

TABLE 1

RESOURCE: 2010s SNAPSHOT - DATA

YEAR LEVEL: 7

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students locate slide 1 of the SNAPSHOT, which displays Australian exports to five major trading partners in 2014-15. What is the total value of goods exported to China, Japan, Korea, USA and India? What percentage is this figure of the total value of all goods exported in 2014-15, ie \$255.5 billion?
- ▶ What percentage of total goods exported is sent to the Asian countries of China, Japan, Korea and India?
- ▶ Slide 2 shows five major sources of imports to Australia in 2014-15. What is the value of Chinese imports? Compare with the value of exports to China in slide 1. Which is of greater value: Australian exports to China, or imports from China? What is the difference?
- ▶ Repeat the previous task for US exports and imports. What do you notice?
- ▶ The total value of goods exported in 2014-15 was \$255.5 billion. Slide 3 indicates that the value of iron ore and concentrates exports was \$54.5 billion. What is this figure as a percentage of total goods exported?
- ▶ Slide 4 shows the top 5 goods imported in 2014-15. The top 2 imports are passenger cars and refined petroleum. What is the combined worth of these imports? What percentage is this figure of the total goods imported, ie \$268.7 billion?

LINKS TO GENERAL CAPABILITIES (GC)

GC Numeracy: Using fractions, decimals, percentages, ratios and rates

SUGGESTIONS FOR ASSESSMENT

- ▶ Students present data about Australian exports and imports in 2014-15, using charts and graphs of their own design.
- ▶ Students use data in the 2010s SNAPSHOT to justify conclusions about the value of Australia's trading partners.

FROM THE ACHIEVEMENT STANDARD

Year 7 Mathematics:

By the end of Year 7, students:

- ▶ solve problems involving percentages
- ▶ use percentages, and their equivalences
- ▶ express one quantity as a fraction or percentage of another

DOMAIN (LEARNING AREA): MATHEMATICS

Strand: Number and Algebra: Real numbers

ACMNA158 Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies:

- ▶ using authentic problems to express quantities as percentages of other amounts

TABLE 2

RESOURCES:

- ▶ 1988 TOURISM EMERGES AS A MAJOR EXPORT - VIDEO
- ▶ 1980s-2010S SNAPSHOTS - DATA

YEAR LEVELS: 7 AND 8

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students view the 1988 TOURISM EMERGES AS A MAJOR EXPORT video and discuss the benefits of tourism to the Australian economy.
- ▶ Students guess what the value of tourism is to the Australian economy. They then select the 2010s SNAPSHOT and proceed to slide 6, titled 'Services Trade'. The second entry in the *Total services exports* column, 'Personal travel (excludes education)', gives an indication of the value of a key component of tourism in 2014-15. What is the figure? What is this figure as a percentage of total services exports?
- ▶ Students review the SNAPSHOT for each decade, beginning with the 1960s and finishing with the 2010s. Students locate the data for Personal travel (excludes education) for each decade under *Total services exports*. Please note the slide numbers and titles change in the SNAPSHOTS, but *Total services exports* remains constant. Students record the Personal travel figure for each decade.
- ▶ Having recorded the income for Personal travel for each decade between the 1960s and 2010s, students determine the decades in which the amount has increased most significantly. Students also determine the percentage of total services exports represented by Personal travel. These figures can be compared to determine the comparative value of travel to the Australian economy from the 1960s to the 2010s.
- ▶ Based on data gathered in the previous activities, students forecast the value of Personal travel as an export item for the 2020s. Students justify their forecasts using trends and observations from the previous six decades.

LINKS TO GENERAL CAPABILITIES (GC)

GC Numeracy: Using fractions, decimals, percentages, ratios and rates

SUGGESTIONS FOR ASSESSMENT

- ▶ Note the accuracy of students' recordings and calculations.
- ▶ Review the logic and statistical consistency of students' forecasts for Personal travel in the 2020s.

