

Economics and Business Level 10

End-of-level review

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End-of-level review — Economics and Business Level 10

End-of-level review — one cumulative paper across Chapters 1–4

Chapters 1–4 · all 16 sections · all 16 content description codes · Chapter 5 booklet

Total: 65 marks · Part 1 (Government and the economy): 17 marks · Part 2 (Business competitiveness, work and financial decision-making): 17 marks · Part 3 (Skills: investigating and interpreting): 12 marks · Part 4 (Skills: evaluating, deciding and communicating): 19 marks

Planned for about 100 minutes. This paper is untimed — there is no time to beat. This is an open-book paper: this workbook is the only resource you need.

This is a school-designed paper. It is not a VCAA instrument. Achievement at Level 10 is reported against the Victorian Curriculum achievement standard on teacher judgement; the marks here are one source of evidence towards that judgement.

Conditions

- Completion is **untimed**. The 100 minutes is planning guidance only; take as long as you need.
- **Reading support** is permitted. Your teacher may read any question out to you if you need it. Reading is not what is being looked at, and your teacher will not help with the answer.
- **The paper is open-book**. Every item that needs data names the section and the figure or table to use. This workbook is the only resource you need; no other resource is needed or allowed.
- Answer every question in the space provided. The marks for each part are shown in brackets. Write your answers on the ruled lines.
- For the contested items (Q5 and Q19), marks go to the quality of your reasoning and your use of evidence — not to the side you choose or the conclusion you reach. Both sides must be stated at full strength where the item asks for it.

Weighting of the 65 marks — published here, as planned, so teachers can see the balance:

Part	Sections	Marks
Part 1 — Government and the economy	1A–1D	17
Part 2 — Business competitiveness, work and financial decision-making	2A–2E	17
Part 3 — Skills: investigating and interpreting economics and business issues	3A–3D	12
Part 4 — Skills: evaluating, deciding and communicating	4A–4C	19
Total		65

Every one of the book's 16 content description codes is assessed at least once:

Code	Section	Items
VC2HE10K01	1A	Q1, Q2

Code	Section	Items
VC2HE10K02	1B	Q3
VC2HE10K03	1C	Q4, Q19
VC2HE10K04	1D	Q5
VC2HE10K05	2A	Q6, Q7
VC2HE10K06	2B	Q8
VC2HE10K07	2C	Q9
VC2HE10K08	2D	Q10
VC2HE10K09	2E	Q11
VC2HE10S01	3A	Q12, Q20
VC2HE10S02	3B	Q13, Q20
VC2HE10S03	3C	Q14
VC2HE10S04	3D	Q15
VC2HE10S05	4A	Q16
VC2HE10S06	4B	Q17, Q20
VC2HE10S07	4C	Q18, Q19, Q20

What this paper reports against — the Levels 9 and 10 achievement standard for Economics and Business. The standard is not reproduced in this book; the code table above and the marking guide trace every item to the curriculum codes it assesses.

In this review you will:

- define leakages and injections and classify the flows of the circular flow (Q1)
- read the Budget 2026-27 position and trace it into the circular flow (Q2)
- find where the government's money goes and explain a progressive tax (Q3)
- build the unemployment rate, read two gauges together and say what GDP leaves out (Q4)
- assess a contested claim about Australia's trade concentration (Q5)
- define competitive advantage and say why it must be defended (Q6)
- weigh a business's crisis response through its public relations actions (Q7)
- explain how a training decision travels the chain to competitive advantage (Q8)
- name the layers of the workplace safety net and the roles of unions and employer groups (Q9)
- read the risk-and-return trade-off and respond to a scam (Q10)
- name the three pillars of retirement income and the Superannuation Guarantee (Q11)
- test a survey question, find its faults and fix it (Q12)
- plan an investigation: steps, loop-back and sources (Q13)
- read a trend and apply the cause tests (Q14)
- sort misinformation from disinformation and reach a verdict (Q15)
- classify the costs and benefits of a decision (Q16)
- tell authenticity from validity and spot a stale reading (Q17)
- build a strong sentence: term, figure, source (Q18)
- present both sides of a contested policy call at full strength (Q19)
- plan a newsletter article across all four chapters (Q20)

Part 1 — Government and the economy

Q1–Q5 · sections 1A–1D · 17 marks

Q1 (2 marks · VC2HE10K01) Section 1A models the economy as a circular flow of income and spending.

- (a) Using Figure 2 in section 1A, define the terms *leakage* and *injection*. (1 mark)

- (b) Classify each of these as a leakage or an injection: household saving; taxes; business investment; government spending. (1 mark)

Q2 (4 marks · VC2HE10K01)

- (a) Using Figure 4 in section 1A, state whether the Australian Government’s Budget 2026-27 is planned to be in surplus or in deficit, and give the receipts and payments figures you read from the figure. (2 marks)

- (b) Using the chain in Figure 6 in section 1A, explain how the Budget position you gave in part (a) reaches the circular flow. Name the steps in order. (2 marks)

Q3 (3 marks · VC2HE10K02)

- (a) Using Figure 2 in section 1B, name the largest single area of Australian Government spending in 2026-27 and the amount spent on it. (1 mark)

- (b) Using Figure 5 in section 1B, explain what makes Australia’s personal income tax *progressive*, and say how that design redistributes income. (2 marks)

Q4 (4 marks · VC2HE10K03)

- (a) Using Figure 4 in section 1C, write out the calculation that produces the unemployment rate, with the two numbers the figure gives. (1 mark)

- (b) Using Figure 3 and Figure 7 in section 1C, describe the direction of the CPI over the months shown, state what the Reserve Bank did with the cash rate at its August 2026 meeting, and explain how the 2–3% inflation target links the two. (2 marks)

(c) Section 1C states limits of GDP as a measure of the economy. Name one thing GDP leaves out and explain it in one sentence. (1 mark)

Q5 (4 marks · VC2HE10K04) “Australia’s trade concentration on China has been more of a risk than a reward.”

