether globalisation is good for Australia.</li></ul>

### Introduction

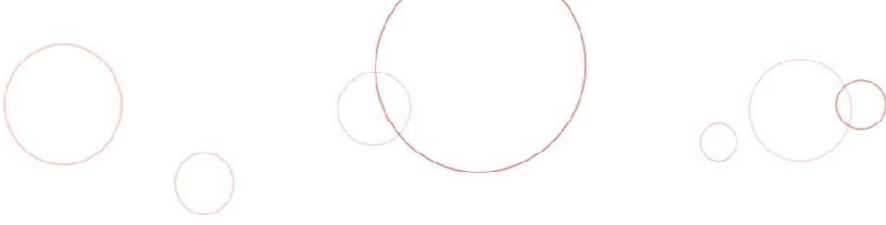
- Students complete the *Lines of agreement* instructional strategy using the prompt 'Is globalisation good for Australia?'

### Main activity

- Students are divided into groups of three, with each student in the group allocated a different ABC News article to read.
- Students read through their article, recording key information including:
  - the name and nature of the global event being examined
  - how the global event is linked to the Australian economy
  - the positive and negative impacts of the event on the Australian economy.
- Working with their groups, students assess the level of impact that each event has had on the Australian economy based on the information in the articles. If possible, students should differentiate between the impacts to businesses and individuals.
- Students may extend this activity by researching and collecting data that supports or challenges their initial assessment.

### Review of learning

- Students return to the original question of 'Is globalisation good for Australia?', identifying if their view has changed and providing an explanation for why their view has or hasn't changed.



## **Lessons 16**

---

See Appendix B: Assessment task – Written response



# Appendix A

---

## Resources

### Lesson 8: What Australia trades – graphic organiser

Sector	Imports	Value (\$AU)	Exports	Value (\$AU)
Primary				
	subtotal		subtotal	
Secondary				
	subtotal		subtotal	
Tertiary				
	subtotal		subtotal	
	<b>Total</b>		<b>Total</b>	



**Lesson 14: Free trade and protectionism – graphic organiser**

Title of article	Type of trade barrier	Definition of trade barrier	Industries impacted by trade barrier	Explanation of impact to industry	Data to support explanation
1.					
2.					
3.					

**Review question:** Which trade barrier has the most significant influence on the Australian economy? Justify your response.





## **Appendix B**

---

Assessment task

Written response



## Task details

---

<b>Title</b>	Written response
<b>Description</b>	Students complete an in-class written response based on Australia's international trade relationships. This includes Australia's imports and exports, the interdependent nature of Australia and its trade partners, and the advantages of international trade to the Australian economy.
<b>Way of assessing</b>	Written response
<b>Evidence to be collected</b>	Written responses
<b>Suggested time</b>	50 minutes in class test conditions
<b>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.

## Content descriptions

---

### Knowledge and understanding

- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation
- Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses

### Humanities and Social Sciences skills

#### Analysing

- Analyse information and/or data in different formats

#### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources

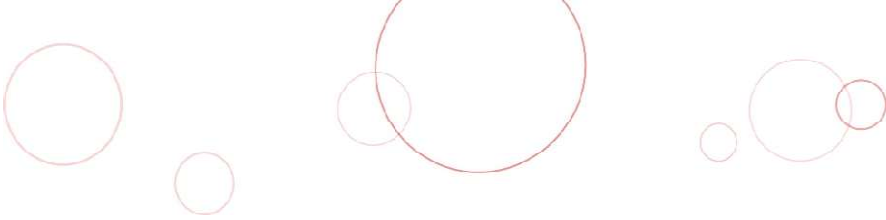
#### Communicating and reflecting

- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments

## Key concepts

---

Specialisation and trade, interdependence



**Instructions to students**

Write your answers to the following questions in the spaces provided.

You have 50 minutes in class under test conditions.

---

1. Outline three (3) reasons why nations trade with one another. (6 marks)

Reason 1: \_\_\_\_\_

---

---

Reason 2: \_\_\_\_\_

---

---

Reason 3: \_\_\_\_\_

---

---

2. List four (4) factors that influence the goods and services a country trades in the global market. (4 marks)

---

---

---

---

3. Explain one (1) reason why Australia is an exporter of primary resources and one (1) reason why Australia is an importer of secondary goods. (4 marks)

---

---

---

---

4. Study Source 1: Australia’s trade relationship with China and answer the questions that follow.

**Source 1: Australia’s trade relationship with China**

<b>Australia’s merchandise trade with China 2022-23 (A\$m)</b>		<b>Total Share</b>	<b>Rank</b>	<b>Growth (yoy)</b>
Exports to China	203,499	29.7%	1 <sup>st</sup>	13.2%
Imports from China	113,375	20.7%	1 <sup>st</sup>	9.4%
Total merchandise Trade (exports and imports)	316,874	25.7%	1 <sup>st</sup>	11.8%

