



Government of **Western Australia**
School Curriculum and Standards Authority

Humanities and Social Sciences: Economics and Business

Teaching, learning and assessment exemplar

Year 10

Economic performance and living standards



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).

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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.

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

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.



Economic performance and living standards

This exemplar can be used to develop students' understanding of key Economics and Business concepts and skills as they apply to economic performance and living standards in Australia through the analysis and evaluation of data and information. Throughout the teaching and learning sequence teachers will explicitly teach the analysing and evaluation skills students require to complete the summative assessment task at the end of the sequence.

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 requires students to work in a group of up to four students to create a video presentation about a chosen economic indicator and its impact on economic performance and living standards.



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 10, 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 democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity and adapt to future conditions.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental change on the full range of scales, from local to global and in a range of locations. The geography of human wellbeing is investigated through comparison between Australia and less economically developed countries.

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 the modern world and Australia from the lead up to World War II to the present, with an emphasis on Australia in its global context. They consider the impacts of world events on human rights and freedom of different groups of people.



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 key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and the processes that businesses can use to improve productivity. They explain the challenges of ethical decision-making in business, and the future implications of changes to the working environment.

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge.

Students identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past, and identify the evidence used to support these interpretations.

The background features several overlapping circles of varying sizes and colors, including light blue, light green, and light red. A solid red horizontal bar is positioned in the lower right quadrant of the page.

Lessons 1–16

Lesson 1

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

Economic performance and living standards

- Indicators of economic performance and how Australia's economy is performing, including the economic growth rate, unemployment rate and inflation rate

Analysing

- Analyse information and/or data in different formats
 - Apply subject-specific skills and concepts in familiar, new and hypothetical situations
-

Resources



CrashCourse – Productivity and Growth: Crash Course Economics #6

<https://www.youtube.com/watch?v=UHiUYj5EA0w>



Trading Economics – Australia GDP Growth Rate

<https://tradingeconomics.com/australia/gdp-growth>



K20 Learn – Three Sticky Notes

<https://learn.k20center.ou.edu/strategy/153>

Teacher information

The below table provides some possible answers for the effects of economic growth.

The effects of economic growth	
Positive effects	Negative effects
<ul style="list-style-type: none">• higher incomes• increased spending• increased amount of jobs• higher taxation revenue for the government	<ul style="list-style-type: none">• overworking (reduced leisure time, stress)• environmental concerns• increased competition• lower profits for some businesses

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• understand how economic growth is measured and its impact on individuals and society.	Students can: <ul style="list-style-type: none">• describe how gross domestic product (GDP) is used to measure economic growth• analyse the positive and negative effects of economic growth on society and individuals.

Introduction

- As a class, brainstorm the major types of economic indicators that are commonly mentioned in media (e.g. interest rates, unemployment rate, cost of living, etc.).
- Ask students what other considerations can indicate that a society is performing well and that individuals are experiencing a high standard of living (poverty rates, environmental considerations and leisure time).

Main activities

- Show the *Productivity and Growth: Crash Course Economics #6* video.
- After the video, students respond to the following questions:
 - list the different ways that economic growth can be measured
 - identify whether any of these measures may have their limitations
 - explain the meaning of gross domestic product (GDP)
 - describe the factors that determine whether individuals are experiencing a high standard of living? (e.g. more leisure time, work satisfaction, health, environmental factors).
- As a class, develop a summary table titled 'The effects of economic growth'. The summary table is to have two columns titled 'positive effects' and 'negative effects'.
- Write a summary paragraph on the effects of economic growth using information from the table.
- Students visit the *Australia GDP Growth Rate* webpage and
 - find the latest annual and quarterly GDP figures
 - describe how GDP has changed over the past five years.

Review of learning

- Students complete the *Three Sticky Notes* instructional strategy to summarise their learning about economic growth.

Lesson 2

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

Economic performance and living standards

- Indicators of economic performance and how Australia's economy is performing, including the economic growth rate, unemployment rate and inflation rate

Analysing

- Analyse information and/or data in different formats

Communicating and reflecting

- Reflect on why all findings are tentative
-

Resources



Australian Bureau of Statistics – Labour Force, Australia

<https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/latest-release#>



Project Zero: Harvard Graduate School of Education – See, Think, Wonder

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



Reserve Bank of Australia – Illustrators

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



K20 Learn – Tweet Up

<https://learn.k20center.ou.edu/strategy/130>



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>

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">develop an understanding of the different types of unemployment and their impact on the economy.	Students can: <ul style="list-style-type: none">describe various types of unemployment and their characteristicsexplain how unemployment effects different groups in the economy.

