

Economics and Business 5

Chapter 4 — Deciding and communicating: conclusions, proposals and explanations

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Contents

Section	Page
Conclusions built on evidence	2
Turning conclusions into recommendations	11
Writing explanations that use sources and the right words	14

Conclusions built on evidence

Chapter 4 · A thinking skill for economics and business.

In this part you will learn to build your answers on **evidence**. *Evidence* is information you can check: numbers, facts, or a *source* you can point to. A source is where the information comes from — a price tag, a receipt, a class count, a graph, a website. When the evidence has done its job, you say what it shows. That sentence is your **conclusion**.

Two learners look at the same question in the picture below. Only one of them finishes with evidence.

The same question, finished two different ways

Question: which cereal should our class buy for the camp breakfast?

Zoe finishes with evidence	Max finishes with liking
Evidence-based conclusion	Conclusion from preference
• I checked the price table. • Wheat Biscuits: \$0.50 per 100 g. • Weet-Bix: \$0.58 per 100 g. • So I conclude the Wheat Biscuits cost less for the same amount.	• I did not check the prices. • I like the red Weet-Bix box. • We always have it at home. • So I say Weet-Bix is the one to buy.

Both answers are honest. Only one is built on evidence other people can check.

Two cards showing two ways to finish the same question. Zoe finishes with evidence: I checked the price table, the Wheat Biscuits cost \$0.50 per 100 g, the Weet-Bix cost \$0.58 per 100 g, so I conclude the Wheat Biscuits cost less. Max finishes with liking: I did not check the prices, I like the red Weet-Bix box, so I say buy Weet-Bix. The cards are labelled conclusion based on evidence and conclusion from liking.

Both answers are honest. But Zoe's answer is built on things other people can check. Max's answer is built on what he likes. Liking something is fine — it is just not evidence. **A conclusion based on evidence says only what the evidence shows.** A conclusion from liking only tells you about Max.

Watch out for tricky ones. Some sentences sound like facts but are really feelings. "Everyone knows big shops are better" sounds like a fact. Ask the check question — *how do we know this is true?* — and the sentence does not pass: nobody asked everyone, and "better" is a feeling.

Word watch: *most* means more than half. In a class of 24, *most* means 13 or more. "The biggest group" is not the same as "most".

Look at the six cards below.

Six statement cards to sort

Which ones can you check? Which ones tell you what someone likes?

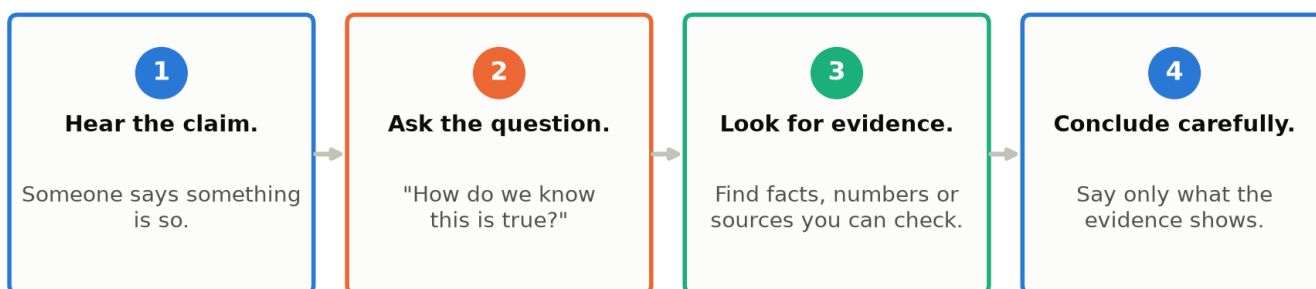
1 The receipt shows \$2.00 GST on a \$20.00 book.	2 I like the blue packet more.	3 The shelf tag says the big bottle costs \$3.50.
4 The beach is the best place ever.	5 16 out of 24 students in our class chose the beach trip.	6 Everyone knows big shops are better.

Six numbered statement cards to sort. Card 1: The receipt shows \$2.00 GST on a \$20.00 book. Card 2: I like the blue packet more. Card 3: The shelf tag says the big bottle costs \$3.50. Card 4: The beach is the best place ever. Card 5: 16 out of 24 students in our class chose the beach trip. Card 6: Everyone knows big shops are better.

Card 1 can be checked — look at the receipt. The receipt is the source. (GST is the 10% tax you met in Chapter 1.)
Card 4 cannot be checked — “the best place ever” is a feeling. You can count how many people like the beach, but you cannot count “the best”.

Before we conclude, we always run the same check.

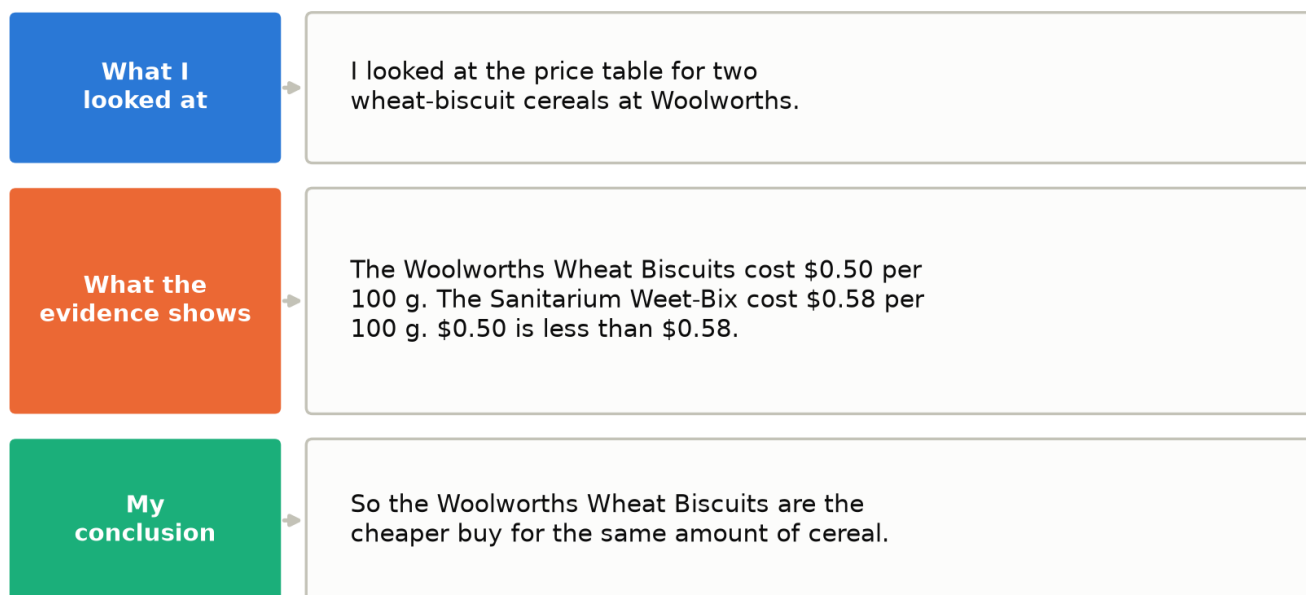
The check we always ask before we conclude



A four-step check in a row. Step 1, Hear the claim: someone says something is so. Step 2, Ask the question: “How do we know this is true?” Step 3, Look for evidence: find facts, numbers or sources you can check. Step 4, Conclude carefully: say only what the evidence shows.

