

Economics and Business 5

End-of-level review

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End-of-level review

End-of-level review — Economics and Business 5

Economics and Business 5 · Victorian Curriculum 2.0 · Level 5

This is a school-designed paper. It is not a VCAA exam — VCAA sets no exam for this subject at Levels 5 and 6. Your teacher uses your marks on this paper as one source of evidence about what you have learned across the whole of Level 5.

This review is a piece of class work from your workbook. It is a check for your class, not a test to beat — there is no time to race against, so take as long as you need. This paper prints no data of its own: every question that needs numbers tells you which chart, table or source line to use and which section of the book it sits in, so turn to that page and work from it. The marking guide and the worked solutions are at the back of this booklet.

Total: 60 marks — Part 1 (15 marks), Part 2 (15 marks), Part 3 (15 marks), Part 4 (15 marks). Answer all questions.

Codes assessed: VC2HE6K01 · VC2HE6K02 · VC2HE6K03 · VC2HE6K04 · VC2HE6K05 · VC2HE6K06 · VC2HE6K07 · VC2HE6S01 · VC2HE6S02 · VC2HE6S03 · VC2HE6S04 · VC2HE6S05 · VC2HE6S06 · VC2HE6S07

Name: _____ Date: _____

Total marks	60
Guidance time	About 60–75 minutes in total — about 1 minute per mark, plus reading time.
Sittings	This paper may be run in one sitting or split across two. A split that works well: sitting 1 = Parts 1 and 2 (30 marks), sitting 2 = Parts 3 and 4 (30 marks).
Timing	This is a classroom check, not an exam. There is no strict time limit. Your teacher will let you finish.
Equipment	Your workbook — Chapters 1 to 4 — and a pencil. Every question names the section it draws on. No question needs a calculator, but you may use one if you want to.
Reading support	Your teacher may read any question aloud to you. This paper checks your economics and business, not your reading.

This paper looks back across everything in Chapters 1 to 4. Every part is drawn from its own chapter's sections, and the last question (Question 20) draws the whole book together. Show your working where a question asks for it.

Words you will see

Every one of these words is defined in the section named. Each meaning below is a short reminder in the book's own words.

Word	From	What it means
scarcity	1A	when there is not enough of a resource to meet every need and want
economic resources	1A	the things used to make goods and services: natural (things from nature people did not make), human (people's work, time and skills) and capital (tools, machines and buildings)
GST (goods and services tax)	1B	a tax of 10% added to most things bought in Australia
entrepreneur	1C	a person who starts a business
attribute	1C	anything about a person that helps them do that work well
factor	2A	one of the things that can change how a decision turns out
unit price	2B	what the food inside costs for each 100 g or each serve
financial institution	2C	a place that looks after people's money and keeps it safe
trend	3C	the way the numbers are moving overall: going up, going down, staying about the same, or up and down
source	3D	where information comes from
evidence	4A	facts that help show something is true
value	4B	what you get for what you pay
warranty	4B	the shop's promise to fix or replace the item if it breaks

Part 1 — How the economy works: scarcity, tax, enterprise and work (15 marks)

Five questions drawn from sections 1A–1D. Turn to the named section of Chapter 1 when a question points at a chart, figure or story.

Question 1 — Three kinds of economic resources (4 marks)

Draws on section 1A (VC2HE6K01) — the three types of economic resources.

(a) Name the three kinds of economic resources. (3 marks)

(b) Look at the bread chain figure in section 1A. Name one capital resource shown in it. (1 mark)

Question 2 — Scarcity and choices (3 marks)

Draws on section 1A (VC2HE6K01) — the scarcity model, and Questions 10 and 11 of section 1A.

(a) In Question 10 of section 1A, a family has \$30 to spend and three things on their list. Use the word **scarcity** to say why they cannot buy all three. (1 mark)

(b) In Question 11 of section 1A, a town can build only one of three things: a new dam, a new school library, or a new sports ground. Choose one and give a reason for your choice. There is no single right answer — what matters is how well you explain your thinking. (2 marks)

Question 3 — The goods and services tax (3 marks)

Draws on section 1B (VC2HE6K02) — what the GST is, the art-shop worked example, and Question 8 of section 1B.

(a) What does GST stand for, and how much is it on most things you buy in Australia? (1 mark)

(b) In the worked example in section 1B, the art shop's skateboard costs \$40 before GST. Work out the GST on the skateboard, and its total price. (1 mark)

(c) Question 8 of section 1B asks whether Tia's \$20 of savings is enough for the \$20 toy she wants. Give the answer, and the reason. (1 mark)

Question 4 — What entrepreneurs are like (3 marks)

Draws on section 1C (VC2HE6K03) — the attribute web and the two entrepreneur stories.