Introduction

- Show students the *Unemployment* graph from the *Labour Force, Australia* webpage. Students complete a *See, Think, Wonder* thinking routine for the graph.
- Students share their responses in small groups.

Main activities

- Provide students with access to the *Groups in the Labour Market* and *Types of Unemployment* illustrators.
- For the *Groups in the Labour Market* illustrator, students complete a *Tweet Up* activity.
- Using the *Types of unemployment* illustrator students summarise the types of unemployment and how they impact the economy under the following headings:
 - cyclical unemployment
 - structural unemployment
 - frictional unemployment
 - seasonal unemployment
 - hidden underemployment.

Review of learning

- Students complete the *I used to think... Now I think...* thinking routine for what they have learned about the concept of unemployment.

Lesson 3

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

Economic performance and living standards

- Indicators of economic performance and how Australia’s economy is performing, including the economic growth rate, unemployment rate and inflation rate

Analysing

- Analyse information and/or data in different formats
-

Resources



Reserve Bank of Australia – Introduction to Inflation

<https://www.youtube.com/watch?v=5EVwXhG25p0>



Reserve Bank of Australia – Inflation Explorer

<https://www.rba.gov.au/education/resources/digital-interactives/inflation-explorer/>



Reserve Bank of Australia – Exploring Inflation pdf

<https://www.rba.gov.au/education/resources/digital-interactives/inflation-explorer/pdf/learning-activity-exploring-inflation.pdf>



K20 Learn – Frayer Model

<https://learn.k20center.ou.edu/strategy/126>

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• explore the concept of inflation and its impact on individuals, businesses, and the economy.	Students can: <ul style="list-style-type: none">• define inflation and explain the reasons it exists• discuss the effects of inflation on different groups and its relationship with economic activity.

Introduction

- Show students the *Introduction to Inflation* video. Whilst watching, students make notes on:
 - the meaning of inflation;
 - the reasons why inflation exists;
 - the groups that benefit and suffer from inflation.

Main activities

- Provide access to the *Inflation Explorer* website and *Exploring Inflation* PDF.
- Students work in groups of threes to complete the activities in the *Exploring Inflation* PDF with one group member answering the questions for a different product.
- Discuss as a class, the level of inflation reflects the level of economic activity – strong economic activity is associated with increasing prices. In a group, have students discuss the following negative effects of inflation during a period of higher economic activity:
 - a lower standard of living for individuals
 - reduced profits for businesses.

Review of learning

- Students use the *Fruyer Model* instructional strategy to consolidate and review their understanding of the concept of inflation.

Lesson 4

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

Economic performance and living standards

- How the business cycle model shows changes in economic activity over time

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



K20 Center – Quiz, Quiz, Trade (instructional strategy)

<https://learn.k20center.ou.edu/strategy/3086>



School Curriculum and Standards Authority – Appendix A: Lesson 4 – Sample *Quiz, Quiz, Trade* cards



Reserve Bank of Australia – The Business Cycle

<https://www.rba.gov.au/education/resources/presentations/pdf/the-business-cycle.pdf>



Reserve Bank of Australia – Snapshots

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



Reserve Bank of Australia – Business Cycle Case Studies

<https://www.rba.gov.au/education/resources/learning-activities/pdf/activity-the-business-cycle-case-studies.pdf>

Teacher information

You will need to prepare a set of question-and-answer cards covering the content from Lessons 1–3 for the *Quiz, Quiz, Trade* instructional strategy. Examples are provided in Appendix A:

Lesson 4 – Sample *Quiz, Quiz, Trade* cards; however, teachers should ensure that they have covered the appropriate content in class and provided answers for the four questions that require a current response.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore the phases of the business cycle and how economic indicators reflect these phases.	<p>Students can:</p> <ul style="list-style-type: none">• identify and describe the characteristics of each phase of the business cycle• analyse current economic data to determine Australia's position within the business cycle.

Introduction

- Students participate in a *Quiz, Quiz, Trade* instructional strategy to review the learning from Lessons 1–3.