FROM THE ACHIEVEMENT STANDARD

Year 7 Mathematics:

By the end of Year 7, students:

- ▶ solve problems involving the comparison, addition and subtraction of integers
- ▶ solve problems involving percentages
- ▶ compare the cost of items to make financial decisions
- ▶ express one quantity as a fraction or percentage of another

Year 8 Mathematics:

By the end of Year 8, students:

- ▶ solve everyday problems involving rates, ratios and percentages
- ▶ explain issues related to the collection of data
- ▶ use efficient mental and written strategies to carry out the four operations with integers

DOMAIN (LEARNING AREA): MATHEMATICS

Strands: Number and Algebra; Statistics and Probability

ACMNA158 Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies

- ▶ using authentic problems to express quantities as percentages of other amounts

ACMNA280 Compare, order, add and subtract integers

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

ACMNA187 Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies

TABLE 3

RESOURCES: 1900-2010 SNAPSHOTS - DATA

YEAR LEVELS: 7-10

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students use slides 1 and 2 of each SNAPSHOT to track Australia's trade with one or more Asian nations. For example, Japan first appears as a trading partner in the 1910 SNAPSHOT. Exports to Japan grew until the 1930s. Japan doesn't appear as a trading partner at all in the 1940s. Why might this be? Trade resumed in the 1950s and by the 1970s Japan was Australia's leading export market. In the 1980s it was both the leading importer and exporter. Although trade continues to grow, Japan is no longer Australia's biggest export market in the 2010s. Again, why might this be?
- ▶ Students use slide 3 of each SNAPSHOT to follow trade in specific exports. For example, wool was Australia's biggest export item from the 1900s to the 1960s. In the 1910s, 40s and 50s wool was worth more than four times as much as the next biggest export. Why might this have been? Wool ceased to be Australia's leading export in the 1970s. By the 2000s it was no longer in the top 5 exports. Again, why might this have been?
- ▶ Students use slides 1 and/or 2 of the SNAPSHOTS to determine the changing value of Asian countries to Australia as export markets and/or source of imports. For example, in the 1900s, Sri Lanka (Ceylon) - the only Asian country - purchased 5.5% of exports. India provided 2.8% of imports. By the 1960s, Japan and China contributed 21.5% of export dollars and Japan provided 8.9% of imports. In the 2010s, Asian countries bought at least 58.3% of exports and were the source of at least 39.5% of imports.

LINKS TO CONTENT DESCRIPTIONS (CD)

CD ACHEK038 Australia as a trading nation and its place within the rising economies of Asia and broader global economy

SUGGESTIONS FOR ASSESSMENT

Students use data in the SNAPSHOTS to support their observations of trade with Asian nations between 1900 and 2015.

DOMAIN (CROSS-CURRICULUM PRIORITY): ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Organising Ideas

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

TABLE 4

RESOURCE:
2007 NEW RECORD SET FOR INDIGENOUS ART - TEXT

YEAR LEVELS: 7-10

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students read 2007 NEW RECORD SET FOR INDIGENOUS ART then search online for information about Clifford Possum's painting 'Warlugulong'. A useful source is the National Gallery of Australia www.nga.gov.au. Students report on where and when the artwork was created, what the painting represents, and its significance in the growing popularity of Indigenous Australian art.
- ▶ Students use the internet to view and research examples of Indigenous Australian art. Useful sources include the National Gallery of Australia www.nga.gov.au, the Museum of Contemporary Art www.mca.com.au, the National Gallery of Victoria www.ngv.vic.gov.au, the Queensland Art Gallery and Gallery of Modern Art www.qagoma.qld.gov.au and the Art Gallery of Western Australia www.artgallery.wa.gov.au.
- ▶ Students select two or more Indigenous artworks and prepare digital presentations about them. In their presentations, students provide information about:
 - ▶ the artists
 - ▶ where and when the artworks were created
 - ▶ the media used to create the artworks
 - ▶ what is represented in the artworks
 - ▶ significant features of the artworks
- ▶ It is important that students acknowledge all of their sources in their presentations.