<b>Major Australian exports 2022-23 (A\$b)</b>		<b>Major Australian imports 2022-23 (A\$b)</b>	
Iron Ore and Concentrates	115.5	Telecom equipment and parts	9.7
Natural Gas	20.4	Computers	7
Crude minerals	18.6	Passenger motor vehicles	6.3
Coal	9	Furniture	3.8

<b>Australia’s trade in services with China 2022-23 (A\$m)</b>		<b>Total Share</b>	<b>Rank</b>
Export of Services to China	9,550	12.7%	2nd
Imports of Services from China	14,651	12.9%	1 <sup>st</sup>

<b>Major Australian services exports 2022-23 (A\$m)</b>		<b>Major Australian services imports 2022-23 (A\$m)</b>	
Education-related travel services	47,819	Personal travel services	30,633
Personal travel services	18,700	Freight transport services	22,832

a) Identify the percentage share of Australian goods exported to China. (1 mark)

---

b) List Australia’s largest export to China. (1 mark)

---

c) Identify the percentage share of Australian services exported to China. (1 mark)

---

d) Identify Australia’s most important service export. (1 mark)

---

e) Describe the types of goods that Australia imports from China. Explain why Australia would import these goods. (4 marks)

---



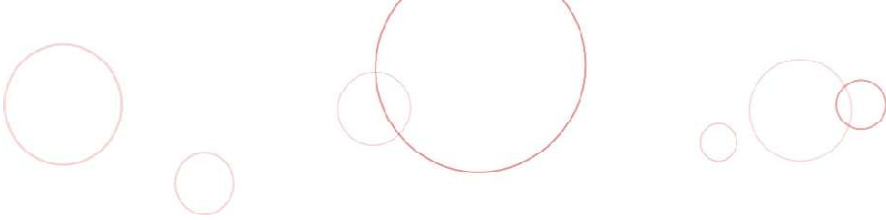
---



---



---



5. Explain the importance of imports and/or exports to the Australian economy. (4 marks)

---

---

---

---

---

---

---

---

---

---

---

---

6. 'The Australian economy would benefit from greater protectionist policies.' Discuss the validity of this statement. (8 marks)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Marking key

Description	Marks
<b>Question 1: Outline three (3) reasons why nations trade with one another. (3 x 2 marks)</b>	
For each reason identified	
Outlines potential benefit of trade between nations with reference to a relevant example	2
Identifies potential benefit of trade between nations	1
<b>Subtotal</b>	<b>/6</b>
Answers could include, but are not limited to: <ul style="list-style-type: none"> <li>• specialisation and trade increases the total amount of goods and services consumers can access. Australia and China both benefit if Australia makes iron ore and China makes manufactured goods</li> <li>• trade allows a greater variety of goods to be made available in Australia, for example access to Chinese electronics, food items and furniture</li> <li>• imported products from China may be of higher quality than Australian-made products in some areas</li> <li>• imported products from China may be significantly cheaper than similar Australian products; this improves the standard of living in Australia</li> <li>• using cheaper products from China helps local business keep costs down and make profits</li> <li>• industries which import make jobs available in Australia (mention number of jobs available or value of import industry to Australia).</li> </ul>	
<b>Question 2: List four (4) factors that influence the goods and services a country trades in the global market. (4 x 1 mark)</b>	
For each factor identified	
Identifies factor that influences the goods and services a country trades in global markets	1
<b>Subtotal</b>	<b>/4</b>
Answers could include, but are not limited to: <ul style="list-style-type: none"> <li>• the quantity and quality of natural resources</li> <li>• the proximity to major trading partners</li> <li>• the level of technological progress – availability of capital machinery</li> <li>• political and cultural reasons.</li> </ul>	
<b>Question 3: Explain one (1) reason why Australia is an exporter of primary resources and one (1) reason why Australia is an importer of secondary goods.</b>	
Explains in detail one reason why Australia is an exporter of primary resources and one reason why Australia is an importer of secondary (manufactured) goods	4
Describes one reason why Australia is an exporter of primary resources and one reason why Australia is an importer of secondary (manufactured) goods	3
Identifies one reason why Australia is an exporter of primary resources and one reason why Australia is an importer of secondary (manufactured) goods	2
Provides a simple statement about Australia as an exporter of primary resources or importer of secondary (manufactured) goods	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<p>Answers could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>comparative advantage is linked to climate and resource endowment</li> <li>Australia has an abundance of land suitable for both mining and agriculture</li> <li>higher comparative wages in Australia do not allow for labour-intensive manufacturing industries to be competitive</li> <li>other nations have experienced faster growth in technology, allowing them to produce manufacturing goods more efficiently than Australia.</li> </ul>	
<b>Question 4</b>	
<b>a) Identify the percentage share of Australian goods exported to China.</b>	
29.7%	1
<b>b) List Australia's largest export to China.</b>	
Iron ore and concentrates	1
<b>c) Identify the percentage share of Australian services exported to China.</b>	
12.7%	1
<b>d) Identify Australia's most important service export.</b>	
Education (i.e. educated-related travel)	1
<b>Subtotal</b>	<b>/4</b>
<b>e) Describe the types of goods that Australia imports from China. Explain why Australia would import these goods.</b>	
Describes the types of goods that Australia imports from China and provides a detailed explanation for the trend	4
Outlines the types of goods that Australia imports from China and provides an explanation for the trend	3
Identifies the nature of the types of goods Australia imports from China (i.e. manufactured)	2
States a good Australia imports from China	1
<b>Subtotal</b>	<b>/4</b>
<p>Answers could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>what Australia imports is linked to the availability of natural and capital resources in Australia</li> <li>nations such as China have experienced faster industrialisation growth and technological progress</li> <li>China produces manufacturing goods more efficiently than Australia</li> <li>wages in Australia are too high, so it is cheaper to import goods such as computers, electrical equipment, clothing and furniture.</li> </ul>	
<b>Subtotal</b>	<b>/8</b>
<b>Question 5: Explain the importance of imports and/or exports to the Australian economy.</b>	
Explains that imports and exports are both important to the Australian economy and provides multiple reasons to support the answer	4
Describes that imports and exports are both important to the Australian economy and provides a valid reason to support the answer	3
Identifies that imports and exports are both important to the Australian economy	2