And here is what a careful written conclusion looks like. Each sentence does one job.

A model conclusion built on evidence



Each sentence does one job. The last sentence only says what the numbers show.

A model conclusion in three labelled parts. What I looked at: I looked at the price table for two wheat-biscuit cereals at Woolworths. What the evidence shows: the Woolworths Wheat Biscuits cost \$0.50 per 100 g and the Weet-Bix cost \$0.58 per 100 g, and \$0.50 is less than \$0.58. My conclusion: so the Woolworths Wheat Biscuits are the cheaper buy for the same amount of cereal.

Worked examples

Worked example 1 — reading a real price table

Here is a real price table. Both rows come from the same shop, looked up on the same day.

Same shop, two brands of wheat-biscuit cereal

Cereal	Packet size	Packet price	Price per 100 g
Sanitarium Weet-Bix	1.2 kg	\$7.00	\$0.58
Woolworths Wheat Biscuits	1.12 kg	\$5.60	\$0.50

Source: woolworths.com.au online shop, viewed 26 August 2026. Prices can change.

A table titled Same shop, two brands of wheat-biscuit cereal. Row 1: Weet-Bix, packet size 1.2 kg, packet price \$7.00, price per 100 g \$0.58. Row 2: Woolworths Wheat Biscuits, packet size 1.12 kg, packet price \$5.60, price per 100 g \$0.50. Source line: Woolworths online shop, viewed 26 August 2026, prices can change.

Question: which cereal costs less for the same amount?

Working

The question says “for the same amount”. The packets are different sizes (1.2 kg and 1.12 kg), so I compare the price per 100 g, not the packet price.

Weet-Bix: \$0.58 per 100 g. Wheat Biscuits: \$0.50 per 100 g.

\$0.50 is less than \$0.58. The difference is \$0.08 per 100 g.

Conclusion: for the same amount of cereal, the Woolworths Wheat Biscuits cost less.

Comment

Good. The per-100 g price is the evidence that matches the question. Comparing packet prices here would not be fair.

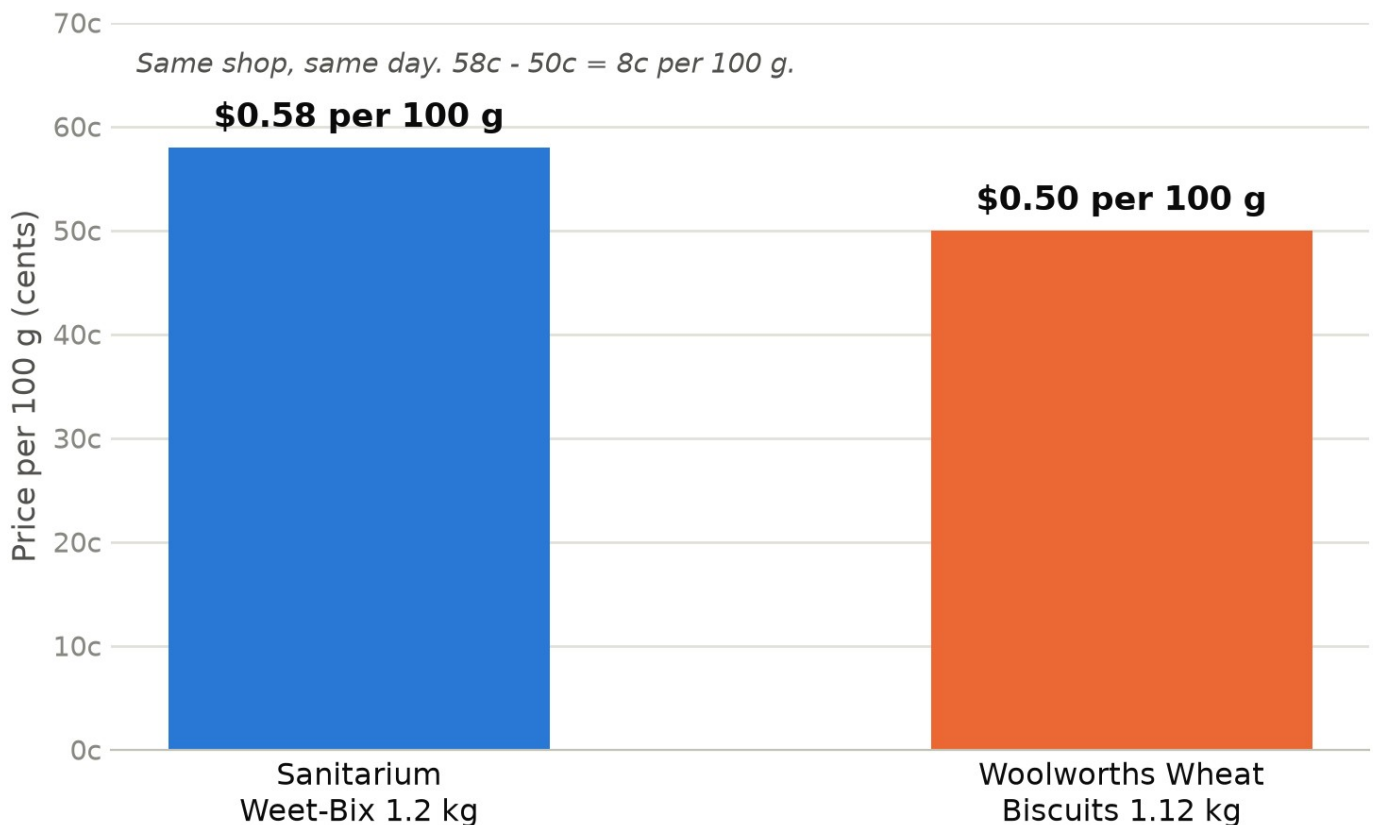
Both numbers come from the table. I did not make them up.

The numbers do the talking.

The conclusion says only what the table shows. It does not say which cereal tastes better.

The same evidence, drawn as a graph:

Which cereal costs more for the same 100 g?