Assess this claim using the four-step assess method from section 1D. Your answer must cite at least three different figures from section 1D and must state both sides at full strength. Marks go to the quality of your reasoning and your use of evidence, not to the conclusion you reach.

Part 2 — Business competitiveness, work and financial decision-making

Q6–Q11 · sections 2A–2E · 17 marks

Q6 (3 marks · VC2HE10K05)

(a) Define *competitive advantage* as section 2A uses the term. (1 mark)

(b) Using Table 1 and Figure 1 in section 2A, name one business from the table and the route to advantage it took. (1 mark)

(c) Figure 1 in section 2A says an advantage is maintained only by defending it. Explain why. (1 mark)

Q7 (3 marks · VC2HE10K05)

(a) Define *public relations* as section 2A uses the term. (1 mark)

(b) Using Figure 6 in section 2A, state two actions Optus took in the weeks after the data breach became public. (1 mark)

(c) Section 2A states a defence and a criticism of the Optus response. State one criticism. (1 mark)

Q8 (3 marks · VC2HE10K06)

(a) Using the chain in Figure 2 in section 2B, explain how a decision to train employees can end in a competitive advantage. Name the links in order. (2 marks)

(b) Using Figure 7 in section 2B, name one financial and one non-financial motivation strategy. (1 mark)

Q9 (3 marks · VC2HE10K07)

(a) Using Figure 2 in section 2C, name the four layers of the workplace safety net from the bottom up. (1 mark)

(b) State the rule that links the four layers. (1 mark)

(c) Using Figure 4 in section 2C, state one role of a trade union and one role of an employer group. (1 mark)

Q10 (3 marks · VC2HE10K08)

(a) Using Figure 2 in section 2D, state the general relationship between risk and return. (1 mark)

(b) Using Figure 8 in section 2D, name the scam type with the largest reported losses in 2025. (1 mark)

(c) Using Figure 9 in section 2D, explain what you should do — and why speed matters — if you have sent money and think you have been scammed. (1 mark)

Q11 (2 marks · VC2HE10K09)

(a) Using Figure 5 in section 2E, name the three pillars of retirement income. (1 mark)

(b) State the current Superannuation Guarantee rate, who pays it, and from what date the current rate applies. (1 mark)

Part 3 — Skills: investigating and interpreting economics and business issues

Q12–Q15 · sections 3A–3D · 12 marks

Q12 (3 marks · VC2HE10S01) A student proposes to investigate this question: “Is the government’s Budget a disaster for young families?”

- (a) Using Figure 3 in section 3A, name the five tests a strong investigation question must pass. (1 mark)

- (b) Name two tests the student’s question fails, with a reason for each. (1 mark)

- (c) Using two of the modification moves in Figure 5 in section 3A, rewrite the question so that it passes the tests. (1 mark)

Q13 (3 marks · VC2HE10S02)

- (a) Using Figure 1 in section 3B, name the five steps of the investigation method in order. (1 mark)

- (b) Explain what the loop-back arrow in Figure 1 means and when an investigator uses it. (1 mark)

- (c) A student wants to answer: “Is borrowing more expensive now than it was a year ago?” Using Figure 2 in section 3B, choose the source that fits best and classify it as primary or secondary. (1 mark)

Q14 (3 marks · VC2HE10S03)

- (a) Using Figure 1 in section 3C, name the three tools for reading a trend. (1 mark)

- (b) Using Figure 4 in section 3C, describe the direction and strength of the goods trade balance trend over the period the figure covers, and identify one turning point. (1 mark)

- (c) Using Figure 2 in section 3C, name two of the five tests for deciding whether one thing caused another. (1 mark)

Q15 (3 marks · VC2HE10S04)

- (a) Using Figure 1 in section 3D, distinguish *misinformation* from *disinformation*. (1 mark)

- (b) Using Figure 2 in section 3D, name two of the six tests information must pass to count as verified. (1 mark)

- (c) Figure 8 in section 3D gives four possible verdicts for a conclusion chain. A claim is checked: some of the evidence supports it, the rest does not. Which verdict applies? (1 mark)

Part 4 — Skills: evaluating, deciding and communicating

Q16–Q20 · sections 4A–4C · 19 marks

Q16 (3 marks · VC2HE10S05)

- (a) Using Figure 1 in section 4A, name the five steps of the decision method. (1 mark)

- (b) Section 4A works through a student’s decision about a Saturday cafe job. Classify each of these into one of the four quadrants of Figure 2 in section 4A: the pay received; travel costs; less time with friends; skills and experience for a resume. (2 marks)

Q17 (3 marks · VC2HE10S06)

- (a) Using Figure 1 in section 4B, explain the difference between *authenticity* and *validity*. (1 mark)

- (b) Using Figure 2 in section 4B, name the top rung and the bottom rung of the source ladder, and state what the ladder does — and does not — tell you. (1 mark)

- (c) Figure 6 in section 4B gives three claims (A, B and C) built from the same inflation data. Asked in August 2026, “How fast are prices rising now?”, which claim is valid evidence, and why are the other two not? (1 mark)

Q18 (3 marks · VC2HE10S07)

- (a) Using Figure 1 in section 4C, name the five parts of an argument. (1 mark)

- (b) Rewrite this sentence using the strong-sentence pattern in Figure 3 in section 4C — one correct term, one real figure from section 1C, and one named source: “The jobs situation is pretty good at the moment.” (1 mark)

- (c) Figure 7 in section 4C models a reply that opens with the word “True —”. Explain what that opening does and why it strengthens the reply. (1 mark)

Q19 (4 marks · VC2HE10K03 and VC2HE10S07) “The Reserve Bank made the right call for Australian households when it held the cash rate at its August 2026 meeting.”