Main activities

- Use *The Business Cycle* webpage to discuss with students the different phases of the business cycle. Stop at the 'Boom, recession and depression' slide.
- Whilst going through *The Business Cycle* webpage, students draw an A3-sized image of the model and annotate with the characteristics of each of the phases.
- Display the *Snapshots* webpage showing the key Economic Indicators from the Reserve Bank of Australia website.
- Using the *Snapshots* webpage and the understanding of key economic indicators from previous lessons, students write a short paragraph outlining Australia's current place on the business cycle. In their answer, students should be able to use the data to justify their response.

Review of learning

- Students read the *Business Cycle Case Studies* and decide with a partner where each scenario occurs on the business cycle. Students justify their selection for each case study.

Lesson 5

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

Economic performance and living standards

- Indicators of economic performance and how Australia's economy is performing including the economic growth rate, unemployment rate and inflation rate
- The links between economic performance and living standards and the variations that exist within Australia

Evaluating

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

Resources



Trading Economics – Australia Interest Rate

<https://tradingeconomics.com/australia/interest-rate>



Reserve Bank of Australia – Analysing Australia's Economic Performance (PDF)

<https://www.rba.gov.au/education/resources/learning-activities/pdf/activity-analysing-australias-economic-performance.pdf>

Teacher information

The interest rate is set by the Reserve Bank of Australia (RBA) and is the cost of borrowing between banks. Decisions on whether to increase or decrease interest rates is based on Australia's inflation target. An inflation rate above target will result in a higher interest rate.

When the RBA changes interest rates, this is passed on by other banks to their customers in the form of higher or lower interest rates on mortgages. If interest rates increase, the loan repayments on mortgages for households are higher. This decreases their disposable income and reduces their discretionary spending. This impacts the amount of goods and services that households purchase and reduces the overall standard of living and will put downward pressure on inflation as there is less demand in the economy.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• understand the role of interest rates in shaping economic performance and household behaviour.	<p>Students can:</p> <ul style="list-style-type: none">• describe trends in interest rates over the past decade• explain the impact of changing interest rates on economic activity• use economic data to evaluate Australia's economic performance.

Introduction

- Have a class discussion about the concept of interest rates using the following prompts:
 - What is a mortgage?
 - Who determines the interest rate on mortgages?
 - How would a higher or lower interest rate impact on one household's spending?
 - What would happen across the economy if this was replicated in all households?
 - Under what circumstances would the Australian economy need higher or lower interest rates?

Main activities

- Show students the *Australia Interest Rate* webpage and the graph for the last 10 years.
- Students describe the trend in interest rates for the past 10 years.
- Provide students with the *Analysing Australia's Economic Performance* PDF and access to the RBA website.
- Students complete the *Analysing Australia's Economic Performance* activity using data from the RBA website.

Review of learning

- Students swap their answer to question C from the *Analysing Australia's Economic Performance* PDF with a partner. When reading their partner's response, they circle all the indicators mentioned and underlined any specific data that has been used to support the response. Students award one mark for each indicator and two marks for each piece of specific data.

Lesson 6

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

Economic performance and living standards

- The distribution of income and wealth in the economy and the ways in which governments can redistribute income

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



Project Zero: Harvard Graduate School of Education – Think, Pair, Share

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



Mccrindle – Wealth and income infographic

<https://mccrindle.com.au/resource/infographic/wealth-and-income-infographic/>



K20 Learn – Caption This

<https://learn.k20center.ou.edu/strategy/82>



The Guardian – Australia’s wealthiest 20% worth 90 times the country’s poorest, new report reveals

<https://www.theguardian.com/australia-news/2023/sep/27/australias-wealthiest-20-worth-90-times-the-countrys-poorest-new-report-reveals>



K20 Learn – C.R.U.S.H. and Smush

<https://learn.k20center.ou.edu/strategy/821>

Teacher information

To download the ‘Wealth and income infographic’ from McCrindle, teachers will need to submit their name, email address and industry in a form to be able to download the document.

Income distribution in Australia table:

Quintile (% of population)	% of total income
First (20%)	4
Second (20%)	9
Third (20%)	15
Fourth (20%)	23
Fifth (20%)	47

This data may be used to draw a Lorenz Curve/calculate the Gini-Coefficient for Australia. Please note that the data provided for this table is focused on income distribution, whereas the news article from *The Guardian* is based on wealth distribution in Australia.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• understand how income and wealth are distributed in Australia and the implications of this distribution.	Students can: <ul style="list-style-type: none">• summarise key information about income and wealth distribution in Australia• justify their perspective on income redistribution with evidence.