A column chart titled *Which cereal costs more for the same 100 g?* Weet-Bix 58 cents per 100 g; Woolworths Wheat Biscuits 50 cents per 100 g. Note: same shop, same day; 58 cents take away 50 cents is 8 cents per 100 g.

Worked example 2 — testing a poster

Your class is looking at this made-up poster.



A made-up poster for our class to test. Two claims are hiding in it.

A made-up poster. SCHOOL FETE SATURDAY. SUNNY'S FIZZ. The drink everyone loves most! ONLY \$2 A BOTTLE! Come and see us at stall 3. Caption: a made-up poster for our class to test; two claims are hiding in it.

Question: which claims in the poster can we check, and which can we not?

Working

Comment

Claim 1: "The drink everyone loves most!" Ask the check: how do we know this is true? To know it, someone would have to ask everyone — every shopper, every kid, every grandma. Nobody did.

So claim 1 is the seller's feeling, not a fact we can check.

Claim 2: "Only \$2 a bottle." We can check it at stall 3 on Saturday.

A price is evidence waiting to be checked.

Conclusion: the poster makes one claim we can check (the price) and one claim we cannot check (that everyone loves it most).

A careful reader sorts the two claims before believing either one.

Practice questions

With help

Q1. Sort cards 2, 3, 5 and 6 from the card picture. Write each card number under "Can be checked" or "Tells a liking or feeling". Then say how you would check card 5.

Q2. Here are four conclusions about the cereal table in Worked example 1. Put a tick next to each one that is built on evidence, and a cross next to each one that is built on liking or feeling. (a) The Weet-Bix packet is bigger than the

Wheat Biscuits packet. (b) The Weet-Bix tastes better. (c) The Wheat Biscuits cost 8 cents less per 100 g. (d) Nobody should ever buy Weet-Bix.

Q3. Look at the poster in Worked example 2 again. (a) Write the two claims. (b) Which one can be checked? (c) How would you check it?

Q4. Class 5G did a survey. The table and the graph show the same made-up data.

Where do students in Class 5G keep their savings?

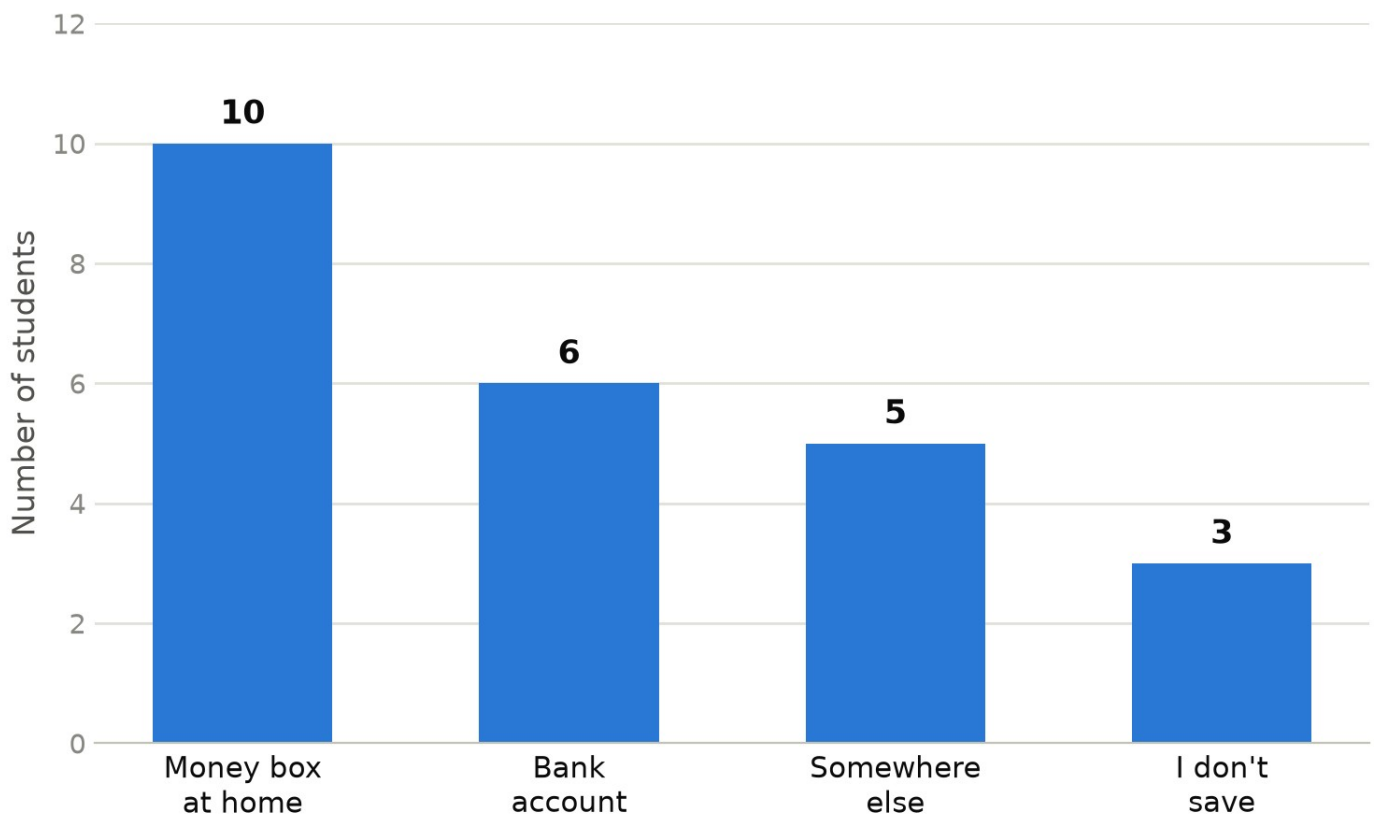
Answer	Number of students
Money box at home	10
Bank account	6
Somewhere else	5
I don't save money	3

Total students surveyed: 24.

Made-up class data for practice.

A table titled Where do students in Class 5G keep their savings? Money box at home: 10 students. Bank account: 6 students. Somewhere else: 5 students. I don't save money: 3 students. Total students surveyed: 24. Made-up class data for practice.

Where Class 5G keeps its savings (24 students)



A column chart of the same survey. Money box at home 10 students, bank account 6 students, somewhere else 5 students, I don't save 3 students.

Put a tick next to each conclusion the data supports, and a cross next to each one it does not. (a) The biggest group keeps their savings in a money box at home. (b) Most students in 5G keep their savings in a money box at home. (c) Every student in 5G saves money. (d) More students save in a bank account than save no money at all.

Q5. A receipt from the school book shop shows a \$20.00 story book and \$2.00 of GST. Sam says, “That GST looks too big. The shop got it wrong.” (a) What is Sam’s claim built on — evidence, or a feeling? (b) Use the 10% rule from Chapter 1 to work out the GST on a \$20.00 book. (c) What does the evidence show about Sam’s claim?