Present the strongest case on each side of this claim, then give your own reasoned judgement. Your answer must use at least one figure from section 1A or section 1C and at least one figure from section 4B. Marks go to the quality of your reasoning and your use of evidence, not to the judgement you reach.

Q20 (6 marks · VC2HE10S01, VC2HE10S02, VC2HE10S06 and VC2HE10S07) Your school newsletter has asked you for a short article answering this question: **“Is this a good time to be looking for a first full-time job?”** Plan the article, using the skills of Chapters 3 and 4 and the evidence of Chapters 1 and 2 of this book.

- (a) Rewrite the newsletter’s question as one focused investigation question, then split it into two sub-questions. Use the tests from section 3A. (2 marks)

- _____
- _____
- (b) Choose two sections from two different chapters of this book whose figures you would use as evidence. For each: name the section, name one figure or table in it, and state what it would show in your article. (2 marks)

- _____
- _____
- (c) Using the five-part argument structure of section 4C, state the position your article will reach and one thing that would change your mind. (1 mark)

- _____
- _____
- (d) Your article will quote one social media post. Using section 4B, name one check you would run on the post before quoting it, and state what a failed check means. (1 mark)

Mark record

Question	Code	Worth	Given
Q1 — leakages and injections	VC2HE10K01	2	
Q2 — the Budget 2026-27 position	VC2HE10K01	4	
Q3 — spending and progressive tax	VC2HE10K02	3	
Q4 — reading the indicators	VC2HE10K03	4	
Q5 — trade concentration on China	VC2HE10K04	4	
Q6 — competitive advantage	VC2HE10K05	3	
Q7 — public relations in a crisis	VC2HE10K05	3	
Q8 — the human resource management chain	VC2HE10K06	3	
Q9 — the workplace safety net	VC2HE10K07	3	
Q10 — risk, scams and protection	VC2HE10K08	3	
Q11 — the pillars of retirement income	VC2HE10K09	2	
Q12 — testing and fixing a question	VC2HE10S01	3	
Q13 — the investigation method	VC2HE10S02	3	
Q14 — trends and cause tests	VC2HE10S03	3	
Q15 — verified information	VC2HE10S04	3	
Q16 — costs and benefits of a decision	VC2HE10S05	3	
Q17 — authenticity and validity	VC2HE10S06	3	
Q18 — building a strong sentence	VC2HE10S07	3	
Q19 — the held cash rate	VC2HE10K03 and VC2HE10S07	4	
Q20 — the newsletter article	VC2HE10S01, VC2HE10S02, VC2HE10S06 and VC2HE10S07	6	
Total		65	

Marking guide — End-of-level review

End-of-level review — Economics and Business Level 10: marking guide and fully-worked solutions

Marking guide and fully-worked solutions for the end-of-level review paper · Chapters 1–4 · all 16 content description codes · Chapter 5 booklet

Total: 65 marks · Part 1 (Government and the economy): 17 marks · Part 2 (Business competitiveness, work and financial decision-making): 17 marks · Part 3 (Skills: investigating and interpreting): 12 marks · Part 4 (Skills: evaluating, deciding and communicating): 19 marks

Planned for about 100 minutes. This paper is untimed — there is no time to beat. This is an open-book paper: this workbook is the only resource needed.

This is a school-designed paper. It is not a VCAA instrument. Achievement at Level 10 is reported against the Victorian Curriculum achievement standard on teacher judgement; the marks here are one source of evidence towards that judgement.

About this guide

This guide is written for a teacher marker — no specialist economics or business background beyond Chapters 1–4 of this book is needed. Each item is restated as it appears on the paper, followed by its marking points and, where one helps, a model answer. Award a mark when the student's answer matches an acceptable response or says the same idea in other words. Do not award half marks. The marks are a record that evidence was seen against each content description; they are not used to rank students.

Marks at a glance

Part	Items	Marks
Part 1 — Government and the economy	Q1–Q5	17
Part 2 — Business competitiveness, work and financial decision-making	Q6–Q11	17
Part 3 — Skills: investigating and interpreting economics and business issues	Q12–Q15	12
Part 4 — Skills: evaluating, deciding and communicating	Q16–Q20	19
Total		65

General marking rules

- Own words are accepted everywhere; so is wording quoted from the book. Award the mark when the answer matches an acceptable response below or says the same idea.
- Do not award half marks. Where a part asks for several elements for one mark, the mark needs all of them unless the marking point says otherwise.
- Spelling and grammar do not lose marks unless the answer cannot be understood.
- The paper is open-book. An answer that cites a different figure or table from the one named in the model solution earns full marks when the alternative genuinely supports the answer.
- **Contested items are marked on reasoning, not conclusion.** For Q5 and Q19 (and the judgement parts of Q20), a well-reasoned answer on either side earns full marks. Both sides must be stated at full strength where the item asks for it — a one-sided answer cannot score full marks on those parts. Marks go to the linkage of evidence to judgement, never to the side chosen.
- Model solutions quote the book's own figures. Accept the student's reading of the same figure even where it is rounded differently, provided it is faithful to the figure.

Fully-worked solutions

Each question is restated below as it appears on the paper, followed by its marking points. Figures and tables are referred to by their numbers in the book's own sections; every number quoted in a model solution is the book's own.

Part 1 — Government and the economy

Q1 (2 marks · VC2HE10K01) Section 1A models the economy as a circular flow of income and spending.

- (a) Using Figure 2 in section 1A, define the terms *leakage* and *injection*. (1 mark)
- (b) Classify each of these as a leakage or an injection: household saving; taxes; business investment; government spending. (1 mark)

Solution

- (a) a leakage is money that leaves the circular flow of income and spending; an injection is money that enters the flow from outside ordinary consumer spending. 1 mark for both definitions.
- (b) household saving — leakage; taxes — leakage; business investment — injection; government spending — injection. 1 mark for all four; no half marks.