Introduction

- Provide students with the data from the Teacher information section of this lesson and ask them to display this information in a visual way (e.g. a graph).
- Students share their visual representation with a partner and peer assess how effective this representation is at showing the inequality of income in Australia. Students should use a range of 1–5, with 1 being ineffective and 5 being highly effective.
- Using the *Think, Pair, Share* thinking routine students respond to the questions ‘Is it fair that income levels in Australia are not equal? What are the benefits and issues that may arise from inequality?’

Main activities

- Show students the ‘Annual household income’ and the ‘Household net wealth’ distributions from the *Australia’s Income and wealth distribution* infographic and have them complete a *Caption This* thinking routine for each infographic to summarise the key information.
- Students share their captions with the class.
- Provide students with a copy of the *Australia’s wealthiest 20% worth 90 times the country’s poorest, new report reveals* online article.
- Students use the *C.R.U.S.H. and Smush* instructional strategy and the online article to create a summary of how Australia’s income and wealth is distributed.
- In small groups, students develop a list of recommendations for the government on what they think the government response to income and wealth inequality in Australia should be. Prompt students to consider how they could enhance methods mentioned in the article, or how they could introduce new ideas.

Review of learning

- Students present their recommendations to the class, with other students asking the presenters to justify their recommendations.

Lessons 7–8

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

Economic performance and living standards

- The distribution of income and wealth in the economy and the ways in which governments can redistribute income

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

Communicating and reflecting

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

Resources



The Teacher Toolkit – Entry Ticket

<https://www.theteachertoolkit.com/index.php/tool/entry-ticket>



The Teacher Toolkit – Jigsaw

<https://www.theteachertoolkit.com/index.php/tool/jigsaw>



K20 Learn – Elevator Speech

<https://learn.k20center.ou.edu/strategy/57>



K20 Learn – Fishbone

<https://learn.k20center.ou.edu/strategy/1664>

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• explore the ways the Australian government redistributes income.	Students can: <ul style="list-style-type: none">• describe key government policies aimed at income redistribution• explain the effects of income redistribution policies on household spending and standards of living.

Introduction

- Students complete an *Entry Ticket* instructional strategy on which they write one thing they remember from the previous lesson about income and wealth distribution in Australia.
- Collate the entry tickets around similar ideas and correct any misconceptions from the previous lesson.

Main activities

- Students form groups of four to complete a *Jigsaw* instructional strategy.
- Allocate students in their home groups different policies that the government uses to redistribute income:
 - progressive taxation
 - welfare payments
 - spending on public goods
 - minimum wages.
- Allocate students to expert groups and they complete a *Jigsaw* instructional strategy in their expert groups by researching their allocated policy. They need to find information to:
 - describe the policy
 - provide specific initiatives within the policy
 - explain how the policy works to redistribute income
 - describe the impacts of the policy on household spending
 - describe the impacts of the policy on standards of living.
- Within their expert groups, students create an *Elevator Speech* to persuade their home groups about the usefulness of the policy.
- Students return to their home groups and deliver their *Elevator Speech*.
- Using the information presented in the *Elevator Speeches*, students complete a *Fishbone* diagram to show the different ways in which income inequality can be improved.

Review of learning

- Students write a paragraph explaining the different ways used in Australia to redistribute income.

Lesson 9

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

Economic performance and living standards

- The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities

Communicating and reflecting

- Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action
-

Resources



ABC News – WA to quadruple skilled migration intake in next financial year

<https://www.abc.net.au/news/2024-07-01/wa-to-quadruple-skilled-migration-intake-in-next-fy/104042020>

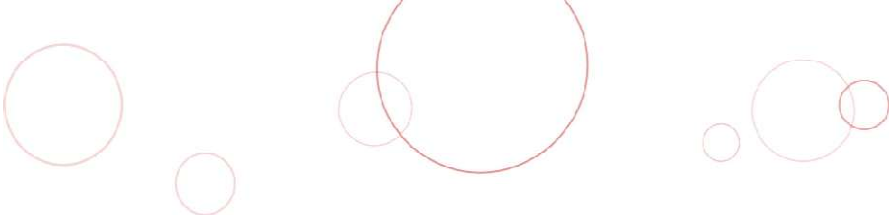


Appendix A Lesson 9: Government influence on the economy



K20 Center – Quick Write

<https://learn.k20center.ou.edu/strategy/1127>



Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• understand how government policies, including skilled migration, influence economic performance and living standards.	Students can: <ul style="list-style-type: none">• evaluate government policies and their effects on economic performance and living standards.