Q6. Two friends asked 20 students, “Do you get pocket money?” 12 said yes. Ana concludes: “More than half of the students we asked get pocket money.” Bo concludes: “Pocket money is a good thing.” (a) Whose conclusion is built on the evidence? Show the numbers. (b) What is the other conclusion built on? (c) Write one more conclusion based on evidence using the numbers 12 and 20.

On your own

Q7. Look at the survey graph in Q4. Write one conclusion built on the evidence and one conclusion only from liking. Label each one.

Q8. Your friend says, “Most students in 5G keep their savings in a money box at home.” Use the survey table to check the claim. Is your friend right? Show the numbers that decide it.

Q9. Use the cereal table from Worked example 1. Write one conclusion based on evidence we did not write in this part. Under it, run the check: “How do we know this is true?”

Q10. Think of a claim you heard this week — in an ad, on a packet, at school or online. (a) Write the claim. (b) Write where it came from (your source). (c) Run the four-step check on it. (d) Write your conclusion — or write “We don’t know yet” if the evidence is not there.

Think and decide

Your class has \$20.00 to spend on cereal for the camp breakfast. The Weet-Bix cost \$7.00 a packet and the Wheat Biscuits cost \$5.60 a packet.

- (a) How many packets of each cereal could \$20.00 buy? Show two or three options.
- (b) Which cereal would you choose? Underline the part of your answer that is evidence (the numbers) and the part that is liking (taste, the box, what you always have at home).
- (c) A friend says your choice is wrong. What question would you ask them before you change your mind?

Answers

- Q1.** Can be checked: 3 (look at the shelf tag) and 5 (count the votes, or ask the class). Liking or feeling: 2 (what someone likes) and 6 (“better” is a feeling, and nobody asked everyone). Card 5 can be checked by counting hands in class.
- Q2.** (a) Tick — the packet sizes 1.2 kg and 1.12 kg are in the table. (b) Cross — taste is a liking. (c) Tick — 58 cents take away 50 cents is 8 cents. (d) Cross — “should” is a feeling; the table never says who should buy what.
- Q3.** (a) “The drink everyone loves most!” and “Only \$2 a bottle.” (b) The price claim. (c) Go to stall 3 on Saturday and read the price tag, or hand over the money for one bottle and count the change.
- Q4.** (a) Tick — 10 is the biggest count. (b) Cross — 10 out of 24 is not more than half; most would need 13. (c) Cross — 3 students don’t save money. (d) Tick — 6 is more than 3.
- Q5.** (a) A feeling — “looks too big” is not a check. (b) 10% of \$20.00 is \$2.00. (c) The receipt matches the rule, so the evidence shows Sam is wrong.
- Q6.** (a) Ana. Half of 20 is 10, and 12 is more than 10. (b) Bo’s feeling — the survey never asked whether pocket money is good. (c) For example: 8 of the 20 students we asked do not get pocket money ($12 + 8 = 20$).
- Q7.** Many answers are possible. Example based on evidence: “The most common answer was a money box at home (10 students).” Liking example: “A bank account is the coolest way to save.” The labels must match the sentences.
- Q8.** No. “Most” means more than half, and half of 24 is 12. Only 10 students keep their savings in a money box, and 10 is less than 12 — so the claim is not true. The biggest group, yes; most, no.
- Q9.** Many answers are possible. Example: “The Weet-Bix packet costs \$1.40 more than the Wheat Biscuits packet.” Check: \$7.00 take away \$5.60 is \$1.40 — the table shows both prices, so yes, we know it is true.
- Q10.** Many answers are possible. Full marks for: a claim written as a sentence; a named source; the check question asked; a conclusion that says only what the evidence shows (or “We don’t know yet”).
- Think and decide.** (a) For example: 2 packets of Weet-Bix = \$14.00; 3 packets of Wheat Biscuits = \$16.80; 1 packet of each = \$12.60; 2 packets of Wheat Biscuits and 1 of Weet-Bix = \$18.20. (b) Any choice, clearly split into evidence and liking. (c) “How do we know this is true?” — or ask them to show the evidence behind their claim.

Codes for this part

This part teaches VC2HE6S05 from the Victorian Curriculum 2.0, Economics and Business, Levels 5 and 6.

It draws on VC2HE6S05.E01 (telling real evidence from liking, and from weak sources, before you conclude) and VC2HE6S05.E02 (running one check question before drawing a conclusion).

Turning conclusions into recommendations

You are learning: VC2HE6S06. Links: .E01 .E02.

About the price data in this section. Table 1 is **real**: two shops, one same shoe, prices checked on 26 August 2026 (source line under the table). Table 2 is **made up** (not real): three pretend shops and pretend prices, built for this book so you can practise the whole comparing skill. Because Table 2 is made up, the capstone task **only partly covers** VC2HE6S06 .E02, which asks for real comparative data. If your class can collect the same item's price from three real shops, redo the capstone with your own numbers and the section is covered in full.

Teaching sequence

1. **A conclusion answers “so what?”** Data alone is not a conclusion. “Both shops ask \$39.99” is data. “So price alone cannot choose between them today” is a conclusion — it says what the data means (E01).
2. **A response is what you propose to do.** After a conclusion comes a response: “so we will check delivery and warranty before choosing”, or “so we will buy now, because the price is the same and both shops are near us” (E01).
3. **Price is not value.** Value is what you get for the price: the item itself, delivery, the warranty (a warranty is the shop's promise to fix or replace the item if it breaks in a set time), and how soon the item arrives. Two shops can have the same price and different value (E02).
4. **Propose options, then recommend one.** The capstone skill: list three different options for one purchase, compare them on price **and** value, then recommend one and say why — including who the choice suits, because the best value depends on the buyer (E02).

Worked examples

Table 1 — one same shoe, two real shops (REAL data).

Shop	Item	Price
Woolworths Online	Grosby Boys Tanner lace-up school shoe, black	\$39.99
Shoe Warehouse	Grosby Tanner lace-up school shoe	\$39.99

Source: Woolworths Online and Shoe Warehouse product pages, retrieved 26 August 2026; raw records archived in this tree's source-data folder.

WE1 (E01) — a conclusion and a response from Table 1. *Conclusion:* on 26 August 2026 both shops asked exactly \$39.99 for the same Grosby Tanner school shoe, so on that day price gave a shopper no reason to prefer one shop.

Response: propose checking the two things Table 1 does not show — delivery cost and time, and the warranty — before choosing; if those are equal too, either shop is a reasonable choice. *Check question:* “How do we know this is still true today?” No — prices move, so the conclusion carries its date.

Table 2 — one same shoe, three shops (MADE-UP data for practising E02).

