



Sample assessment task

Year level	5
Learning area	Humanities and Social Sciences
Subject	Economics and Business
Title of task	Mobile madness

Task details

Description of task	Students are given a hypothetical scenario in which they must make a decision as to which mobile phone they will purchase. They consider what factors could potentially influence their purchase decision (e.g. needs and wants, price, fashion, features) before utilising strategies to make their decision (e.g. budgeting, comparing prices, saving for the future).
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of the factors that influence purchasing decisions and how they apply their knowledge of informed consumer and financial decision making
Assessment strategy	Short-answer response
Evidence to be collected	Mobile phone option sheet Short-answer response
Suggested time	40 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use</p> <p>Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)</p> <p>Humanities and Social Sciences skills</p> <p>Locate and collect information and/or data from a range of appropriate primary and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p>
Key concepts	Making choices

Task preparation

<p>Prior learning</p>	<p>Students should have previously engaged in learning that has developed their understanding of:</p> <ul style="list-style-type: none"> • the difference between needs and wants • how consumers are influenced when making purchasing decisions • how consumers make informed and financially sound decisions <p><u>Suggested Resources</u></p> <p>Needs and wants Digital activity – Do I need it? Do I want it? How can I get it? https://www.moneysmart.gov.au/mst-digital-resources/milbadjunga-primary-flash/index.html Teaching unit – Needs versus wants: making choices https://c.ymcdn.com/sites/agrifoodskills.site-ym.com/resource/resmgr/Educationmaterials/AFY5ECONOMICS_Needs_versus_W.pdf</p> <p>Purchasing decisions Digital activity – Mobile phone advertising https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-mobile-phone-advertising?yl=124&la=0&a=0&rt=0</p> <p>Consumer and financial decision making Unit of work - Hey! Let's have a big day out! https://www.moneysmart.gov.au/media/499302/mst_primary_maths5_unit.pdf Information on mobile phone plans and contracts http://www.lawstuff.org.au/wa_law/topics/article20 Digital activity – Mobile credit https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-mobile-credit?yl=124&la=0&a=0&rt=0 Digital activity – Calls, messaging and browsing https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-calls-messaging-and-browsing?yl=124&la=0&a=0&rt=0 Digital activity – Choosing a plan https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-choosing-a-plan?yl=124&la=0&a=0&rt=0 Digital activity – Entertainment https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-entertainment?yl=124&la=0&a=0&rt=0</p>
<p>Assessment differentiation</p>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
<h2>Assessment task</h2>	
<p>Assessment conditions</p>	<p>This is an individual, in-class assessment.</p>
<p>Resources</p>	<ul style="list-style-type: none"> • Mobile phone option sheet • Question and short-answer response sheet

Instructions for teachers

Mobile madness

1. Instruct students that they are to analyse the information contained in the mobile phone option sheet
2. They will apply this information to their short-answer response.

Instructions to students

Mobile madness

You have just started delivering the local paper around your suburb. It pays \$10 per week and you also receive \$10 per week for doing chores around the house.

You need a mobile phone as your mum has just started a new job and won't be home after school. You have to purchase the phone, and your mum will activate the SIM so that she can contact you in case of emergencies. If you want to use the phone for anything else, you will have to pay for it yourself.

You know that you will receive \$100 for your birthday, but that is not for another three months. It may be possible to get an advance on your weekly chore allowance.

Look at the available phones and think about the pros and cons. Which one will you buy? You will need to consider the factors that influenced your decision (price, features, fashion, needs and wants), how you came to your decision and your planned budget to pay for it.

Q1: What factors influenced your purchasing decisions?
Q2: What strategies did you use to make an informed decision?
Q3: How did you plan your budget?