(a) The attribute web in section 1C names four attributes of successful entrepreneurs. Name two of them. (2 marks)

(b) Choose the KeepCup story or the Boost Juice story in section 1C. Give one thing from that story that shows one of the attributes you named in part (a). (1 mark)

Question 5 — Work and its benefits (2 marks)

Draws on section 1D (VC2HE6K04) — the jobs bar chart and the benefits map.

(a) Use the bar chart "Jobs in Australia, by job group — February 2026" in section 1D. Which job group is the largest? (1 mark)

(b) Use the benefits map in section 1D. Name one benefit that work brings to the community. (1 mark)

Part 2 — Being a consumer: deciding, comparing and keeping money safe (15 marks)

Five questions drawn from sections 2A–2C. Turn to the named section of Chapter 2 when a question points at a chart, table or model.

Question 6 — Pulls on a buying choice (3 marks)

Draws on section 2A (VC2HE6K05) — the factors map, and the chocolate shelf in Example 1.

(a) The factors map in section 2A names seven factors that pull on a buying choice. Name two of them. (2 marks)

(b) Look at the chocolate shelf in Example 1 of section 2A. Which block of chocolate gives you more chocolate for each dollar? How do you know? (1 mark)

Question 7 — Zoe's phone plan (4 marks)

Draws on section 2A (VC2HE6K05) — Example 2, Zoe's first phone plan.

In Example 2 of section 2A, Zoe's family looks at two plans. Plan A costs \$23 every 30 days, with a little data. Plan B costs \$29 every 30 days, with more than double the data of Plan A.

(a) Work out what Plan A costs for one year — 12 lots of 30 days. (1 mark)

(b) Plan B costs \$348 for one year. How much more than Plan A is that? (1 mark)

(c) Name one factor, other than price, from the section 2A map that pulls towards Plan B. (1 mark)

(d) The book says different families could look at the same two plans and pick Plan B. Give one reason why a family that watches lots of videos on the bus might pick it. (1 mark)

Question 8 — Finding the best deal (3 marks)

Draws on section 2B (VC2HE6K06) — the four steps for finding the shop with the best deal, and the Weet-Bix shelf in Example 1.

(a) Section 2B gives four steps for finding the shop with the best deal. Name two of them. (2 marks)

(b) Use the Weet-Bix shelf in Example 1 of section 2B. Which box is the best value, and what is its unit price for each 100 g? (1 mark)

Question 9 — Keeping track of money (3 marks)

Draws on section 2C (VC2HE6K07) — Mia's statement, Ari's savings goal and the six safe habits.

(a) Use Mia's bank statement in section 2C. What is her balance at the end of the statement? (1 mark)

(b) In section 2C, Ari saves \$10.00 a week towards a scooter that costs \$60.00. How many weeks of saving will reach the goal? (1 mark)

(c) The safe-habits checklist in section 2C lists six habits that keep money safe. Name two of them. (1 mark)

Question 10 — Financial institutions (2 marks)

Draws on section 2C (VC2HE6K07) — what a financial institution is, and the kinds found in Australia.

(a) What is a financial institution? (1 mark)

(b) Name two kinds of financial institution found in Australia. (1 mark)

Part 3 — Investigating: asking, gathering and making sense of data (15 marks)

Five questions drawn from sections 3A–3D. Turn to the named section of Chapter 3 when a question points at a chart, figure or checklist.

Question 11 — Good questions (3 marks)

Draws on section 3A (VC2HE6S01) — closed and open questions, and the four kinds of question.

(a) What is the difference between a closed question and an open question? (1 mark)

(b) Section 3A names four kinds of question you can ask in an investigation. Name two of them. (2 marks)

Question 12 — Finding and recording facts (3 marks)

Draws on section 3B (VC2HE6S02) — the five search steps, and what to write down with every fact.

(a) Section 3B gives five steps for a search. Name two of them. (2 marks)

(b) The book says to write down three things with every fact you collect. Name the three things. (1 mark)

Question 13 — Reading graphs (3 marks)

Draws on section 3C (VC2HE6S03) — the five reading checks, and the line graph of price rises in Example 1.

(a) Section 3C gives five checks for reading a graph. Name two of them. (2 marks)

(b) Use the line graph of price rises in section 3C. When were prices rising fastest, and how fast? (1 mark)

Question 14 — The stamp price chart (3 marks)

Draws on section 3C (VC2HE6S03) — the column chart of Australia Post basic stamp prices.

Use the stamp price column chart in section 3C.