Shop	Price	Delivery	Warranty
Store A	\$37.50	\$12.00	no warranty
Store B	\$39.99	free	3 months
Store C	\$44.00	free	6 months, free repairs

Made-up data: the three stores and every number in Table 2 are made up for this section (see the note at the top). They are not real shops and not real prices.

WE2 (E02) — three options and one choice from Table 2. *Option 1:* buy at Store A — the cheapest sticker price (\$37.50) but \$12.00 delivery and no warranty, so the total is \$49.50 and any break is your own cost. *Option 2:* buy at

Store B — \$39.99 with free delivery, total \$39.99, plus a 3-month warranty. *Option 3:* buy at Store C — \$44.00 with free delivery and the longest warranty (6 months, free repairs). *Our choice:* Store B, for a family whose child will wear the shoes hard for one term: it has the lowest total cost (\$39.99 against \$49.50 and \$44.00) and still carries a warranty. *Who the choice suits:* a family that expects to hand the shoes down would weigh Store C's 6-month warranty more heavily — best value depends on the buyer, which is why the choice must give reasons, not only a shop.

Practice questions

Q1. Write one conclusion sentence from Table 1. Then write one response sentence (that is, what you propose to do next).

Q2. Table 1 does not show delivery or warranty. Write two check questions you would ask before choosing a shop, using those two words.

Q3. From Table 2, list the three options in one line each (Option 1, Option 2, Option 3). Do not recommend yet.

Q4. Copy the table and add a **total cost** column (price + delivery) for each store. Which store has the lowest total cost?

Q5. Recommend one store from Table 2 and give two reasons. One reason must be about value (delivery or warranty), not only the sticker price.

Q6. A family expects to hand these shoes down in 5 months, so a warranty of at least 6 months matters to them. Does your Q5 choice change? Answer in two sentences: the new choice, and the buyer's need that drives it.

Q7. In one sentence: why can the Table 2 task practise the skill but only partly cover VC2HE6S06.E02?

Q8. Prices of school items rose this year — a contemporary issue. Using Table 1 as your only data, propose one response a family could make, and name the economics idea behind it (for example: comparing value, not only price). Two or three sentences.

Answers and marking guide

Q1. Conclusion example: “On 26 August 2026 the same shoe cost the same (\$39.99) at both shops, so price alone gave no reason to choose one shop over the other.” Response example: “So we will compare delivery and warranty before choosing.” One mark each: the conclusion must say what the data means (not just repeat it); the response must be an action.

Q2. For example: “What does delivery cost at each shop?” and “What warranty comes with the shoe at each shop?” One mark each; the two named ideas must appear as questions.

Q3. Option 1 buy at Store A; Option 2 buy at Store B; Option 3 buy at Store C. Three marks, one per clearly listed option (a list of shops without the buy-frame scores 2).

Q4. Totals: A \$49.50, B \$39.99, C \$44.00; lowest total = Store B. Three marks for the totals, one for naming B.

Q5. Any store, with two reasons; one reason must use delivery or warranty (value), not only the sticker price. Two marks (choice + reasons matching Table 2).

Q6. Model: “Yes — Store C, because its 6-month warranty still covers the shoes when they are handed down at 5 months, and Store B’s 3-month warranty would have run out.” Two marks: new choice consistent with the stated need + the need named as the reason. A defended “no change” (for example: the shoes will be worn out in 5 months anyway) also scores full marks.

Q7. Because its three-shop data is made up for practice, while the code’s own wording asks for comparative price-and-value data from three real shops. One mark; must name both halves (made-up data; the elaboration asks for real data).

Q8. Many answers are possible. Full marks for: a proposed response tied to Table 1 (for example: “wait and re-check both shops next week, because the same price today may not hold”; or “choose on delivery and warranty, since the sticker prices are equal”) + a named economics idea (value versus price, or checked data before deciding).

Codes for this part

This part teaches VC2HE6S06 from the Victorian Curriculum 2.0, Economics and Business, Levels 5 and 6.

It draws on VC2HE6S06.E01 (conclusions and responses that show you considered checked data, your questions and the big ideas) and VC2HE6S06.E02 (three buying options for one item, compared on price and value across three shops, then one recommended).

Writing explanations that use sources and the right words

Economics and Business 5 · Chapter 4 — Deciding and communicating · Section 4C · Strand: Skills (Communicating)

For the teacher — VC2 codes: VC2HE6S07, VC2HE6S07.E01, VC2HE6S07.E02

Teaching sequence

In this book so far you have asked questions, found and sorted information, read graphs and tables, and checked where information came from. You have drawn conclusions and thought of responses to issues. This section is where it all comes together: you **write it up**, so that someone else can read it, understand it and trust it.

A source is where information comes from. A table, a chart, a picture, a photograph, a receipt and a website can all be sources. In this section you will write descriptions and explanations that draw from sources, and you will use economics and business words while you do it.

Describing and explaining: what is the difference?

Describing

says *WHAT* you can see

The table lists five school shoes. The cheapest pair costs \$39.99. The most expensive pair costs \$169.95.

It tells the facts.

Explaining

adds *WHY* it is like that

The family picked the Grosby Tanner shoes at \$39.99. They were the cheapest of the five shoes, so the money left in the budget could pay for socks too.

It gives reasons.

A description says what a source shows. An explanation adds reasons, so the reader understands.