Q2 (4 marks · VC2HE10K01)

- (a) Using Figure 4 in section 1A, state whether the Australian Government's Budget 2026-27 is planned to be in surplus or in deficit, and give the receipts and payments figures you read from the figure. (2 marks)
- (b) Using the chain in Figure 6 in section 1A, explain how the Budget position you gave in part (a) reaches the circular flow. Name the steps in order. (2 marks)

Solution

- (a) deficit. 1 mark. Payments of \$829.6 billion exceed receipts of \$798.1 billion — a gap of \$31.5 billion. 1 mark for both figures (the gap may be given instead of, or as well as, the two totals).
- (b) the government puts more money into the flow than it takes out, so the chain runs: money flows to producers and households (as sales revenue, wages and payments) → households have more to spend → producers sell more and hire more → the spending flow grows; if the economy is near full capacity, prices feel pressure. 1 mark for the first two links in order; 1 mark for reaching the grown flow (jobs, incomes, or the price-pressure note).

Marker note: the deficit is a net injection — running the levers the other way (surplus) shrinks the flow, and an answer that says this earns the mark for the chain as long as the direction matches part (a).

Q3 (3 marks · VC2HE10K02)

- (a) Using Figure 2 in section 1B, name the largest single area of Australian Government spending in 2026-27 and the amount spent on it. (1 mark)
- (b) Using Figure 5 in section 1B, explain what makes Australia's personal income tax *progressive*, and say how that design redistributes income. (2 marks)

Solution

- (a) social security and welfare; \$308.7 billion. 1 mark for both.
- (b) progressive: each extra dollar of income is taxed at a higher marginal rate, so the average rate rises with income — Figure 5's worked points show \$60,000 paying an average 14.6% while \$150,000 pays 24.6%. 1 mark. Redistribution: higher-income households contribute a larger share of their income, and the revenue funds transfers and universal services that lower-income households rely on more heavily, shifting income down the distribution. 1 mark.

Q4 (4 marks · VC2HE10K03)

- (a) Using Figure 4 in section 1C, write out the calculation that produces the unemployment rate, with the two numbers the figure gives. (1 mark)
- (b) Using Figure 3 and Figure 7 in section 1C, describe the direction of the CPI over the months shown, state what the Reserve Bank did with the cash rate at its August 2026 meeting, and explain how the 2–3% inflation target links the two. (2 marks)
- (c) Section 1C states limits of GDP as a measure of the economy. Name one thing GDP leaves out and explain it in one sentence. (1 mark)

Solution

- (a) unemployment rate = unemployed ÷ labour force × 100 = 691,500 ÷ 15,498,700 × 100 ≈ 4.5% (4.46 rounded), where the labour force = 14,807,200 employed + 691,500 unemployed. 1 mark for a correct calculation faithful to the figure; accept the student's own rounding.
- (b) the CPI fell month by month over the months shown (4.6% in March to 3.8% in June 2026) but stayed above the 2–3% target band; the Reserve Bank held the cash rate at its August 2026 meeting. 1 mark for both descriptions. Link: with inflation above target but falling, the target is the reason the Board could hold rather than rise — the earlier rises were still working through, and the falling readings pointed back towards the band. 1 mark.
- (c) any one, with a sentence of explanation: unpaid work (caring for family, volunteering) is not counted; damage to the environment is not measured; how income is shared — GDP can rise while many households are no better off. 1 mark.

Marker note: section 1C also gives limits of the unemployment rate (people who stop looking leave the count; under-employed people count as employed). Those limits belong to a different gauge — accept only a GDP limit here.

Q5 (4 marks · VC2HE10K04) “Australia’s trade concentration on China has been more of a risk than a reward.”

Assess this claim using the four-step assess method from section 1D. Your answer must cite at least three different figures from section 1D and must state both sides at full strength. Marks go to the quality of your reasoning and your use of evidence, not to the conclusion you reach.

Solution

Marked on the four steps of section 1D’s assess method:

Step 1, goals (1 mark): what Australia wants from trade — higher living standards, jobs, stable prices, fair treatment of workers, a liveable environment.

Step 2, data (1 mark): any three different figures from section 1D, e.g. China takes about 24.0% of two-way trade and Asia about two-thirds (Figure 6); two-way trade ≈ \$1.3 trillion with a +\$67.8b surplus in 2023–24 (Figure 1), and trade ≈ 47% of GDP (Figure 3); the iron-ore price collapse from above US\$180 in 2011 to under US\$50 by late 2015 and the spillover chain that followed (Figure 9); the mining boom lifting the terms of trade to their highest level in many decades by 2011; the dollar’s swings from US\$0.48 to above parity and back (Figure 7).

Step 3, both sides at full strength (1 mark): reward — concentrated demand from a fast-growing customer drove the export income that funds the standard of living, record terms of trade and the boom years that financed wages and services; risk — one-partner dependence imports other countries’ downturns (the 2015 ore-price collapse rippled through export income, the dollar and mining jobs), and structural change closed car-making by 2017.

Step 4, reasoned judgement (1 mark): any conclusion tied to the evidence cited, e.g. “the concentration paid well while demand lasted, but the 2015 shock shows the risk is real, so the judgement turns on diversification” — or the opposite. A well-reasoned judgement for the opposite conclusion, citing the same figures, earns full marks; the reasoning carries the mark, not the side chosen.

Marker note: fewer than three different figures caps the mark at 2; a one-sided answer caps the mark at 2.