LINKS TO CONTENT DESCRIPTIONS (CD)

CD ACAVAM118 Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork

CD ACAVAR124 Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples

CD ACAVAR131 Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks

SUGGESTIONS FOR ASSESSMENT

Examples of criteria that can be used to assess students' presentations include:

- ▶ breadth of sources used to investigate Indigenous Australian artworks
- ▶ accuracy of information
- ▶ depth of students' information, ie is the information comprehensive?
- ▶ apparent understanding of the media used and the artists' techniques
- ▶ apparent understanding of the significance of the artworks

DOMAIN (CROSS-CURRICULUM PRIORITY): ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Organising Ideas

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

TABLE 5

RESOURCE: VIEW CHARTS TAB

YEAR LEVELS: 7 AND 8

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students analyse data on each of the four charts available on the VIEW CHARTS tab. It is important to hover over the Australia icons to access useful information.
- ▶ Students corroborate the DFAT data with other sources, eg the Australian Bureau of Statistics <https://www.abs.gov.au/international-trade>, Parliament of Australia <https://www.aph.gov.au/> and the World Integrated Trade Solution <https://wits.worldbank.org/CountryProfile/en/AUS>
- ▶ Students identify similarities and differences in the data gathered. They note instances when comparing data was difficult and explain the reasons why.

LINK TO CONTENT DESCRIPTION (CD):

CD ACTDIP025 Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness

SUGGESTIONS FOR ASSESSMENT

Students report on the ease with which they located and compared data about Australian trade, and the factors that supported or complicated this undertaking.

DOMAIN (GENERAL CAPABILITY): INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Strand: Investigating with ICT: Define and plan information searches

Use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation

TABLE 6

RESOURCE:
2010 AANZFTA ENTERS INTO FORCE - VIDEO

YEAR LEVEL: 9

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students research and define content-specific terms used in the video, eg AANZFTA, ASEAN, plurilateral, middle-to-upper purchasing power, services productivity.
- ▶ Dr Ganeshan Wignaraja says, 'This is essentially the Pacific century'. Using maps of the Pacific region, students discuss Dr Wignaraja's statement and suggest reasons behind it with the class.
- ▶ Leith Doody notes that the population of ASEAN is 600 million. Students identify the countries that make up ASEAN and determine the populations of each.
- ▶ According to Mr Doody, which services are in demand in ASEAN countries? Can Australia provide these services? Students brainstorm the benefits these services offer the Australian economy.
- ▶ Leith Doody and Andrew McCredie refer to a stronger middle class that '... really demands high-quality services'. Students investigate why there is a growing middle class in ASEAN countries and why there is an increased demand for services.
- ▶ Research and report on the benefits of AANZFTA, as provided on the DFAT and AANZFTA websites <https://dfat.gov.au> and <https://aanzfta.asean.org/>. This research can be used to report on the social, environmental and economic consequences of AANZFTA.

LINKS TO CROSS-CURRICULUM PRIORITIES (CCP) AND GENERAL CAPABILITIES (GC):

CCP Asia and Australia's Engagement with Asia

CCP Sustainability

GC Intercultural Understanding: Recognising culture and developing respect

SUGGESTIONS FOR ASSESSMENT

- ▶ Students report on the likely social, environmental and economic consequences of AANZFTA.
- ▶ Students prepare presentations that demonstrate how the provision of a service to ASEAN countries will benefit the Australian economy.