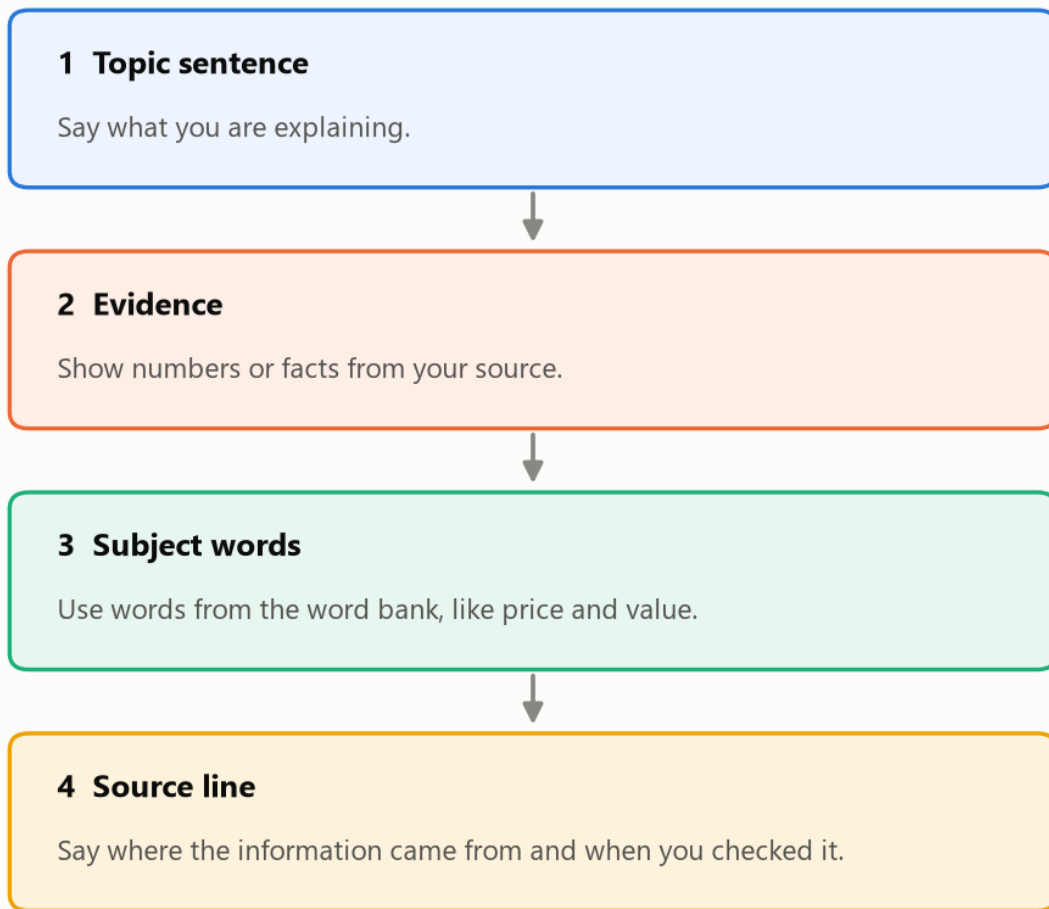
Both examples use the shoe prices from Table 1 (Woolworths Online and Shoe Warehouse, checked 26 August 2026).

Two cards side by side. The blue card is about describing and says the table lists five school shoes, the cheapest pair costs \$39.99 and the most expensive pair costs \$169.95. The green card is about explaining and says the family picked the Grosby Tanner shoes at \$39.99 because they were the cheapest, so the money left in the budget could pay for socks too.

A **description** says what a source shows. An **explanation** adds reasons, so the reader understands *why*. Both are useful. Most of the time in this section you will write an explanation that has a description inside it.

Plan before you write. Good descriptions and explanations are built the same way every time, in four steps.

Plan before you write: four steps



Follow the steps top to bottom, then write your paragraph.

A planning frame with four steps joined by arrows. Step 1 topic sentence: say what you are explaining. Step 2 evidence: show numbers or facts from your source. Step 3 subject words: use words from the word bank, like price and value. Step 4 source line: say where the information came from and when you checked it.

End with a source line. Every source you use gets a source line, so the reader can check your facts. A source line names four things: where it is from, what it shows, where you found it, and when you checked it.

The parts of a source line

A source line tells the reader four things:

 Where it is from	Woolworths Online and Shoe Warehouse
 What it shows	Prices of school shoes
 Where you found it	woolworths.com.au and shoewarehouse.com.au
 When you checked it	checked 26 August 2026

Written as one line, it looks like this:

Source: Woolworths Online and Shoe Warehouse, prices of school shoes, woolworths.com.au and shoewarehouse.com.au, checked 26 August 2026.

Every table, chart, picture or photograph you use gets a source line like this one.

The parts of a source line: where it is from (Woolworths Online and Shoe Warehouse), what it shows (prices of school shoes), where you found it (woolworths.com.au and shoewarehouse.com.au), when you checked it (26 August 2026). At the bottom the four parts are written as one line.

Use the words of the subject. The word bank holds the economics and business words for this section. Using them is what makes your writing sound like an economist wrote it.

Word bank: economics and business words for this section

price

what you pay to buy something

value

what you get for what you pay

consumer

a person who buys goods and services

budget

a plan for how much money to spend

source

where information comes from

evidence

facts that help show something is true

findings

what you learn when you look at data

GST

a tax of 10% added to most things bought in Australia

Use these words in your descriptions and explanations. Each one is a subject word.

Word bank of eight cards. Price: what you pay to buy something. Value: what you get for what you pay. Consumer: a person who buys goods and services. Budget: a plan for how much money to spend. Source: where information comes from. Evidence: facts that help show something is true. Findings: what you learn when you look at data. GST: a tax of 10% added to most things bought in Australia.

Word watch — value. The VC2 uses the word *value* but does not give it one meaning, so this section states its own. Here, *value* means **what you get for what you pay**. The same word can mean other things in other places (a number in maths, for example). In this section it is a consumer word, and it is not the same as *price*: price is what you pay, value is what you get for it.

Start your evidence sentences like this:

Your source	Sentence opener
A table	“According to Table 2, ...”
A chart	“Chart 1 shows that ...”
A receipt	“The receipt shows ...”
A picture or photograph	“In the picture, ...”

The sources you will use in this section. First, the price of five school shoes at two Australian shops:

Table 1 Price of five school shoes at Australian shops

Shoe (brand and model)	Shop	Price
Grosby Tanner lace-up	Woolworths Online	\$39.99
Skechers Microspec Plus	Shoe Warehouse	\$79.95
Grosby Educate Snr 2	Shoe Warehouse	\$89.95
Harrison Kasey	Shoe Warehouse	\$99.95
Roc Dakota Snr	Shoe Warehouse	\$169.95

Prices from Woolworths Online (woolworths.com.au) and Shoe Warehouse (shoewarehouse.com.au), checked 26 August 2026.

Table 1, a source table with three columns. It lists five school shoes, the shop that sells each one, and the price: Grosby Tanner lace-up, Woolworths Online, \$39.99; Skechers Microspec Plus, Shoe Warehouse, \$79.95; Grosby Educate Snr 2, Shoe Warehouse, \$89.95; Harrison Kasey, Shoe Warehouse, \$99.95; Roc Dakota Snr, Shoe Warehouse, \$169.95. The source line below reads: Woolworths Online and Shoe Warehouse, checked 26 August 2026.