Introduction

- Show students the *WA to quadruple skilled migration intake in next financial year* (video). Whilst watching students answer the following questions:
 - Why does Western Australia need to increase its skilled migration?
 - What jobs will be filled by the additional migrants?
 - What impact will this increase in migration have on living standards?

Main activity

- Provide students with a copy of Appendix A Lesson 9: Government Influence on the economy.
- Students complete research to fill in Appendix A Lesson 9: Government Influence on the economy the impact of the different government policies on economic performance and living standards.
- Use student answers to generate a class discussion on the different ways that the government can improve economic performance and living standards.

Review of learning

- Students complete the *Quick Write* instructional strategy to record as much of the lesson content as they can recall in two minutes.

Lesson 10

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

Economic performance and living standards

- The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities

Analysing

- Analyse the ‘big picture’
 - Apply subject-specific skills and concepts in familiar, new and hypothetical situations
-

Resources



Federal Reserve Bank of St Louis – Herd Immunity and Positive Externalities

https://www.stlouisfed.org/-/media/project/frbstl/stlouisfed/education/lessons/pdf/herd_immunity_and_positive_exteralities.pdf

Three sets of coloured dots (red, yellow and green)



Indeed – What Is Positive Externality? (With Examples) webpage

<https://www.indeed.com/career-advice/career-development/positive-externality-example>



Federal Reserve Bank of St Louis – Herd Immunity and Positive Externalities

https://www.stlouisfed.org/-/media/project/frbstl/stlouisfed/education/lessons/pdf/herd_immunity_and_positive_externalities.pdf



Three sets of coloured dots (red, yellow and green)

Teacher information

This lesson is adapted from the *Herd Immunity and Positive Externalities* resource. Students will simulate the impacts of vaccination on the spread of disease and then apply this to the impacts on economic performance and living standards. Teachers may choose to focus on the steps that require the simulation of vaccines.

An externality is the impact of producing or consuming a good or service on a third party not involved in the transaction. A good with a positive externality (e.g. public education) has a positive impact on a third party not involved in the transaction (e.g. lower unemployment rate and more consumption). A good with a negative externality (e.g. cigarettes) has a negative impact on a third party not involved in the transaction (e.g. second-hand smoke).

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• understand positive externalities and their impact on economic wellbeing.	Students can: <ul style="list-style-type: none">• demonstrate how vaccines are an example of a positive externality• explain examples of positive externalities and their effects on living standards.

Introduction

- Set the scene by explaining to students a new infectious disease is moving through society.
- Give students four sticky dots of the same colour. Two students get red, two students get yellow, and the rest of the class get green.

Main activities

- Adapt the activity available on the resource *Herd Immunity and Positive Externalities* webpage to demonstrate the impact of vaccines on society. Focus on pages 2–10.
- Provide students with access to *What Is Positive Externality? (With Examples)* webpage.
- Students read *What Is Positive Externality? (With Examples)* webpage and answer the following questions:
 - What is a positive externality?
 - Why would the government want consumers to purchase goods with a positive externality?
 - How can the government encourage the consumption or production of these goods?
 - Explain one example of a positive externality (not vaccines). How would encouraging people to consume this good improve standards of living?

Review of learning

- Students write a one sentence summary explaining how vaccines have a positive externality.