Part 2 — Business competitiveness, work and financial decision-making

Q6 (3 marks · VC2HE10K05)

- (a) Define *competitive advantage* as section 2A uses the term. (1 mark)
- (b) Using Table 1 and Figure 1 in section 2A, name one business from the table and the route to advantage it took. (1 mark)
- (c) Figure 1 in section 2A says an advantage is maintained only by defending it. Explain why. (1 mark)

Solution

- (a) an edge that makes customers choose a business ahead of its rivals — and keep choosing it — because it offers something the rivals do not match. 1 mark.
- (b) any one Table 1 business with its Figure 1 route: Woolworths or Coles — mostly the cheaper route (scale and convenience); Kmart — the cheaper route (very low prices through huge sales volumes); Bunnings — different and cheaper (widest range, lowest-price promise, experience); Qantas or Canva — the different route (network and brand / a product rivals did not match). 1 mark for a correct pair.
- (c) because rivals copy what works: an advantage lasts only while the business keeps improving or finds the next edge. 1 mark.

Q7 (3 marks · VC2HE10K05)

- (a) Define *public relations* as section 2A uses the term. (1 mark)
- (b) Using Figure 6 in section 2A, state two actions Optus took in the weeks after the data breach became public. (1 mark)
- (c) Section 2A states a defence and a criticism of the Optus response. State one criticism. (1 mark)

Solution

- (a) work to build and look after the public image of a business by earning attention and good will, rather than by buying advertising space. 1 mark.
- (b) any two from the Figure 6 timeline: apologised publicly and set up a “war room” of about 150 staff; commissioned an outside review; committed a \$140 million support package; offered free credit protection to the worst-hit; paid to replace stolen passports. 1 mark for two.
- (c) any one stated criticism: the breach itself exposed the risk of holding data on up to 10 million people; communication cannot undo lost trust; the chief executive fell anyway (November 2023) — image finally follows conduct. 1 mark.

Q8 (3 marks · VC2HE10K06)

- (a) Using the chain in Figure 2 in section 2B, explain how a decision to train employees can end in a competitive advantage. Name the links in order. (2 marks)
- (b) Using Figure 7 in section 2B, name one financial and one non-financial motivation strategy. (1 mark)

Solution

- (a) HRM decision (training) → employees become skilled and motivated → productivity rises (more or better output per hour) → unit costs fall and service improves → competitive advantage (customers keep coming back; sales hold or grow). 1 mark for at least three links in order; 1 mark for reaching competitive advantage. The feedback arrow (success funds more training and better pay) may be noted but is not required.
- (b) financial, any one: pay rises; bonuses for agreed goals; extra pay for weekends, late nights or public holidays; money-value benefits (cheaper meals, parking, car use). Non-financial, any one: recognition; interesting or varied work; a say in how the work is done; flexible hours or working from home where the job allows; training and a path to better jobs; a safe, friendly, well-run workplace. 1 mark for one of each family.

Q9 (3 marks · VC2HE10K07)

- (a) Using Figure 2 in section 2C, name the four layers of the workplace safety net from the bottom up. (1 mark)
- (b) State the rule that links the four layers. (1 mark)
- (c) Using Figure 4 in section 2C, state one role of a trade union and one role of an employer group. (1 mark)

Solution

- (a) bottom to top: the National Employment Standards plus the national minimum wage → modern awards → enterprise agreements → contracts and above-award pay. *1 mark for all four in order.*
- (b) each higher layer can give more, never less — nothing can cut below the layer underneath it. *1 mark.*
- (c) union, any one: recruits and joins members; bargains over pay and conditions; represents members in disputes and at the Fair Work Commission; organises protected industrial action after a ballot; runs campaigns.
Employer group, any one: recruits businesses; argues the employers' side in wage reviews; advises members on awards, agreements and the law; pushes to keep costs and paperwork down; speaks in hearings on new minimum standards. *1 mark for one of each.*

Q10 (3 marks · VC2HE10K08)

- (a) Using Figure 2 in section 2D, state the general relationship between risk and return. (1 mark)
- (b) Using Figure 8 in section 2D, name the scam type with the largest reported losses in 2025. (1 mark)
- (c) Using Figure 9 in section 2D, explain what you should do — and why speed matters — if you have sent money and think you have been scammed. (1 mark)

Solution

- (a) lower risk typically brings lower returns; higher risk brings the chance of higher returns but bigger losses. *1 mark.*
- (b) investment scams (\$837.7m of reported losses in 2025 — the amount is not required). *1 mark.*
- (c) the PROTECT step: act fast — call your bank at once, report to Scamwatch and ReportCyber, and get free support from IDCARE. Speed matters because speed saves money: the faster the bank is called, the better the chance of stopping the payment. *1 mark for actions plus the reason for speed.*

Q11 (2 marks · VC2HE10K09)

- (a) Using Figure 5 in section 2E, name the three pillars of retirement income. (1 mark)
- (b) State the current Superannuation Guarantee rate, who pays it, and from what date the current rate applies. (1 mark)

Solution

- (a) pillar 1: the Age Pension (the government safety net); pillar 2: compulsory super (the Superannuation Guarantee); pillar 3: voluntary savings. *1 mark for all three.*
- (b) 12%; employers pay it, on top of wages, on qualifying earnings; from 1 July 2025. *1 mark for all three elements.*

Part 3 — Skills: investigating and interpreting economics and business issues

Q12 (3 marks · VC2HE10S01) A student proposes to investigate this question: “Is the government’s Budget a disaster for young families?”

