TABLE 1

RESOURCE:
TRADE AND INVESTMENT AT A GLANCE 2019
PAGES 16-30

YEAR LEVEL: 7

LEARNING EXPERIENCES MAY INCLUDE:

▶ In small groups or as a class, students read pages 16-30 of TRADE AND INVESTMENT AT A GLANCE 2019. They note any unfamiliar terms and enter them in a glossary of trade terms. Students determine the meanings of the terms using dictionaries, textbooks and the internet.

Students discuss the meaning of each table to ensure they understand the information.

▶ Students prepare quizzes for their classmates using the data in the charts. Students draft two questions pertaining to each of the charts and tables on pages 16-19 (eight questions in total). Students prepare question sheets for their quizzes and distribute these to their classmates. Teachers might choose to review the quizzes to ensure they are easy to read and the answers can be found in the data.

▶ Students complete the quizzes in a specified time then return their answers to the classmates who prepared the questions. Students' answers are checked and scored.

  ▷ Any disputes can be resolved with the teacher's input.

  ▷ This task can be repeated so students have a chance to complete a number of quizzes.

▶ Students create their own charts about Australian exports using data from pages 16-30. Their charts must include:

  ▷ at least eight export items, including goods and services

  ▷ the value of each export item to the Australian economy

  ▷ the percentage of total exports represented by each item

  ▷ a legend that explains the data in the charts

  ▷ a summary of the data in the chart.

SUGGESTIONS FOR ASSESSMENT

- Review students' performance in the quiz activity described above.
- Review students' charts (described above) to ensure they are accurate, easy to interpret and summarised appropriately.

FROM THE ACHIEVEMENT STANDARD

Year 7 Mathematics:

By the end of Year 7, students:

- interpret simple linear representations and model authentic information

DOMAIN (LEARNING AREA): MATHEMATICS

Strands: Number and Algebra: Linear and non-linear relationships; Statistics and Probability: Data representation and interpretation

ACMNA180 Investigate, interpret and analyse graphs from authentic data

ACMSP169 Identify and investigate issues involving numerical data collected from primary and secondary sources

- obtaining secondary data from newspapers, the Internet and the Australian Bureau of Statistics

TABLE 2

LEARNING EXPERIENCES MAY INCLUDE:

▶ In small groups or as a class, students read pages 47-50 of TRADE AND INVESTMENT AT A GLANCE 2019. They note any terms they are not aware of and determine their meanings using dictionaries, textbooks and the internet.

▶ Students suggest what the intended audience for the text is, and identify the text elements that support their ideas.

▶ Working in groups, students use thick felt pens (eg Textas or Sharpies) to write information on large sheets of paper. On one sheet, students write the title, composition (or membership), purpose and function of the World Trade Organization (WTO). They repeat this activity for the G20, the Asia-Pacific Economic Cooperation forum (APEC) and the Organisation for Economic Co-operation and Development (OECD). Students post their work on classroom walls.

▶ Using charts from the previous activity, students develop a code that allows them to cross-reference information. For example, many WTO members are also members of APEC. This can be noted on the charts using numbers or symbols that are decoded at the bottom of the relevant pages. Students note areas where there appear to be overlap in the purpose and functions of the organisations.

▶ Students select two organisations to study in-depth. Useful references include:
  ▶ APEC https://www.apec.org/
  ▶ DFAT (can search for all the other organisations from here) https://dfat.gov.au
  ▶ G20 https://dfat.gov.au Search using G20
  ▶ OECD http://www.oecd.org/
  ▶ WTO https://www.wto.org/

▶ Having selected two organisations to study, students prepare informative texts that describe and compare their subjects. The texts can include:
  ▶ the year the organisations were formed
  ▶ previous names of the organisations (if relevant)
  ▶ a summary of members
  ▶ where the organisations are based
  ▶ current leadership of the organisations
  ▶ the roles of the organisations
  ▶ areas in which the roles of the organisations overlap
  ▶ details about Australia's participation in the organisations

GC Literacy: Comprehending texts through listening, reading and viewing

GC Literacy: Composing texts through speaking, writing and creating

SUGGESTIONS FOR ASSESSMENT

Examples of criteria that can be used to assess students' informative texts about international economic associations include:

- accuracy of information
- breadth and depth of information: have students captured all relevant information about the organisations?
- use of images, text and data
- acknowledgements of sources of information, images and data

FROM THE ACHIEVEMENT STANDARD

Year 7 English

By the end of Year 7, students:

- understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context
- select specific details from texts to develop their own response
- create structured and coherent texts for a range of purposes and audiences

Year 8 English

By the end of Year 8, students:

- interpret texts, questioning the reliability of sources of ideas and information
- create texts for different purposes

Strands: Language: Expressing and developing ideas; Literacy: Interpreting, analysing, evaluating; Creating texts

ACELA1537 Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language

ACELY1721 Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose

- identifying the purpose and possible audience for a text

ACELY1723 Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources

ACELY1725 Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas

ACELA1547 Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts

ACELY1732 Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text

- making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources

ACELY1734 Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

ACELY1736 Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate

TABLE 3

▷ Students review the data on pages 25-26 of TRADE AND INVESTMENT AT A GLANCE 2019. Students discuss the data and consider notable observations, eg:

  ▷ 1,422,000 visits were made to Australia by people living in China and 1,371,000 visits were made to Australia by people living in New Zealand (some of these are likely to be repeat visits)

▷ Students explore:

  ▷ Tourism Australia's Corporate website: http://www.tourism.australia.com/en

  ▷ Tourism Research Australia's website: www.tra.gov.au

  ▷ Department of Home Affairs website: https://www.homeaffairs.gov.au

▷ Using Tourism Australia's Corporate website (and its useful links) http://www.tourism.australia.com/en or popular tourist sites, eg Lonely Planet www.lonelyplanet.com, students identify popular tourist destinations for international tourists. These include:

  ▷ Bondi Beach (Sydney, NSW)

  ▷ Broome and the Kimberley region (Western Australia)

  ▷ Cradle Mountain - Lake St. Clair National Park (Tasmania)

  ▷ Daintree National Park (Queensland)

  ▷ Great Barrier Reef (Queensland)

  ▷ Great Ocean Road (Victoria)

  ▷ Kakadu National Park (Northern Territory)

  ▷ Kangaroo Island (South Australia)

  ▷ MONA - Museum of Old and New Art (Hobart, Tasmania)

  ▷ Phillip Island Nature Parks - Penguin Parade (Victoria)

  ▷ Sydney Harbour Bridge (NSW)

  ▷ Sydney Opera House (NSW)

  ▷ Uluru (Northern Territory)

▷ Students select a destination that is popular with international tourists and investigate ways in which Aboriginal and Torres Strait Islander cultures are included in the tourist experience.

  Students then find examples of Aboriginal and Torres Strait Islander enterprises that operate within or alongside their selected tourist destination.

▷ Students use digital technologies to present their findings to the class. They can report on:

  ▷ the name of an Indigenous enterprise

  ▷ what the enterprise sells, eg guided walks, boat trips, books, artworks

  ▷ the link between the enterprise and a popular tourist destination

  ▷ when the enterprise began

  ▷ arrangements with local tourism operators, who might direct tourists to the enterprise

  ▷ challenges facing the enterprise (if any)

  ▷ possible reasons for the success of the enterprise

CCP Aboriginal and Torres Strait Islander Histories and Cultures:

OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place

OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation

OI.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally

SUGGESTIONS FOR ASSESSMENT

Examples of criteria that can be used to assess students' presentations on Aboriginal and Torres Strait Islander enterprises include:

- breadth of sources used to investigate enterprises
- accuracy of information
- breadth and depth of information: have all requirements been addressed in the students' presentations?
- use of images, text and data in presentations
- acknowledgements of sources of information, images and data

FROM THE ACHIEVEMENT STANDARD

Year 8 Economics and Business
By the end of Year 8, students:
- explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market
- develop questions and gather relevant data and information from different sources to investigate an economic or business issue
- develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts

DOMAIN (LEARNING AREA): HUMANITIES AND SOCIAL SCIENCES: ECONOMICS AND BUSINESS

Strands: Economics and Business Knowledge and Understanding; Economics and Business Skills

ACHEK028 The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets
- investigating the innovative ways Aboriginal and Torres Strait Islander Peoples utilise their cultural knowledge in contemporary contexts in enterprising ways (for example, cultural tourism and other business ventures that harness traditional knowledge of art, medicines and food derived from the environment)

ACHES033 Gather relevant data and information from a range of digital, online and print sources
- organising and categorising data and/or information (for example, constructing a table showing the differences between types of businesses)

ACHES034 Interpret data and information displayed in different formats to identify relationships and trends

ACHES037 Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions
- constructing appropriate displays of information and data to show trends and relationships (for example, preparing a data show which includes visual displays including graphs and charts as well as text to present findings and conclusions)

TABLE 4

▶ Tell students that they will be preparing presentations that explain the importance of Asia to Australia's international trade. Their presentations will need to include information about Asian export markets, sources of imports, tourism (as both an export and import service), free trade agreements and significant economic organisations (for instance the WTO and APEC).