FROM THE ACHIEVEMENT STANDARD

Year 9 Business and Economics:

By the end of Year 9, students:

- ▶ explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy
- ▶ 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

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

Strand: Economics and Business Knowledge and Understanding

ACHEK038 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
- ▶ explaining the objectives of the Australian economy to satisfy needs and wants through the production and distribution of goods and services

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

ACHES046 Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action

- ▶ using a range of criteria (social, economic, environmental) to select and justify a preferred option

TABLE 7

RESOURCES:

- ▶ 1914 WORLD WAR I BREAKS OUT, ENDING IN 1918 - VIDEO
- ▶ 1916 THE UK PURCHASES THE ENTIRE AUSTRALIAN WOOL CLIP - TEXT
- ▶ 1920 AUSTRALIA PRODUCES HALF OF WORLD'S MERINO WOOL - VIDEO

YEAR LEVEL: 9

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students view the video 1914 WORLD WAR I BREAKS OUT, ENDING IN 1918. The video explains some of the reasons why the world went to war in 1914. What are these reasons?
- ▶ At the 2.00-minute mark in the video, a map shows countries that were aligned with the Central Powers and those that were part of the Allied Powers. Which countries made up the Central Powers? With which countries was Australia aligned?
- ▶ According to the text in 1916 UK PURCHASES THE ENTIRE AUSTRALIAN WOOL CLIP, why did the United Kingdom import all of Australia's wool clip?
- ▶ The text notes that the wool was purchased at '... a high fixed price'. Given that Australia was an ally of the United Kingdom in WWI, and part of the British Empire, was it reasonable for the wool to be sold at a high price? Class members can debate this issue.
- ▶ In the video that accompanies 1920 AUSTRALIA PRODUCES HALF OF THE WORLD'S MERINO WOOL, James Stevens notes that '... wool was a huge export industry for Australia. Of all the early industries that developed in Australia, the wool industry became the strongest very quickly'. Why were merino sheep important to the development of the industry? Why might the United Kingdom have been such a larger importer of Australian wool, even after WWI?

SUGGESTIONS FOR ASSESSMENT

- ▶ Students debate the merits of charging a premium for wool during WWI.
- ▶ Students investigate and report on other goods that Australia exported during WWI, eg meat and butter.

FROM THE ACHIEVEMENT STANDARD

Year 9 History:

By the end of Year 9, students:

- ▶ analyse the causes and effects of events and developments and make judgments about their importance
- ▶ explain the motives and actions of people at the time
- ▶ develop texts, particularly explanations and discussions, incorporating historical interpretations

DOMAIN (LEARNING AREA): HUMANITIES AND SOCIAL SCIENCES - HISTORY

Strand: Historical knowledge and understanding: World War I

ACDSEH021 An overview of the causes of World War I and the reasons why men enlisted to fight in the war

ACDSEH096 The impact of World War I, with a particular emphasis on Australia including the changing role of women

- ▶ investigating examples of the war's impact on Australia's economy and society (for example, the development of the steel industry in Newcastle and the implementation of the War Precautions Act)

TABLE 8

RESOURCE:

POST-FEDERATION ARTICLE: AUSTRALIA'S TRADE SINCE FEDERATION - TEXT

YEAR LEVELS: 9 AND 10

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students research what Gross Domestic Product (GDP) is, and what it includes. They can post explanations of GDP from different sources in the classroom and compare the similarities and differences.
- ▶ Students read POST-FEDERATION ARTICLE: AUSTRALIA'S TRADE SINCE FEDERATION together or in groups. They note terms and concepts they are unfamiliar with then seek definitions for these. The definitions can be shared with the class to seek further clarification if need be.
- ▶ After reading the article, students identify a topic that is addressed in the text. They highlight the sections of text and the charts that relate to the chosen topic. Examples of possible topics include:
 - ▶ the changing nature of Australian exports and/or imports
 - ▶ trade with Asia
 - ▶ diversification of export markets
 - ▶ the value of personal travel to the Australian economy
 - ▶ Australia's trading partners: 1901-2015
 - ▶ Changes in international investment: 1950-2015
- ▶ Students use other sources to research their chosen topics then compile their information.
- ▶ Students prepare presentations on their chosen topics. Presentations might include combinations of texts, charts, images, video, audio or animations. They can be in the form of reports, digital slideshows, videos, charts or whatever is considered most effective. Regardless of the format, the presentations can be used to accompany verbal explanations of the topics. It is essential that all sources of information are acknowledged appropriately.