- (a) Using Figure 3 in section 3A, name the five tests a strong investigation question must pass. (1 mark)
- (b) Name two tests the student’s question fails, with a reason for each. (1 mark)
- (c) Using two of the modification moves in Figure 5 in section 3A, rewrite the question so that it passes the tests. (1 mark)

Solution

- (a) Focused; Open; Evidence you can reach; Neutral; Sized right. *1 mark for all five.*
- (b) any two with reasons, e.g. Neutral — “disaster” is a loaded word that builds the answer into the question; Open — it is a yes/no question that can be answered without investigation; Focused or Sized right — “the Budget” and “young families” are not pinned to a time, place or group; Evidence you can reach — “disaster” cannot be measured as stated. *1 mark for two failed tests with reasons.*
- (c) any rewrite that passes the tests, e.g. “How do the tax and spending decisions in the 2026-27 Australian Government Budget affect the cost of living for young families?” — using move 4 (open a closed question) and move 5 (strip loaded words); moves 2–3 (name the group, name the place/time) may also appear. *1 mark for a question that passes the five tests with two moves visible.*

Q13 (3 marks · VC2HE10S02)

- (a) Using Figure 1 in section 3B, name the five steps of the investigation method in order. (1 mark)
- (b) Explain what the loop-back arrow in Figure 1 means and when an investigator uses it. (1 mark)
- (c) A student wants to answer: “Is borrowing more expensive now than it was a year ago?” Using Figure 2 in section 3B, choose the source that fits best and classify it as primary or secondary. (1 mark)

Solution

- (a) Locate → Select → Organise → Analyse → Conclude. *1 mark for all five in order.*
- (b) the method is not one-way: when a gap shows up at any step — missing data, a weak source, an unclear result — the investigator loops back to an earlier step (usually Locate or Select) and runs the loop again. *1 mark.*
- (c) the Reserve Bank of Australia (its statistics and cash-rate and lending-rate material) — a secondary source. *1 mark for a fitting source correctly classified as secondary.* Accept a bank’s own published rates (a business source, secondary); do not accept “own survey” — the student cannot survey the year’s borrowing costs.

Q14 (3 marks · VC2HE10S03)

- (a) Using Figure 1 in section 3C, name the three tools for reading a trend. (1 mark)
- (b) Using Figure 4 in section 3C, describe the direction and strength of the goods trade balance trend over the period the figure covers, and identify one turning point. (1 mark)
- (c) Using Figure 2 in section 3C, name two of the five tests for deciding whether one thing caused another. (1 mark)

Solution

- (a) direction; strength; turning points. 1 mark for all three.
- (b) direction: down — the goods surplus of mid-2022 fell towards near-balance through the period the figure covers; strength: a strong fall that flattens towards the end; one turning point: the June 2026 month, when the balance rose sharply on the previous month. 1 mark for a description faithful to the figure with one turning point; accept the student's own reading of the figure's numbers.
- (c) any two: do the two things really move together in the data, clearly and consistently; does the timing fit — the cause must come before the effect; is there a believable story for how the cause produces the effect; have other factors been checked — a third factor may be driving both; does the pattern show up in other data sets, times or places. 1 mark for two.

Q15 (3 marks · VC2HE10S04)

- (a) Using Figure 1 in section 3D, distinguish *misinformation* from *disinformation*. (1 mark)
- (b) Using Figure 2 in section 3D, name two of the six tests information must pass to count as verified. (1 mark)
- (c) Figure 8 in section 3D gives four possible verdicts for a conclusion chain. A claim is checked: some of the evidence supports it, the rest does not. Which verdict applies? (1 mark)

Solution

- (a) misinformation is false information not meant to harm; disinformation is false information made on purpose to deceive. 1 mark for both, with the intent distinction. (Mal-information — true information used to harm — may be noted but is not required.)
- (b) any two: it comes from a primary source; the method is shown; it is dated and current; it is independently backed; it is consistent with other verified information; it is correctable. 1 mark for two.
- (c) partly supported. 1 mark.

Part 4 — Skills: evaluating, deciding and communicating

Q16 (3 marks · VC2HE10S05)

- (a) Using Figure 1 in section 4A, name the five steps of the decision method. (1 mark)
- (b) Section 4A works through a student's decision about a Saturday cafe job. Classify each of these into one of the four quadrants of Figure 2 in section 4A: the pay received; travel costs; less time with friends; skills and experience for a resume. (2 marks)

Solution

- (a) define the issue and the options (including doing nothing) → list all costs and benefits → put values on them → compare → decide and test. 1 mark for all five in order.
- (b) the pay received — financial benefit; travel costs — financial cost; less time with friends — non-financial cost; skills and experience for a resume — non-financial benefit. 2 marks for all four; 1 mark for three.

Q17 (3 marks · VC2HE10S06)

- (a) Using Figure 1 in section 4B, explain the difference between *authenticity* and *validity*. (1 mark)
- (b) Using Figure 2 in section 4B, name the top rung and the bottom rung of the source ladder, and state what the ladder does — and does not — tell you. (1 mark)
- (c) Figure 6 in section 4B gives three claims (A, B and C) built from the same inflation data. Asked in August 2026, “How fast are prices rising now?”, which claim is valid evidence, and why are the other two not? (1 mark)

Solution

- (a) authenticity asks whether a source is genuine — what it claims to be, not faked or altered; a source that fails authenticity is dropped before anything else. Validity asks whether a genuine source fits the purpose — the right date, the right series, the right measure for the question being asked. *1 mark for both, with the order (authenticity first).*
- (b) top rung: official statistics (the ABS and the RBA); bottom rung: social media and sources of unknown origin. The ladder tells you where a source sits by type; it does not tell you whether the source is right — “position is a start, not a verdict”, and every source still needs the checks. *1 mark for both rungs plus the limit.*
- (c) Claim C — its reading (3.8%, the year to the June quarter 2026) is the current one. Claim A quotes a stale earlier reading that no longer describes 2026; Claim B quotes the peak (4.6%) as if it were current. Both fail the date check — the wrong-date trap. *1 mark for C plus why the others fail.*

Q18 (3 marks · VC2HE10S07)