▶ Students determine the style of their presentation, eg slideshows, posters, speeches, videos.

▶ Students' presentations must include data from TRADE AND INVESTMENT AT A GLANCE 2019. Any other sources must be acknowledged in the presentations.

▶ Students decide which pieces of information they will include in their presentations from pages 12-30, 31-35, 47-59 of TRADE INVESTMENT AT A GLANCE 2019.

▶ The class suggests structures for their presentations, eg:
  ▷ introduction, including an opening statement about the importance of Asia to Australian trade
  ▷ observations and statistics about exports
  ▷ observations and statistics about imports
  ▷ discussion about tourism, free trade agreements and economic forums
  ▷ conclusion, which supports the opening statement

▶ Students prepare storyboards, wireframes and/or plans for their presentations. They share these with a number of classmates to seek constructive criticism.

▶ Students agree on criteria to use when assessing presentations. These might include:
  ▷ depth of information
  ▷ use of source material, ie TRADE AND INVESTMENT AT A GLANCE 2019, especially data
  ▷ use of trade-specific language
  ▷ ability to put information into students' own words
  ▷ effectiveness of presentation: concise, informative, expressive, easy to follow

▶ Students deliver their presentations to the class or groups of classmates. The audience rates the presentations according to the agreed criteria and submits the ratings to the teacher, who also assesses the students' presentations

GC Literacy: Comprehending texts through listening, reading and viewing

GC Literacy: Composing texts through speaking, writing sand creating

▶ Please refer to the final learning experience above.

Organising Ideas

OI.5 Collaboration and engagement with the peoples of Asia support effective regional and global citizenship

OI.7 Australians play a significant role in social, cultural, political and economic developments in the Asia region

TABLE 5

▸ Students review the data on pages 29-30 of TRADE AND INVESTMENT AT A GLANCE 2019. They discuss unknown terms and find definitions. Useful sources include the following:

  ▸ ABS: www.abs.gov.au
  ▸ WTO technical notes: www.wto.org/english/res_e/statis_e/its2003_e/technotes_e.htm
  ▸ United Nations Standard International Trade Classification Rev 4 https://unstats.un.org/unsd/tradekb/Knowledgebase/50017/Standard-International-Trade-Classification-Revision-4?Keywords=Classifications

The students can then enter the terms and definitions in a glossary of trade terms, eg:

  ▸ wool and other animal hair (including tops) - 'tops' means wool tops, which are semi-processed, long-fibre raw wool products
  ▸ oil-seeds and oleaginous fruits, soft - includes groundnuts, soya beans, cotton seeds, sunflower seeds, sesame seeds, rape, colza and mustard seeds
  ▸ cereal preparations - foods made into breakfast foods, bread, cakes, etc

▸ Students compare the export value of different commodities and determine whether the export income for each is increasing or decreasing. Students suggest reasons for rises and falls in exports of particular commodities.

▸ Students note the most significant changes in exports of agricultural commodities, eg

  ▸ wool and other animal hair (including tops): increase of 22.1%
  ▸ wood in chips or particles: increase of 19.7%
  ▸ cotton: increase of 19.1%
  ▸ vegetables: decrease of 37.9%

▸ Students critically review the charts on pages 29-30 and list their strengths and weaknesses. For example, the chart on page 29 provides a clear indication of the growing value of agricultural exports to the Australian economy. On the other hand, it is difficult to determine the exact value of exports for any particular year.

▸ Students suggest additional charts that could be provided to support the ones on pages 29-30, eg the value of commodities for each of the previous five years, along with industry forecasts for the next five years.