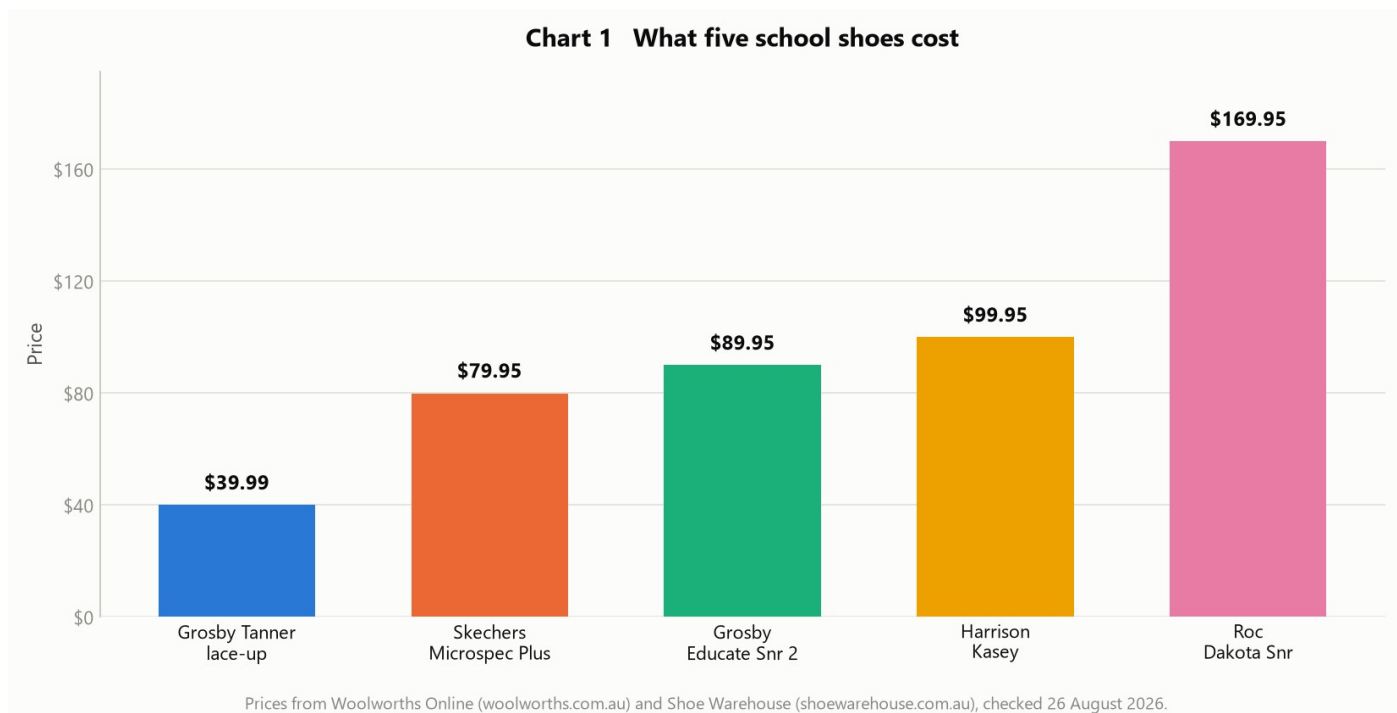


Chart 1, a column chart of the same five school-shoe prices. The shortest column is the Grosby Tanner lace-up at \$39.99 and the tallest is the Roc Dakota Snr at \$169.95. Each column has its dollar value written on top.

Second, three sizes of the same breakfast cereal at one shop:

Table 2 Three sizes of Weet-Bix at the same shop

Box size	Price	Price per 100 g
375 g box	\$4.00	\$1.07
575 g box	\$5.00	\$0.87
1.2 kg box	\$7.00	\$0.58

All three boxes are the same cereal. Prices from Woolworths Online (woolworths.com.au), checked 26 August 2026.

Table 2, a source table with three columns. It lists three sizes of Weet-Bix, the price, and the price per 100 g: 375 g box, \$4.00, \$1.07; 575 g box, \$5.00, \$0.87; 1.2 kg box, \$7.00, \$0.58. The source line below reads: Woolworths Online, checked 26 August 2026.

Worked examples

Example 1 — step by step

Use Table 1 and Chart 1 to build an explanation of the price of school shoes, one step at a time.

Step 1. The price of school shoes is not the same at every shop.

The topic sentence says what you are explaining.

Step 2. According to Table 1, the cheapest of the five shoes is the Grosby Tanner lace-up, at \$39.99.

Evidence: a number from the source, named with a sentence opener.

Step 2. The most expensive shoe, the Roc Dakota Snr, costs \$169.95. That is \$129.96 more than the cheapest pair — more than four times as much.

Evidence gets stronger when you compare two numbers.
 $\$169.95 - \$39.99 = \$129.96$.

Step 3. Consumers who compare prices before they buy can make a choice that fits their budget.

The subject words: consumers, compare, choice, budget.

Step 4. Source: Woolworths Online and Shoe Warehouse, checked 26 August 2026.

The source line lets the reader check your facts.

Now read the five steps as one paragraph:

A model explanation, built with the four steps

The price of school shoes is not the same at every shop.

Step 1 Topic sentence

According to Table 1, the cheapest of the five shoes is the Grosby Tanner lace-up, at \$39.99.

Step 2 Evidence

The most expensive shoe, the Roc Dakota Snr, costs \$169.95. That is \$129.96 more than the cheapest pair — more than four times as much.

Step 2 Evidence

Consumers who compare prices before they buy can make a choice that fits their budget.

Step 3 Subject words

Source: Woolworths Online and Shoe Warehouse, checked 26 August 2026.

Step 4 Source line

Every sentence does one job. The numbers come from Table 1, and the source line says where.

A model explanation built with the four steps, one coloured card per sentence. Blue topic sentence: the price of school shoes is not the same at every shop. Two orange evidence cards with the \$39.99 and \$169.95 prices and the \$129.96 gap. A green subject-words card: consumers who compare prices before they buy can make a choice that fits their budget. A gold source-line card: Woolworths Online and Shoe Warehouse, checked 26 August 2026.

Example 2 — on your own

*Here is a receipt (a source) and a finished explanation that draws from it. Two words are defined here for first use: a **tax** is money paid to the government; the **goods and services tax (GST)** is a tax added to the price of most things you buy in Australia, and it is 10% of the price before the tax.*

An explanation from a receipt source

The explanation

CLASS 5B MARKET DAY	
THE SOURCE	
Sausage sandwich	\$5.00
Fruit juice	\$3.00
Muffin	\$2.00
Before GST	\$10.00
GST (10%)	\$1.00
TOTAL	\$11.00
Thank you!	

Class 5B sold food at market day and took in \$11.00.

Step 1 Topic sentence

The receipt shows food costing \$10.00 before GST, and GST of \$1.00.

Step 2 Evidence

GST is short for the goods and services tax. In Australia, most things you buy include GST. It is 10% of the price before GST, and 10% of \$10.00 is \$1.00.

Step 3 Subject words

So the total on the receipt is the before-GST price plus GST: \$10.00 + \$1.00 = \$11.00.

Step 2 Evidence

Source: Class 5B market day receipt (a model made for this section).

Step 4 Source line

The explanation uses the numbers from the receipt, names the tax, and ends with a source line.