LINKS TO GENERAL CAPABILITIES (GC)

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' presentations include:

- ▶ accuracy of information
- ▶ relevance of information to the selected topic
- ▶ diversity of presentation, eg use of more than one type of media
- ▶ effective use of presentation media
- ▶ verbal delivery of presentations, taking into account expression, pace, body language, engagement with the audience, etc
- ▶ appropriate acknowledgement of source material

FROM THE ACHIEVEMENT STANDARD

Year 9:

By the end of Year 9, students:

- ▶ evaluate and integrate ideas and information from texts to form their own interpretations
- ▶ demonstrate how manipulating language features and images can create innovative texts
- ▶ make presentations and contribute actively to class and group discussions
- ▶ edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation

Year 10:

By the end of Year 10, students:

- ▶ develop their own style by experimenting with language features, stylistic devices, text structures and images
- ▶ make presentations and contribute actively to class and group discussions
- ▶ demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts

DOMAIN (LEARNING AREA): ENGLISH

Strand: Literacy

ACELY1741 Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes

- ▶ using graphics and text animations to accompany spoken text, for example presenting a news item suitable for a current affairs program that aligns image to spoken text, or establishing humour by creating a disjunct between sound, image and spoken text

ACELY1744 Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts

ACELY1746 Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features

- ▶ creating informative and argumentative texts with explanations, details and evidence

ACELY1750 Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage

ACELY1754 Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence

ACELY1756 Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues

TABLE 9

RESOURCE: 2011 MASSIVE GROWTH IN
IRON ORE EXPORTS - VIDEO

YEAR LEVELS: 9 AND 10

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ In the video, reporter Aela Callan lists four Asian countries that are major importers of Australian mining commodities. Students identify and locate the countries.
- ▶ Ms Callan refers to a 'resources-fuelled bubble'. Students consider how the gold mine near Boddington demonstrates the concept of a 'bubble'. According to Paul Carrots and Steve Derek, how does the bubble impact on the township?
- ▶ The Al Jazeera news presenter mentions the deficit as an indicator of the state of the Australian economy. Students research what 'the deficit' refers to and find data that shows whether it has increased, decreased or remained stable over the last two years. Students share their findings with the class and note differences in their research.
- ▶ Associate Professor Steve Keen notes that China's expansion has been because of 'the biggest monetary stimulus we've seen'. According to Prof Keen, how did China stimulate its economy? Why is this a risky undertaking?
- ▶ What do you think Associate Professor Steve Keen means when he says that China can '... turn on a dime when a decision is made to change direction'. Why does this concern him?
- ▶ There is a number of indicators that are used to determine the state of the Australian economy. These include:
 - ▶ Consumer Price Index (CPI)
 - ▶ economic growth
 - ▶ employment rate
 - ▶ Gross Domestic Product (GDP)
 - ▶ inflation
 - ▶ lending to households and businesses
 - ▶ terms of trade
 - ▶ value of the Australian dollar against the US dollar
 - ▶ wage growth
- ▶ Students select at least two indicators to investigate, then prepare a report that explains the purpose of the chosen indicators. They use data from the indicators to demonstrate the state of the Australian economy over a given period, eg five years. Students complete a summary that explains the performance of the economy using the indicators to support their conclusions. Useful resources include the Australian Bureau of Statistics www.abs.gov.au and the Reserve Bank of Australia www.rba.gov.au (search using Key Economic Indicators Snapshot).