Lesson 11

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

Economic performance and living standards

- The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities

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



WA Today – Why Perth drivers refuse to carpool, cycle or use public transport

<https://www.watoday.com.au/national/western-australia/report-reveals-perth-drivers-know-they-re-making-congestion-worse-but-they-don-t-care-20240124-p5ezu5.html>



K20 Learn – 3-2-1

<https://learn.k20center.ou.edu/strategy/117>



OPTRAFFIC – Analysis of traffic congestion causes and solutions in Australia

<https://optraffic.com/blog/australia-traffic-congestion-cause-and-solution/>

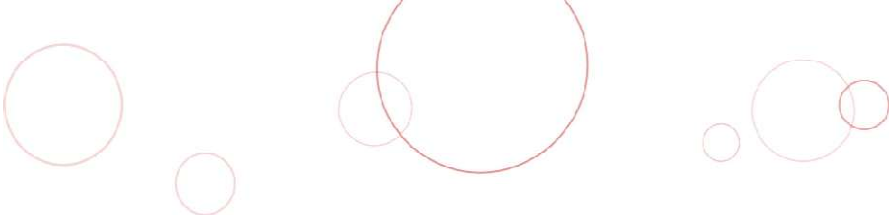


K20 Learn – Gallery Walk/Carousel

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

Teacher information

An externality is the impact of producing or consuming a good or service on a third party not involved in the transaction. A good with a positive externality (e.g. public education) has a positive impact on a third party not involved in the transaction (e.g. lower unemployment rate and more consumption). A good with a negative externality (e.g. cigarettes) have a negative impact on a third party not involved in the transaction (e.g. second-hand smoke).



Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• examine negative externalities and solutions to reduce its impact on society.	Students can: <ul style="list-style-type: none">• describe traffic congestion as a negative externality• explain how different solutions to traffic congestion can reduce its impact and improve living standards.

Introduction

- Students read the *Why Perth drivers refuse to carpool, cycle or use public transport* online article and complete a 3-2-1 instructional strategy for the article.
- Discuss how traffic congestion is a negative externality that occurs because of people purchasing a car.

Main activity

- Provide students with access to *Analysis of traffic congestion causes and solutions in Australia* webpage and discuss the solutions to traffic congestion in Australia.
- In pairs, students choose two solutions to traffic congestion and create a poster explaining how those solutions will decrease the negative externality of traffic congestion and improve living standards.

Review of learning

- Students complete a *Gallery Walk/Carousel* instructional strategy of the posters and write a question about the chosen strategies on a sticky note for five other posters.

Lesson 12

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

Economic performance and living standards

- The links between economic performance and living standards and the variations that exist within Australia

Communicating and reflecting

- 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
- Compare evidence to substantiate judgements

Resources



Reserve Bank of Australia – Key Economic Indicators: Snapshot

<https://www.rba.gov.au/snapshots/economy-indicators-snapshot/>



Commonwealth Bank – WA reclaims economic crown after a decade: CommSec State of the States

<https://www.commbank.com.au/articles/newsroom/2024/10/Western-Australia-reclaims-State-of-the-States-crown.html>



K20 Center – Double Bubble Map

<https://learn.k20center.ou.edu/strategy/3035>

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• understand how key economic indicators reflect the variations in economic performance and living standards of different states in Australia.	<p>Students can:</p> <ul style="list-style-type: none">• explain how different economic performance indicators reflect living standards• compare the key economic indicators between different states.

Introduction

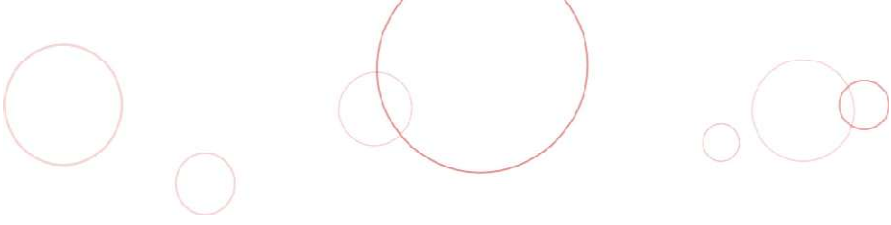
- Show students the *Key Economic Indicators: Snapshot* webpage. Students write a one sentence summary of Australia's current economic performance.
- Students share this sentence with a partner.

Main activity

- Provide students with a copy of the *WA reclaims economic crown after a decade: CommSec State of the States* report.
- Students construct a table with the eight indicators from the *WA reclaims economic crown after a decade: CommSec State of the States* report in the left-hand column, the best performing states in the middle column and an explanation of how the indicators impact on living standards in the right-hand column.
- Students work with a partner to complete a *Double Bubble Map* instructional strategy to compare the economic performance and living standards between two states.

Review of learning

- Students write a summary of the economic performance and living standards that either supports or challenges the ranking for the state as allocated in the *WA reclaims economic crown after a decade: CommSec State of the States* report.