On the left, a model receipt from the Class 5B market day: sausage sandwich \$5.00, fruit juice \$3.00, muffin \$2.00; before GST \$10.00; GST (10%) \$1.00; total \$11.00. On the right, the finished explanation in coloured cards: Class 5B sold food at market day and took in \$11.00; the receipt shows food costing \$10.00 before GST, and GST of \$1.00; GST is short for the goods and services tax, most things you buy in Australia include GST, it is 10% of the price before GST, and 10% of \$10.00 is \$1.00; so the total is the before-GST price plus GST, \$10.00 + \$1.00 = \$11.00; source line: Class 5B market day receipt, a model made for this section.

Read the receipt first, then the explanation. The explanation uses the receipt's numbers as evidence, names the tax in subject words, checks the maths ($\$10.00 + \$1.00 = \$11.00$), and ends with a source line. That is the whole skill.

Practice questions

Practice with help

Q1. Label each sentence **D** (description) or **E** (explanation).

- The 1.2 kg box of cereal costs \$7.00.
- The big box is the best value, because it costs only \$0.58 for every 100 g.
- Chart 1 shows five school shoes and their prices.
- The family bought the cheapest shoes, so the money left in the budget could buy socks too.

Q2. Fill each gap with a word from the word bank.

- A person who buys goods and services is a _____.
- A plan for how much money to spend is a _____.
- Facts that help show something is true are _____.
- Where information comes from is a _____.

Q3. These four parts are mixed up. Write them as one source line.

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Q4. Use Table 2 to finish these two description sentences.

- a. According to Table 2, the cheapest price per 100 g is _____.
- b. Table 2 shows that the 375 g box costs _____ per 100 g.

Q5. Which one sentence does Chart 1 support? Tick it, and say how you know.

- ☐ a. All five shoes cost the same. ☐ b. The Roc Dakota Snr costs more than \$160. ☐ c. The Grosby Educate Snr 2 costs less than \$80.

Q6. This sentence is weak: “The cereal boxes cost different money.” Rewrite it as a stronger description using two numbers from Table 2 and one word from the word bank.

Practice on your own

Q7. Using Table 1 or Chart 1 and the four-step plan, write your own explanation about the price of school shoes. Write four or five sentences and end with a source line. Do not copy Example 1.

Q8. Using Table 2, write an explanation of which cereal box is the best value and why. Use at least two words from the word bank and end with a source line.

Q9. Here is a receipt from a stationery shop (a model made for this section).

Stationery shop receipt

Pencil case	\$12.00
Notebook	\$6.00
Ruler	\$2.00
Before GST	\$20.00
GST (10%)	\$2.00
Total	\$22.00

Write an explanation of the GST on this receipt. Name the tax in full once, show the 10% working, and end with a source line.

Q10. Here is an advertisement, written out in words: a big star, a bowl of cereal, and the message “**CRUNCH-O’s — the cereal champions eat!**” Write three or four sentences explaining how this advertisement tries to make consumers want to buy the cereal. Use at least two words from the word bank.

Think like an economist

Two students each wrote a paragraph for the class display about the cereal boxes.

Draft A. “The 375 g box costs \$4.00. The 575 g box costs \$5.00. The 1.2 kg box costs \$7.00.”

Draft B. “The 1.2 kg box is the best value. It costs only \$0.58 for every 100 g, and the 375 g box costs \$1.07 for every 100 g, so the big box gives you more cereal for your money.”

Which draft would you choose, and why? What is the one thing your chosen draft is missing? Add it, then write the finished paragraph.

Before you hand anything in, check it:

Before you hand it in: check your writing

☐

My first sentence says what I am explaining.

☐

I used numbers or facts from my source as evidence.

☐

I used words from the word bank, like price, value and budget.

☐

I wrote reasons, not just what I can see.

☐

I added a source line for every table, chart, picture or photograph I used.

☐

I checked my spelling and my full stops.

Tick each box as you check. If a box is not ticked, fix your writing and check again.

A checklist of six boxes to tick: my first sentence says what I am explaining; I used numbers or facts from my source as evidence; I used words from the word bank, like price, value and budget; I wrote reasons, not just what I can see; I added a source line for every table, chart, picture or photograph I used; I checked my spelling and my full stops.

Answers

Q1. a — D; b — E; c — D; d — E. (a and c only say what can be seen; b and d give a reason.)

Q2. a — consumer; b — budget; c — evidence; d — source.

Q3. Source: Woolworths Online, prices of school shoes, woolworths.com.au, checked 26 August 2026.

Q4. a — the 1.2 kg box, at \$0.58 per 100 g. b — \$1.07.

Q5. Tick **b**. Chart 1 shows the Roc Dakota Snr at \$169.95, which is more than \$160. a is wrong because the prices are different (\$39.99 to \$169.95). c is wrong because \$89.95 is more than \$80.

Q6. Example: “The three cereal boxes do not cost the same: the 375 g box costs \$4.00, and the 1.2 kg box costs \$7.00.”

Q7–Q10. See the worked solutions.

Think like an economist. Draft B, because it gives reasons and uses evidence and subject words, not just what can be seen. The missing thing is the source line. The finished paragraph ends with: “Source: Woolworths Online, checked 26 August 2026.”

Worked solutions

Q7. School shoes do not all cost the same. Chart 1 shows that the Grosby Tanner lace-up is the cheapest at \$39.99, and the Roc Dakota Snr is the most expensive at \$169.95. The Roc Dakota Snr costs \$129.96 more than the Grosby Tanner lace-up, so the same kind of good can take very different amounts of money. That is why a smart consumer compares prices before spending the budget. Source: Woolworths Online and Shoe Warehouse, checked 26 August 2026.

Q8. Not every box of the same cereal is the same value. According to Table 2, the 375 g box costs \$1.07 for every 100 g, but the 1.2 kg box costs only \$0.58 for every 100 g. The big box gives you the same cereal for less money per 100 g, so its value is the best of the three. A consumer who checks the price per 100 g makes the budget go further. Source: Woolworths Online, checked 26 August 2026.

Q9. The stationery shop receipt shows a pencil case, a notebook and a ruler. Before GST, they cost \$20.00. The goods and services tax (GST) is a tax added to the price of most things you buy in Australia, and it is 10% of the price before the tax. 10% of \$20.00 is \$2.00, so the total is $\$20.00 + \$2.00 = \$22.00$. That is how a tax of \$2.00 ends up inside the total. Source: stationery shop receipt (a model made for this section).

Q10. The advertisement does not talk about price or value. Its message says champions eat CRUNCH-O's, so a consumer might think, “If I eat it, I can be like a champion.” The star and the bowl are there to make that thought feel true. So the advertisement tries to win buyers with a feeling, not with evidence about the cereal. A smart consumer asks what the cereal costs and what it gives before buying it.