LINKS TO GENERAL CAPABILITIES (GC)

GC Information and Communication Technology (ICT):

Investigating with ICT

SUGGESTIONS FOR ASSESSMENT

Examples of criteria that can be used to assess students' reports on economic indicators include:

- ▶ breadth of sources used to investigate economic indicators
- ▶ accuracy of information
- ▶ apparent understanding of the indicators, eg economic indicators are explained in a clear and ordered fashion
- ▶ selection and presentation of data
- ▶ use of data to justify conclusions

FROM THE ACHIEVEMENT STANDARD

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

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

Strand: Economics and Business Knowledge and Understanding

ACHEK038 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
- ▶ explaining the objectives of the Australian economy to satisfy needs and wants through the production and distribution of goods and services
- ▶ identifying Australia's major trading partners in the Asia region and the items of trade
- ▶ explaining the impact of global events on the Australian economy and its trade and investment relations with other countries (for example, a natural disaster in a country of the Asia region)

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

ACHEK050 Indicators of economic performance and how Australia's economy is performing

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

TABLE 10

RESOURCE:
AUSTRALIA'S TRADE THROUGH TIME - WEBSITE

YEAR LEVELS: 9 AND 10

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Individually or in pairs, students interact with the AUSTRALIA'S TRADE THROUGH TIME website, familiarising themselves with the format and organisation of the site. Along with the texts, charts, images and videos, it is important that students familiarise themselves with the SNAPSHOTS for each decade.
- ▶ Tell students that they will make a presentation to the class that explains a concept that is explored on the website. The presentations can be delivered by individuals, pairs or small groups. Examples of concepts include:
 - ▶ the rise of Asia in Australian trade
 - ▶ the changing value of agriculture to the Australian economy
 - ▶ protectionism vs free trade
 - ▶ Australia's trading relationship with New Zealand
 - ▶ the impact of international conflicts on Australian trade
 - ▶ the value of the British Commonwealth to Australian trade in the 20th century
 - ▶ Australian imports 1901-2015
- ▶ Students plan their investigation. They formulate questions and hypotheses, seek and compare data, ratify data using alternative sources, suggest alternative interpretations of the data, make predictions based on their interpretations, and determine logical ways of presenting their information to classmates.
- ▶ Students' presentations must use the AUSTRALIA'S TRADE THROUGH TIME website, along with at least one other source. The presentation must use at least three locations on the AUSTRALIA'S TRADE THROUGH TIME website.
- ▶ Useful websites for students to refer to include:
 - ▶ Asia Education Foundation www.asiaeducation.edu.au
 - ▶ Australian Bureau of Statistics www.abs.gov.au
 - ▶ Department of Foreign Affairs and Trade www.dfat.gov.au
 - ▶ Reserve Bank of Australia www.rba.gov.au
- ▶ Outline criteria for assessment of presentations to the students. These might include:
 - ▶ use of the AUSTRALIA'S TRADE THROUGH TIME website to explain a concept
 - ▶ accuracy and relevance of information to the concept
 - ▶ use of additional sources to complement the AUSTRALIA'S TRADE THROUGH TIME website
 - ▶ use of economic terms in the presentation
 - ▶ consistency of interpretations and predictions with the data presented
 - ▶ ability to respond to classmates' questions
 - ▶ apparent understanding of the concept
 - ▶ effectiveness of presentations

SUGGESTIONS FOR ASSESSMENT

Please refer to the examples of criteria listed in learning experiences on the previous page.

FROM THE ACHIEVEMENT STANDARD

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

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

Strand: Economics and Business Skills

ACHES043 Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation

- ▶ establishing questions and/or hypotheses to form the basis of an investigation into a selected issue or event
- ▶ devising the steps needed for an investigation and modifying the questions and the plan to respond to changing circumstances

ACHES044 Gather relevant and reliable data and information from a range of digital, online and print sources

ACHES048 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 interdependence, trade, comparative advantage, globalisation, supply chain, insurance, savings buffer, intrapreneur, competitive advantage, costs, benefits

ACHES055 Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation

- ▶ devising the steps needed for an investigation, and evaluating and modifying the plan or adjusting the research focus as appropriate

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
- ▶ representing data and information in a format to aid interpretation and analysis (for example, providing a timeline of events and/or providing a graph showing changes in data)