Lessons 13–16

See Appendix B: Assessment task – Presentation



Appendix A

Resources

Lesson 4: Sample Quiz, Quiz, Trade cards

<p>What is economic growth?</p> <p>The increase in the value of goods and services produced by an economy over time.</p>	<p>What are two main factors that contribute to economic growth?</p> <p>Increased production and technological advancements.</p>	<p>How is the unemployment rate calculated?</p> <p>By dividing the number of unemployed people by the total labour force and multiplying by 100.</p>	<p>What is underemployment?</p> <p>When people work fewer hours than they would like or are overqualified for their job.</p>	<p>What happens when inflation is too high?</p> <p>The cost-of-living increases, reducing the purchasing power of money.</p>
<p>Which measure is commonly used to calculate economic growth?</p> <p>Gross Domestic Product (GDP).</p>	<p>What happens when economic growth is negative for two consecutive quarters?</p> <p>The economy is in a recession.</p>	<p>What is the target unemployment rate for a stable Australian economy?</p> <p>Around 4–5%.</p>	<p>What is inflation?</p> <p>Inflation is the increase in the general price level of goods and services over time.</p>	<p>What is deflation?</p> <p>A decrease in the general price level of goods and services.</p>
<p>What is the target annual GDP growth rate for a healthy Australian economy?</p> <p>Around 3–4% per annum.</p>	<p>Which government organisation in Australia collects and reports on economic growth data?</p> <p>The Australian Bureau of Statistics (ABS).</p>	<p>What are the three main types of unemployment?</p> <p>Cyclical, structural, and frictional unemployment.</p>	<p>Which measure is used to track inflation in Australia?</p> <p>The Consumer Price Index (CPI).</p>	<p>How can inflation affect savings?</p> <p>If inflation is higher than interest rates, the value of savings decreases over time.</p>
<p>How can economic growth benefit individuals?</p> <p>It can lead to higher wages, more job opportunities, and better living standards.</p>	<p>What is unemployment?</p> <p>Unemployment occurs when people who are willing and able to work cannot find a job.</p>	<p>What type of unemployment occurs during economic downturns?</p> <p>Cyclical unemployment.</p>	<p>What is the target annual inflation rate set by the Reserve Bank of Australia (RBA)?</p> <p>Between 2% and 3%.</p>	<p>What tool does the Reserve Bank of Australia use to control inflation?</p> <p>Monetary policy, mainly adjusting the official cash rate (interest rates).</p>
<p>How does a high inflation rate affect people with fixed incomes?</p> <p>Their purchasing power decreases as prices rise, making it harder to afford necessities.</p>	<p>What is the current unemployment rate?</p> <p>_____</p>	<p>What is the current rate of economic growth?</p> <p>_____</p>	<p>What is the current inflation rate?</p> <p>_____</p>	<p>What is the official cash rate?</p> <p>_____</p>



Lesson 9: Government Influence on the economy

Scenario	Impact on economic growth	Impact on inflation	Impact on unemployment	Impact on living standards
Increased skilled migration in the construction industry				
Increased government spending on infrastructure				
Increasing income tax rates				
Removing tariffs from imported goods				
Increased spending on scientific research				
Making fee-free TAFE available for all				



Appendix B

Assessment task

Presentation



Task details

Title	Presentation
Description	Students will work in groups of four to develop a segment for the nightly news bulletin on one of the indicators of economic performance to analyse and explain how Australia's economy is performing. Students should also explain how the trend in this data may impact on Australia's living standards.
Way of assessing	Videos or audio recordings
Evidence to be collected	Planning sheet Video recording Self- and peer-assessment
Suggested time	Four lessons in class (Lessons 13–16)
Differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Content descriptions

Knowledge and understanding

- Indicators of economic performance and how Australia's economy is performing, including the economic growth rate, unemployment rate and inflation rate
- The links between economic performance and living standards and the variations that exist within Australia

Humanities and Social Science skills

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

Analysing

- Analyse information and/or data in different formats
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

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



- 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

Key concepts

Economic performance and living standards.



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
- interest rates.