- (a) Using Figure 1 in section 4C, name the five parts of an argument. (1 mark)
- (b) Rewrite this sentence using the strong-sentence pattern in Figure 3 in section 4C — one correct term, one real figure from section 1C, and one named source: “The jobs situation is pretty good at the moment.” (1 mark)
- (c) Figure 7 in section 4C models a reply that opens with the word “True —”. Explain what that opening does and why it strengthens the reply. (1 mark)

Solution

- (a) position; reasons; evidence; counter-position and response; conclusion with a change-of-mind condition. *1 mark for all five.*
- (b) model: “The jobs market is tight: the unemployment rate was 4.5% in July 2026 (ABS, Labour Force, Australia).” *1 mark for one correct term, one real figure from section 1C, and one named source organisation.* Accept any faithful combination, e.g. the 4.2% July 2025 reading with the year-on-year comparison, or the December–January low of 4.1%, provided term, figure and source are all present.
- (c) “True —” accepts what is right in the other side’s point before answering it; it strengthens the reply because it shows the writer faced the counter-position at full strength instead of dodging it or arguing against a weak version of it. *1 mark.*

Q19 (4 marks · VC2HE10K03 and VC2HE10S07) “The Reserve Bank made the right call for Australian households when it held the cash rate at its August 2026 meeting.”

Present the strongest case on each side of this claim, then give your own reasoned judgement. Your answer must use at least one figure from section 1A or section 1C and at least one figure from section 4B. Marks go to the quality of your reasoning and your use of evidence, not to the judgement you reach.

Solution

Case for holding (1 mark), e.g.: inflation was above the 2–3% target but falling month by month (Figure 3 in section 1C: 4.6% in March to 3.8% in June 2026), so the three earlier 2026 rises were still working through the transmission chain; pushing further risked lifting unemployment from an already-low 4.5% (Figure 5 in section 1C); and households under cost-of-living pressure would have felt another rise in loan repayments immediately.

Case against holding (1 mark), e.g.: 3.8% was still well above the 2–3% target (Figure 3 in section 1C); Figure 6 in section 4B shows how a falling series can reverse — the 1.9% reading of 2025 became 4.6% within months — so waiting risks acting later from a worse position; and the Figure 7 two-headlines trap in section 4B shows the jobs picture depends on which series is read, so “jobs steady” was not yet safe to assume.

Evidence (1 mark): at least one figure from section 1A or 1C and at least one from section 4B, used correctly — the figure must actually support the point it is attached to.

Judgement (1 mark): either side, tied to the evidence, with a change-of-mind condition, e.g. “holding was right while the CPI kept falling; I would change my mind if the next readings stopped falling” — which mirrors the condition section 1A’s own worked judgement attached to the hold.

Marker note: a well-reasoned judgement for the opposite conclusion, citing the same figures, earns full marks — the reasoning carries the marks, not the side chosen. A one-sided answer caps the mark at 2.

Q20 (6 marks · VC2HE10S01, VC2HE10S02, VC2HE10S06 and VC2HE10S07) Your school newsletter has asked you for a short article answering this question: **“Is this a good time to be looking for a first full-time job?”** Plan the article, using the skills of Chapters 3 and 4 and the evidence of Chapters 1 and 2 of this book.

- (a) Rewrite the newsletter’s question as one focused investigation question, then split it into two sub-questions. Use the tests from section 3A. (2 marks)
- (b) Choose two sections from two different chapters of this book whose figures you would use as evidence. For each: name the section, name one figure or table in it, and state what it would show in your article. (2 marks)
- (c) Using the five-part argument structure of section 4C, state the position your article will reach and one thing that would change your mind. (1 mark)
- (d) Your article will quote one social media post. Using section 4B, name one check you would run on the post before quoting it, and state what a failed check means. (1 mark)

Solution

- (a) model focused question: “How hard is it for a Year 10 school leaver to find full-time work in Australia in 2026?” Model sub-questions: “What do the unemployment and job-vacancy figures say about how many job seekers there are for each vacancy?” and “Which industries are hiring, and at what pay?” *1 mark for a question that passes the five tests of section 3A (focused, open, evidence reachable, neutral, sized right); 1 mark for two answerable sub-questions that split the main question.*
- (b) any two sections from two different chapters, each with a named figure or table and what it shows. Model pair: Figure 8 in section 2B — about 2.1 unemployed people for every job vacancy (July 2026 against May 2026) — shows how long the queue is; Figure 5 in section 1C — the unemployment rate climbed to 4.5% by July 2026 — shows the direction of the jobs market. Other valid pairs include Figure 10 in section 1B (the labour market, July 2026), Figure 3 in section 2C (award-wage rises from 1 July 2026 — what the job pays), Figure 5 in section 2B (the minimum wage a first job must pay at least). *1 mark per section-figure-purpose triplet; the two sections must come from two different chapters.*
- (c) model position: “It is a harder market than two years ago, but not a closed one — a prepared applicant who targets the industries with vacancies can still land work.” Model change-of-mind condition: “if vacancies kept falling while unemployment kept rising, I would revise ‘harder’ to ‘build skills first and wait’.” *1 mark for a position that answers the question plus a genuine change-of-mind condition.*
- (d) any one of the six checks of section 4B, e.g. WHO — who wrote the post, and are they in a position to know; WHY — what the poster gains; does the claim FIT the data the post itself quotes; CHECK — is the post’s figure confirmed by an official statistics source. A failed check means: if authenticity fails, the source is dropped before anything else; if validity or accuracy fails, the post is not quoted as evidence. *1 mark for a named check plus what failure means.*

Marker note: this is the paper’s cross-chapter synthesis item — (a) trains section 3A, (b) section 3B, (c) section 4C and (d) section 4B, with the evidence drawn from Chapters 1 and 2. Marks are awarded part by part; a plan that hangs together but uses different sections earns full marks wherever the parts are satisfied.