ACHES057 Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives

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
- ▶ communicating findings of the investigation in appropriate formats (for example, web pages, financial statements, spreadsheets, graphs and reports)

TABLE 11

RESOURCES: 1921 AUSTRALIA SENDS FIRST TRADE COMMISSIONER TO CHINA - IMAGE AND TEXT

YEAR LEVELS: 9 AND 10

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Why are Asian countries referred to as ‘the East’? What does this suggest about the way Australia viewed the world in 1921? Is this still the case?
- ▶ Students research the history of China’s trade with the world, including the Silk Road, the importance of Guangzhou in the mid-18th century, the opium trade in the 19th century, and the significance of porcelain, silk and tea in Chinese trade.
- ▶ Students locate the China fact sheet on the DFAT website <https://dfat.gov.au>. They identify the value of Australia’s imports and exports to China in the last financial year. What are the major products and services that are traded between the countries?
- ▶ Education-related travel is Australia’s major service export to China. Students suggest what ‘education-related travel’ involves. They can then research the topic to confirm or modify their suggestions.
- ▶ Mr Little’s appointment to China was short-lived. Students research the duration of Mr Little’s term in Shanghai and why it was ended by the Minister for Trade and Customs.
- ▶ It is often said that Chinese immigration to Australia began during the Gold Rush in the 1860s, although Chinese traders might have visited northern Australia prior to European settlement in 1788. Students investigate what is known about interactions between Australia and China in the years prior to 1972, when Australia established diplomatic relations with the People’s Republic of China.

LINKS TO CONTENT DESCRIPTIONS (CD) AND GENERAL CAPABILITIES (GC):

CD ACDSEH094 Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s)

CD ACDSEH142 The position of the Asian society in relation to other nations in the world around the turn of the 20th century (ie 1900), including the influence of key ideas such as nationalism

GC Intercultural understanding: recognising culture and developing respect

SUGGESTIONS FOR ASSESSMENT

- ▶ Students explain the Euro-centric world view that refers to Asian countries as ‘the East’, and why this view was adopted by Australians.
- ▶ Students describe an aspect of Chinese trade, either historical or current. They can list the countries involved, the goods and services being traded, the reasons why the trade thrived (and possibly ended), the period in which it occurred, and its enduring significance.

DOMAIN (CROSS-CURRICULUM PRIORITY): ASIA AND AUSTRALIA’S ENGAGEMENT WITH ASIA

Organising Ideas

OI.3 The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour

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

OI.6 Australia is part of the Asia region and our histories from ancient times to the present are linked

TABLE 12

RESOURCE: 1986 'AUSTRALIAN MADE'
LOGO LAUNCHED - VIDEO

YEAR LEVELS: 9 AND 10

LEARNING EXPERIENCES MAY INCLUDE:

- ▶ Students identify visual elements in the video that have been used to engage and inform viewers, eg still images, logos, text bands, landscapes.
- ▶ What techniques has the filmmaker used to make still images more interesting for viewers?
- ▶ Some features of the video have little to do with the Australian Made, Australian Grown logo, but reinforce the notion of Australian identity. What are some examples of these?
- ▶ Does the video represent a diversity of cultures and ages? Is there an equal representation of men and women? What sort of people are featured?
- ▶ Students discuss why they think this video has been made. What are the intended outcomes? Does the video achieve these?
- ▶ Students identify aspects of the video that are most effective in engaging, informing and appealing to viewers. They also note features that compromise the viewers' experience.

LINK TO CONTENT DESCRIPTION (CD):

CD ACELA1572 Evaluate the impact on audiences of different choices in the representation of still and moving images

SUGGESTIONS FOR ASSESSMENT

Students prepare an assessment of the video, identifying its intended outcomes, visual elements, film-making techniques, strengths and weaknesses, and determining its overall effectiveness.

DOMAIN (GENERAL CAPABILITY): LITERACY

Strand: Visual knowledge: Understand how visual elements create meaning

Evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances



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