▸ Classes may email their combined feedback to the Department of Foreign Affairs and Trade at trade@dfat.gov.au

Students present a summary of the charts on pages 29-30 of TRADE AND INVESTMENT AT A GLANCE 2019, including:

- overall trend in the value of agricultural exports
- Australia's most valuable agricultural exports
- notable trends and changes in agricultural exports, and possible reasons for these
- strengths and weaknesses of the charts provided on pages 29-30 of TRADE AND INVESTMENT AT A GLANCE 2019
- additional data that would enhance understanding of agricultural exports
- provide feedback to DFAT

Key Idea: Interpreting statistical information: interpret data displays

- compare, interpret and assess the effectiveness of different data displays of the same information
- evaluate media statistics and trends by linking claims to data displays, statistics and representative data

TABLE 6

- Students note the figures on page 24 of TRADE AND INVESTMENT AT A GLANCE 2019 that refer to 'Education-related travel', ie:
  - Income: $32.4 billion
  - % share of exports: 36.8%
  - % increase during 2016-17: 15.5%

- Students discuss what they believe Education-related travel is. They can use the internet to find definitions.

  Education-related travel refers to education fees paid by people whose study is provided by Australian educational institutions, as well as living expenses incurred if foreign students are living in Australia. Some international students continue to live in their own countries while studying online or by correspondence. Others choose to live in Australia while they are studying.

- Students pose questions to begin an investigation into the provision of education to international students. Examples of questions include:
  - How many international students are enrolled in Australian institutions?
  - What countries do international students come from?
  - What sorts of institutions are international students enrolled in?
  - What courses do international students study?
  - What proportion of international students study in Australia?
  - Where do international students live when they are staying in Australia?
  - What are the overall trends in Education-related travel? Is it growing, declining or remaining stable?

- Students use online and hard-copy resources to find answers to their questions. Some useful websites include:
  - Australian Bureau of Statistics abs.gov.au. Search for 'goods' and 'services'.
  - Australian Government Department of Education and Training https://www.education.gov.au/. Search using 'international students'.
  - Australian Trade and Investment Commission www.austrade.gov.au. Search using 'education related travel exports'.
  - Department of Home Affairs https://www.homeaffairs.gov.au. Search for 'student visa applications'.
  - Study in Australia https://www.studyinaustralia.gov.au/

- It is also helpful for students to visit the web pages of universities and colleges to gather more information.

- Students can modify their questions if they are unable to find answers. They can also comment on the usefulness of various sources in helping them find relevant information easily.

- Teachers can review the suitability of questions prepared by students regarding international students, and the accuracy and relevance of answers submitted.
- Teachers can also take into account the references used by students, as well as the comments students made about each.

Key Idea: Inquiring - identifying, exploring and organising information and ideas

Pose questions
- Pose questions to probe assumptions and investigate complex issues
- Pose questions to critically analyse complex issues and abstract ideas

Identify and clarify information and ideas
- clarify information and ideas from texts or images when exploring challenging issues

Organise and process information
- critically analyse information and evidence according to criteria such as validity and relevance
- critically analyse independently sourced information to determine bias and reliability

TABLE 7

- Students review the content on pages 31-35 of TRADE AND INVESTMENT AT A GLANCE 2019 and document and identify terms they are unfamiliar with, eg APEC, EU28, OECD, Medicaments (useful sources include the following):
  - ABS: www.abs.gov.au
  - WTO technical notes: www.wto.org/english/res_e/statis_e/its2003_e/technotes_e.htm
  - United Nations Standard International Trade Classification Rev 4 https://unstats.un.org/unsd/tradekb/Knowledgebase/50017/Standard-International-Trade-Classification-Revision-4?Keywords=Classifications

- Students find meanings for these terms and enter them in a glossary of trade terms.

  On page 34, exports of 'Personal travel (excluding education) services' refers to short term visitors' expenditure in Australia, mainly for recreational purposes.

- Students compare data on pages 32 and 34 and consider which goods and services might be imported from different countries, eg many passenger motor vehicles are likely to be imported from Japan.

- Students review the list of imports on page 35 and classify the items as being essential and non-essential. Students justify their classifications.

- Students consider the impact that a possible transition to electric cars might have on imports in the next 20 years.

- Students discuss the possible consequences of restricting imports from particular countries. They can investigate the effects of protectionism to inform their discussion. What might the economic and social consequences be for Australia if we limited imports from particular nations? Students might wish to explore the WTO website for member disputes (www.wto.org).

- Students determine how many of the top 10 import nations are located in Asia. They can calculate the value of Asian imports and the percentage of total imports sourced from Asia using the data on page 33.