You may wish to view the following as an example of economic reports during a news bulletin:

- Alan Kohler ABC Finance Report
<https://www.youtube.com/watch?v=a611a0QvR8U>
- 7NEWS Australia – Australian inflation rises during dashing rate cut hopes
<https://www.youtube.com/watch?v=MsTNJcxdD8c>

Working in a group of four, you are to produce a news bulletin responding to the question: 'Is the Australian Dream still alive?'. Reporting on **one** of the indicators of economic performance, you should collect and analyse the latest data for your selected economic indicator and explain what that data indicates about how the Australian economy is currently performing, and how the trend in this data may impact on Australia's living standards for your generation.

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

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

You will be required to submit:

- note-taking sheet
- video recording
- planning, self- and peer-assessment.



Answer the following questions to help guide your presentation.

Knowledge and understanding

(8 marks)

- What is your chosen indicator and how is it measured?
- How does your chosen indicator reflect on Australia's economic performance and living standards?

Analysing, Evaluating

(4 marks)

- What has been the trend in your chosen indicator and how has this trend impacted on how Australia's economy is performing and Australia's living standards?
- How useful has the economic data been to analyse Australia's economic performance and Australia's living standards?
- How may the trend in data impact on Australia's living standards for your generation?

Communicating and reflecting

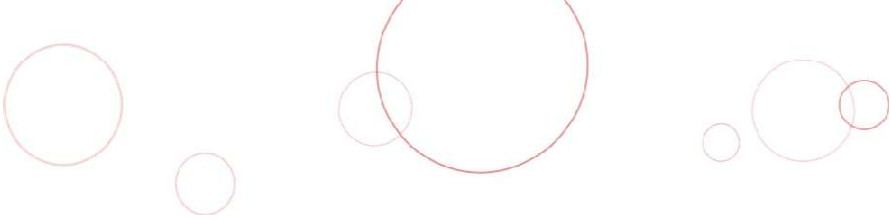
(8 marks)

- How have Australia's living standards changed in the time period?
- How have changes in your chosen indicator affected household living standards positively or negatively?
- How has Australia's economy changed in the time period?
- How have changes in your chosen indicator affected Australia's economy positively or negatively?
- Is the Australian Dream still alive?

Questioning and researching

(4 marks)

- Create a reference list using the school's approved referencing format of your references.



Planning and reflection

Plan the visual/s that will be used as part of the presentation.

Self- and peer-reflection

- Comment on how the resources you used were useful or beneficial in helping you to complete the task.
- Explain what you have learnt about your chosen economic indicator and its influence on economic performance and living standards.
- Describe the challenges your groups experienced in completing this task.
- Explain how your group overcame these challenges.

Marking key

Description	Marks
Knowledge and understanding of the concept	
Explains the indicator and addresses its various elements. Acknowledges the anomalies within the indicator to arrive at the overall conclusion on how Australia's economy is performing.	7–8
Describes the indicator and addresses some of its elements. Acknowledges some anomalies within the indicator to arrive at a conclusion on how Australia's economy is performing.	5–6
Identifies the indicator and makes some acknowledgement of its elements. 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
Subtotal	/8
Economic data (Analysing, Evaluating)	
Uses relevant criteria to analyse and draw accurate 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 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 limited 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
Draws simple conclusions about how Australia's economy is performing. Applies limited subject-specific skills when attempting to analyse the economic data.	1
Subtotal	/4

Description	Marks
Presentation (Communicating and reflecting)	
Deconstructs and accurately reconstructs economic data to make relevant and detailed connections between the indicator and the performance of Australia's economy and living standards. Consistently and appropriately uses subject-specific terminology.	7–8
Deconstructs and accurately reconstructs economic data to make relevant connections between the indicator and Australia's economy and living standards. Appropriately uses subject-specific terminology.	5–6
Deconstructs and reconstructs economic data to make some connections between the economic indicator and what it may indicate about the performance of Australia's economy and the impact on Australia's living standards. Uses subject-specific terminology.	3–4
Recounts some economic data to make limited connections between the indicator and the performance of Australia's economy and/or living standards. Uses minimal subject-specific terminology.	1–2
Subtotal	/8
Economic data (Questioning and researching)	
Locates relevant and up-to-date/information that reflects the requirements of the task. Acknowledges all sources in an appropriate format.	4
Locates relevant information that reflects the requirements of the task. Acknowledges most sources in an appropriate format.	3
Locates information that reflects the requirements of the task. Acknowledges most sources.	2
Locates limited information that reflects the task.	1
Subtotal	/4
Total	/24