MOBILE PHONE OPTIONS

PHONE	FEATURES	PROS	CONS
 <p>Smart phone second-hand – 2 years old \$200</p>	<p>SCREEN SIZE: 10.2 cm TOUCH SCREEN: Yes WEIGHT: SMS: Yes MMS: Yes WIFI: Yes EMAIL: Yes CAMERA: Yes (8MP) VIDEO: Yes CALENDAR: Yes ALARM: Yes TALK TIME: up to 10hrs GAMES: Yes MUSIC PLAYER: Yes APPS: Yes</p>		
 <p>Pre-paid phone \$99</p>	<p>SCREEN SIZE: 7cm TOUCH SCREEN: Yes WEIGHT: 110 grams SMS: Yes MMS: Yes WIFI: Yes EMAIL: Yes CAMERA: Yes (3MP) VIDEO: Yes CALENDAR: Yes ALARM: Yes TALK TIME: up to 7hrs GAMES: Yes MUSIC PLAYER: Yes APPS: Yes</p>		
 <p>Pre-paid phone \$39</p>	<p>SCREEN SIZE: 4.6cm TOUCH SCREEN: No WEIGHT: 90 grams SMS: Yes MMS: No WIFI: No EMAIL: No CAMERA: No VIDEO: No CALENDAR: Yes ALARM: Yes TALK TIME: up to 12hrs GAMES: Yes MP3 player : Yes APPS: No</p>		
 <p>Smart phone on a plan \$60 per month over 24 months (includes \$100 worth of calls and texts + 1GB of data)</p>	<p>SCREEN SIZE: 13cm TOUCH SCREEN: Yes WEIGHT: 135 grams SMS: Yes MMS: Yes WIFI: yes EMAIL: Yes CAMERA: Yes (15MP) VIDEO: No CALENDAR: Yes ALARM: Yes TALK TIME: up to 20hrs GAMES: Yes MP3 player : Yes APPS: YES</p>		

Image acknowledgements

- Smart phone Nasir, I. (2013). *File:Two cell phones 2.png*. Retrieved September, 2015, from https://commons.wikimedia.org/wiki/File:Two_Cell_Phones_2.png
- Pre-paid phone \$99 Saleem, A. (2010). *File:HTC Touch2 (MEGA, T3333).jpg*. Retrieved September, 2015, from [https://commons.wikimedia.org/wiki/File:HTC_Touch2_\(MEGA,_T3333\).jpg](https://commons.wikimedia.org/wiki/File:HTC_Touch2_(MEGA,_T3333).jpg)
- Pre-paid phone \$39 Josenildosbu. (n.d.). (2009). *File:SmartPhone nokia N78.JPG*. Retrieved September, 2015, from https://commons.wikimedia.org/wiki/File:SmartPhone_nokia_N78.JPG
- Smart phone on a plan Theaker, W. (2013). *File:Samsung Galaxy Nexus Render.png* Retrieved September, 2015, from https://commons.wikimedia.org/wiki/File:Samsung_Galaxy_Nexus_Render.png

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Sample marking key

Description	Marks
Pros and cons sheet	
Demonstrates use of a variety of strategies to make informed consumer and financial decisions, e.g. giving the pros and cons of each option, based on the provided information	3
Uses strategies to identify the pros and cons of each option, and mostly draws on the provided information	2
Attempts to identify the pros and cons of each option, using one or two strategies, but does not draw sufficiently on the provided information	1
Subtotal	3
Strategies may include: <ul style="list-style-type: none"> • comparing prices • comparing features • considering the cost in light of their budget • considering their needs • awareness of how marketing/advertising impacts upon their perception of the product 	
Written response	
Description	Marks
1. Factors that influence purchasing decisions	
Explains in detail the relevant factors that influenced their purchasing decision	3
Explains some of the factors that influenced their purchasing decision	2
Lists some irrelevant factors that influenced purchasing decision	1
Subtotal	3
Factors may include: <ul style="list-style-type: none"> • price • fashion or trends • branding • peer influences • advertising or marketing • personal taste/preferences • prior experiences with phones 	
Description	Marks
2. Use of strategies to make a consumer decision	
Chooses relevant strategies to make an informed consumer decision, and gives a detailed explanation to justify their purchasing decision	3
Applies a strategy to their consumer decision making, and attempts to give an explanation as to how they arrived at their decision	2
Does not justify their purchase decision using informed consumer decision-making strategies	1
Subtotal	3
Students may justify their decision based on: <ul style="list-style-type: none"> • price and affordability • features offered compared to the purpose of the phone • their needs compared to their wants 	

Description	Marks
3. Use of budgeting strategies to determine affordability:	
Outlines a clear and realistic plan for purchasing the phone, taking into account income and expenditure, and any ongoing costs The plan is affordable	3
Outlines a realistic plan for purchasing the phone The plan appears to be affordable; however, it does not take into account any ongoing costs	2
Attempts to plan for purchasing the phone; however, it is not clear nor/or realistic The plan is not affordable nor/or sustainable	1
Subtotal	3
Budgeting strategies may include: <ul style="list-style-type: none"> • consideration of income and expenditure • awareness of other outgoings • demonstrating an awareness of the need to save for the future • taking into account any additional ongoing costs of the phone • if borrowing money, understanding the need to pay the money back 	
Total	12