- Students debate the statement, 'Australians should holiday in Australia, not overseas'. Some points that might be raised include:
  - Australians spend money when they travel overseas. This money could have remained in Australia
  - Holidaying in Australia creates jobs and industries for Australians.
  - Holidaying in Australia boosts the national economy, raising the standard of living for all Australians.
  - Money spent in Australia can improve infrastructure and services in local regions.
  - If Australians stopped visiting other countries, people from other countries might stop visiting Australia.
  - International travel creates jobs in the travel sector, eg travel agents, insurance providers.
  - Australians are enriched by experiences in other cultures.
  - Australians can act as ambassadors when travelling overseas, inviting people in other countries to visit Australia.

CCP Asia and Australia's Engagement with Asia

Examples of criteria that can be used to assess students' responses to questions, and performance in a debate, include:

- appropriateness of students' responses
- willingness to contribute to class discussions
- use of logic when predicting possible outcomes
- clarity, relevance and cohesiveness of points made in a debate
- ability to address points raised by the opposing debating team
- expression when speaking in a debate

Year 9 Economics and Business

By the end of Year 9, students:

- gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships
- develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts

Year 10 Economics and Business

By the end of Year 10, students:

- gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions
- develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions

Strands Economics and Business Knowledge and Understanding; Economics and Business Skills

ACEHEK038 Australia as a trading nation and its place within the rising economies of Asia and broader global economy

- identifying participants in the open Australian economy including household, business, finance, government and foreign sectors
- identifying Australia's major trading partners in the Asia region and the items of trade

ACHEK039 Why and how participants in the global economy are dependent on each other

- exploring Australia's interdependence with other economies and brainstorming the ways that consumers, producers, workers and governments interact with other economies

ACHES049 and ACHES061 Reflect on the intended and unintended consequences of economic and business decisions

TABLE 8

LEARNING EXPERIENCES MAY INCLUDE:

▸ Students review the content on pages 4-11 of the TRADE AND INVESTMENT AT A GLANCE 2019 document and identify terms they are unfamiliar with, eg OECD, INWARD FDI – STOCKS, Net exports, per capita, interest rates – 90 day bills. Students find meanings for these terms and enter them in a glossary of Economics and Business terms.

▸ In groups or as a class, students read pages 4-11 and discuss the meaning of the data. Students identify:
  ▸ data that shows improvement in the economy
  ▸ data that shows the economy is not improving
  ▸ data that seems surprising, eg Australia has completed 27 years of annual economic growth
  ▸ data they regard as being predictable

▸ Students study the economic indicators presented on page 8. If they are unsure of the meaning of an indicator, they can discuss it with their classmates and teachers, or seek an explanation online or from text sources. For each indicator, they provide a brief summary of the economy's performance, eg Exports of goods and services: 7.9% increase from 2016-17 to 2017-18.

▸ Students note significant changes in economic performance in 2017-18, eg 9.0% increase in imports of goods and services.

▸ Students identify correlations (and inverse correlations) between the employment figures on page 8 and other indicators, eg the annual growth in employed persons grew by 3.0% between 2016-17 and 2017-18, and the percentage change in GDP rose by 2.8% in the same period. Students discuss possible reasons for these correlations.

▸ Students use the table on pages 10-11 to determine which industries have added most to their value in 2017-18. They compare the figures in the percentage columns to find industries where there is a significant difference in value added compared to people employed. For example, the mining industry has a 1.8% share of people employed, but has enjoyed an 8.8% increase in their share of gross value added to the economy. Conversely, retail trade has 10.3% share of people employed but the percentage increase in gross value is 4.6%.

GC Numeracy: Interpreting statistical information

SUGGESTIONS FOR ASSESSMENT

▸ Students prepare written or verbal reports that explain what key economic indicators reveal about the state of the Australian economy in 2017-18, and how these appear to influence and/or correlate with employment rates.

▸ Students use data from pages 4-11 of the TRADE AND INVESTMENT AT A GLANCE 2019 document to support their observations, and indicate where data might be inadequate for drawing further conclusions.