Description	Marks
Makes a statement about the importance of imports and/or exports to the Australian economy	1
<b>Subtotal</b>	<b>/4</b>
<p>Answers could include, but are not limited to:</p> <p>Exports:</p> <ul style="list-style-type: none"> <li>increases participation in global supply chains</li> <li>provides access to a larger market (including new markets), allowing opportunities for Australian businesses to export a greater volume of goods and services</li> <li>increased employment opportunities to cater for the increase in global demand for Australian goods and services.</li> </ul> <p>Imports:</p> <ul style="list-style-type: none"> <li>the introduction of new goods and services to the local market e.g. Chinese produced goods/services can be imported and sold to potential consumers in Australia</li> <li>lower manufacturing costs</li> <li>increased quality of consumer goods</li> <li>the opportunity to set up a niche market, where Australian businesses import new products before their competitors can identify the gap in the market.</li> </ul>	
<b>Question 6: 'The Australian economy would benefit from greater protectionist policies.' Discuss the validity of this statement.</b>	
Identifies the validity of the statement and discusses the costs and benefits of protectionist policies for the Australian economy, supported by examples	7–8
Identifies the validity of the statement and explains the costs and benefits of protectionist policies for the Australian economy, supported by examples	5–6
Makes a comment about the validity of the statement and describes the costs and benefits of protectionist policies for the Australian economy, supported by examples	3–4
Identifies the costs and benefits of protectionist policies for the Australian economy, supported by examples	1–2
<b>Subtotal</b>	<b>/8</b>
<p>Answers could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>costs such as <ul style="list-style-type: none"> <li>inflationary pressures result from reduced competition, allowing domestic producers to charge higher prices</li> <li>reducing efficiency and productivity in domestic industries as they are sheltered from international competition, reducing incentives to innovate and improve efficiency</li> <li>other countries may retaliate with tariffs or restrictions on Australian exports, harming markets that depend on international trade (e.g. agriculture and mining).</li> </ul> </li> <li>benefits such as <ul style="list-style-type: none"> <li>protection of domestic industries, particularly those in early stages, leading to domestic job creation and wage stability</li> <li>enhancing national security by reducing the risks associated with global supply chains (e.g. access to medical supplies during early stages of COVID-19)</li> <li>encouraging investment in new technologies, infrastructure and workforce development in local industries, to foster longer-term economic growth.</li> </ul> </li> </ul>	
<b>Total</b>	<b>/34</b>



## **Acknowledgements**

### **Appendix B**

#### **Source 1**

Data from: Department of Foreign Affairs and Trade. (2024). *China*. Retrieved April, 2025, from <https://www.dfat.gov.au/sites/default/files/chin-cef.pdf>