Tracing the items to the achievement standard

Every item traces to the achievement-standard clause of the section that owns its code. Where a clause is split-delivered, the owner is named with its partner section in brackets; each clause is summarised below in this book's own words.

Code	Section	Achievement-standard focus (this book's words)	Review items
VC2HE10K01	1A	explains how the circular flow model works and how the sectors of the economy depend on each other	Q1, Q2

Code	Section	Achievement-standard focus (this book's words)	Review items
VC2HE10K02	1B (1A)	judges how appropriate particular government and Reserve Bank interventions are, and how fiscal and monetary policy work	Q3
VC2HE10K03	1C	identifies the economic indicators that measure performance and analyses what they show	Q4, Q19
VC2HE10K04	1D	weighs what Australia's trading with the world means for the country	Q5
VC2HE10K05	2A	explains how businesses build and keep a competitive advantage, and what entrepreneurship, marketing and public relations contribute	Q6, Q7
VC2HE10K06	2B (2C)	explains the human resource management strategies employers use to lift competitiveness	Q8
VC2HE10K07	2C (2B)	explains what trade unions and employer groups do at work	Q9
VC2HE10K08	2D	analyses how the risks and rewards of consumer and financial decisions are managed, and what follows from that	Q10
VC2HE10K09	2E	explains why superannuation matters to individuals and to the community, and what shapes major consumer financial decisions	Q11
VC2HE10S01	3A	builds and modifies questions for investigating current economics, business, work and money issues	Q12, Q20(a)
VC2HE10S02	3B (3A)	locates, selects and organises relevant information and data drawn from many sources	Q13, Q20(b)
VC2HE10S03	3C	applies data to issues by recognising trends and cause-and-effect links, and makes logical predictions	Q14

Code	Section	Achievement-standard focus (this book's words)	Review items
VC2HE10S04	3D (4B)	judges whether sources are authentic and valid	Q15
VC2HE10S05	4A	builds and evaluates a response to an economics or business issue, by cost-benefit analysis or by criteria	Q16
VC2HE10S06	4B	judges whether sources are authentic and valid (the arguing half is trained in 4C)	Q17, Q20(d)
VC2HE10S07	4C	explains and presents arguments about economics and business issues in the right terminology, with sources	Q18, Q19, Q20(c)

Coverage tally — planned vs assessed

Code	Section	Items	Marks
VC2HE10K01	1A	Q1 (2), Q2 (4)	6

Code	Section	Items	Marks
VC2HE10K02	1B	Q3 (3)	3
VC2HE10K03	1C	Q4 (4), Q19 (2 of 4)	6
VC2HE10K04	1D	Q5 (4)	4
VC2HE10K05	2A	Q6 (3), Q7 (3)	6
VC2HE10K06	2B	Q8 (3)	3
VC2HE10K07	2C	Q9 (3)	3
VC2HE10K08	2D	Q10 (3)	3
VC2HE10K09	2E	Q11 (2)	2
VC2HE10S01	3A	Q12 (3), Q20(a) (2)	5
VC2HE10S02	3B	Q13 (3), Q20(b) (2)	5
VC2HE10S03	3C	Q14 (3)	3
VC2HE10S04	3D	Q15 (3)	3
VC2HE10S05	4A	Q16 (3)	3
VC2HE10S06	4B	Q17 (3), Q20(d) (1)	4
VC2HE10S07	4C	Q18 (3), Q19 (2 of 4), Q20(c) (1)	6
Total			65

By part — planned vs assessed:

Part	Planned	Assessed	Where
Part 1 — Government and the economy	17	17	Q1–Q5
Part 2 — Business competitiveness, work and financial decision-making	17	17	Q6–Q11
Part 3 — Skills: investigating and interpreting economics and business issues	12	12	Q12–Q15
Part 4 — Skills: evaluating, deciding and communicating	19	19	Q16–Q20
Total	65	65	

Q19 (4 marks) is split 2/2 between VC2HE10K03 (reading the indicators) and VC2HE10S07 (presenting the argument); Q20 (6 marks) is split 2/2/1/1 between VC2HE10S01 (a), VC2HE10S02 (b), VC2HE10S07 (c) and VC2HE10S06 (d). Both items are cross-chapter by evidence: they sit in Part 4 for the part tally but draw their data from Chapters 1 and 2.

Mark record

Question	Code	Worth	Given
Q1 — leakages and injections	VC2HE10K01	2	
Q2 — the Budget 2026-27 position	VC2HE10K01	4	
Q3 — spending and progressive tax	VC2HE10K02	3	
Q4 — reading the indicators	VC2HE10K03	4	
Q5 — trade concentration on China	VC2HE10K04	4	
Q6 — competitive advantage	VC2HE10K05	3	
Q7 — public relations in a crisis	VC2HE10K05	3	
Q8 — the human resource management chain	VC2HE10K06	3	
Q9 — the workplace safety net	VC2HE10K07	3	
Q10 — risk, scams and protection	VC2HE10K08	3	
Q11 — the pillars of retirement income	VC2HE10K09	2	
Q12 — testing and fixing a question	VC2HE10S01	3	
Q13 — the investigation method	VC2HE10S02	3	
Q14 — trends and cause tests	VC2HE10S03	3	
Q15 — verified information	VC2HE10S04	3	
Q16 — costs and benefits of a decision	VC2HE10S05	3	
Q17 — authenticity and validity	VC2HE10S06	3	
Q18 — building a strong sentence	VC2HE10S07	3	
Q19 — the held cash rate	VC2HE10K03 and VC2HE10S07	4	
Q20 — the newsletter article	VC2HE10S01, VC2HE10S02, VC2HE10S06 and VC2HE10S07	6	
Total		65	