FROM THE ACHIEVEMENT STANDARD

Year 10 Economics and Business

By the end of Year 10, students:

▸ explain why and how governments manage economic performance to improve living standards

▸ give explanations for variations in economic performance and standards of living within and between economies

▸ gather and analyse reliable data and information ... explain relationships and make predictions

▸ develop and present evidence-based conclusions and reasoned arguments

DOMAIN (LEARNING AREA): HUMANITIES AND SOCIAL SCIENCES - ECONOMICS AND BUSINESS

Strands: Economics and Business Knowledge and Understanding; Economics and Business Skills

ACEHEK050 Indicators of economic performance and how Australia's economy is performing

▸ identifying indicators of economic performance such as economic growth rates, unemployment trends, inflation rates, sustainability indexes

▸ investigating the performance of the Australian economy using key indicators and explaining fluctuations using phases of the business cycle

ACHEK051 The links between economic performance and living standards, and how and why variations exist within and between economies

▸ investigating the ways living standards can be measured (for example, gross domestic product (GDP), Human Development Index (HDI) or total quality of life index)

ACHES056 Gather relevant and reliable data and information from a range of digital, online and print sources

▸ collecting data and information from a variety of sources relevant to the issue or event being investigated

ACHES060 Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts

▸ using economics and business terms and concepts such as indicators, economic performance, business cycle, organisational structure, workforce management, interest rates

TABLE 9

LEARNING EXPERIENCES MAY INCLUDE:

▶ What do we mean when we use the term 'foreign investment'? Students brainstorm suggestions.

Foreign investment is a term we use when people in one country spend money to acquire assets in another country. For example, an American food company might buy shares in an Australian company. This brings money from overseas into Australia. In this instance, the US is a source of foreign investment in Australia.

Likewise, Australians might invest in businesses overseas. For example, an Australian company might buy a share of a business in Singapore. In this example, Singapore is a foreign investment destination for Australia.

Two-way investment partners are ones who invest in each other's countries.

▶ Students review the information on pages 36-46 of TRADE AND INVESTMENT AT A GLANCE 2019. They identify:
  ▷ Australia's top 5 two-way investment partners at the end of 2017
  ▷ Australia's top 10 total investment sources at the end of 2017
  ▷ Australia's top 10 total investment destinations at the end of 2017

▶ The charts on pages 37-38 list countries in order of total investment. Students create their own charts with countries listed in order of direct investment.

▶ Students compare the total amount of money invested in Australia at the end of 2017 (page 37) to the total amount Australians invested in other countries (page 38). Which figure is greater? By how much?

▶ Page 36 indicates that the US, UK, Japan, Belgium, and Hong Kong are Australia's top 5 two-way investment partners, yet these are not the top 5 investment destinations. Ask students to find out how the top 5 two-way investment partners are determined.

GC Numeracy: Interpreting statistical information

SUGGESTIONS FOR ASSESSMENT

▸ Teachers can review students' responses to the questions listed above.

▸ Students can complete a task that indicates they understand the meanings of:
  ▹ foreign investment
  ▹ foreign investment source
  ▹ foreign investment destination
  ▹ foreign direct investment
  ▹ two-way investment

▸ Students list Australia's top 5 two-way investors, investment sources and investment destinations.

FROM THE ACHIEVEMENT STANDARD

The activities above do not address the Year 9 Mathematics Achievement Standard.

Year 10 Mathematics Achievement Standard:

By the end of Year 10, students:

▸ evaluate statistical reports

DOMAIN (LEARNING AREA): MATHEMATICS

Strand: Statistics and Probability: Data representation and interpretation

ACMSP228 Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources

ACMSP253 Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data investigating the use of statistics in reports regarding the growth of Australia's trade with other countries of the Asia region

TABLE 10

▸ In small groups or as a class, students read pages 47-59 of TRADE INVESTMENT AT A GLANCE 2017. Students discuss passages they don't understand and ask for the teacher's help if necessary.

▸ Students summarise the key points on page 47-56, eg:

  ▹ Australia is committed to an open global economy.

  ▹ Australia will work with partners and global institutions to protect and shape rules that promote economic growth, trade liberalisation and free markets.

  ▹ The Australian Government will ensure the lowest possible barriers to trade and investment ... including through modern free trade agreements.

  ▹ Using the diagram on pages 52-53, students create a list of free trade agreements that are in force, that are concluded but not yet in force, and that are prospective.

▸ Students discuss the terms 'protectionism', 'trade liberalisation', 'free markets', 'barriers to trade', and 'free trade agreements'. They determine whether the Australian Government supports a trade position of protectionism vs free trade. Students identify the benefits of free trade agreements listed on pages 51-56.

▸ Students summarise the benefits of trade and investment on pages 57-59.

Teachers assess students' ability to articulate and summarise key points, as well as identify priorities and values expressed in the text.

Key Idea: Comprehending texts through listening, reading and viewing: navigate read and view learning area texts

Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations

Australian Government

Department of Foreign Affairs and Trade

Education Services Australia