(a) What did a basic stamp cost in 2008? (1 mark)

(b) How much did the price rise from 2016 to 2020? (1 mark)

(c) Describe the trend across all the years on the chart. (1 mark)

Question 15 — Trusting numbers (3 marks)

Draws on section 3D (VC2HE6S04) — the Weet-Bix mismatch story, and the source-detective checklist.

(a) In section 3D, a class web page says a box of Weet-Bix costs \$4.00, but the shop's website says the same box costs \$7.00. Explain why the two numbers disagree, and say what the class page is missing. (2 marks)

(b) The source-detective checklist in section 3D asks four questions of every number you use. Write down two of them. (1 mark)

Part 4 — Deciding and communicating: conclusions, proposals and explanations (15 marks)

Five questions drawn from sections 4A–4C. The last question draws the whole book together.

Question 16 — Conclusions from evidence (3 marks)

Draws on section 4A (VC2HE6S05) — evidence and liking, and the Class 5G survey.

(a) How is a conclusion built on evidence different from one built on liking? (1 mark)

(b) In the Class 5G survey in section 4A, 24 students were asked where they keep their savings. A student says, “Most students in 5G keep their savings in a money box at home.” Use the survey numbers to check this claim. Is the student right? Show the numbers that decide it. (2 marks)

Question 17 — Three stores, one choice (3 marks)

Draws on section 4B (VC2HE6S06) — Table 2, the three made-up stores.

Use Table 2 in section 4B — the same school shoe at three stores. The three stores and every number in Table 2 are made up for this book, and the table says so.

(a) Work out the whole price at each store — the item price plus delivery. (2 marks)

(b) This family expects to hand the shoes down after about five months. Would you choose Store B or Store C for them? Give one warranty reason for your choice. (1 mark)

Question 18 — Source lines and strong drafts (2 marks)

Draws on section 4C (VC2HE6S07) — the four parts of a source line, and Draft A against Draft B.

(a) Section 4C says a source line names four things. Name the four things. (1 mark)

(b) In section 4C, Draft B is the stronger draft, but one thing is still missing from it. What is the missing thing? (1 mark)

Question 19 — Write an explanation (3 marks)

Draws on section 4C (VC2HE6S07) — Table 2, and the four-step plan.

Use Table 2 in section 4C — the three sizes of Weet-Bix, their prices and their prices per 100 g.

Write an explanation of two or three sentences: say which box you would buy, back it with at least one number from Table 2, and say why the choice matters for a family. Then write the source line that belongs under your explanation. (3 marks — 1 mark for the choice with a number, 1 mark for the family reason, 1 mark for the source line)

Question 20 — Pulling it together (4 marks)

Draws on the whole book: section 1A (VC2HE6K01), section 2A (VC2HE6K05), section 3D (VC2HE6S04) and section 4B (VC2HE6S06).

A family is buying school shoes. They look at Table 1 in section 4B — the same shoe at two real shops, with a real source line — and at Table 2 in section 4B — the same shoe at three made-up stores.

(a) **Chapter 1.** The family has a set amount of money and cannot buy from every shop at once. In one sentence, say how scarcity is showing up in this buy. (1 mark)

(b) **Chapter 2.** Name one factor from the section 2A map that could pull the family towards one shop, and say how it pulls. (1 mark)

(c) **Chapter 3.** The numbers in Table 1 can be checked, but the numbers in Table 2 cannot. Use what section 3D teaches about sources to explain why. (1 mark)

(d) **Chapter 4.** Recommend one store from Table 2 for this family. Give a value reason — not the sticker price alone. (1 mark)

End of Part 4. End of paper — 60 marks.

Marking guide

Marking guide and worked solutions for the End-of-level review paper (Economics and Business 5, 60 marks). The guide comes first; the worked solutions follow, part by part, in the same order as the paper.

How to mark it

- **Point-based.** Every part scores whole marks — no half marks. Award the point when the answer shows what the part asks for, in the student's own words.
- **Models are models, not scripts.** The worked solutions below give model wording. Any answer that shows the same understanding earns the mark; never require the model's exact words. A student who reuses the book's own definition (for example, "a place that looks after people's money and keeps it safe") gets full credit.
- **Mark the reasoning, not the conclusion.** Where a question has no single right answer — Q2(b), Q4(b), Q17(b), Q19 and Q20(b), (d) — the marks go to the reasoning: a fact from the book used to support a choice. Two different choices can both score full marks.
- **Shared-error marking.** If an early slip changes a later answer, mark the later part against the student's own earlier number — one slip is penalised once.
- **Working.** Where a part asks for a calculation — Q3(b), Q7(a)–(b), Q9(a)–(b), Q17(a) — a correct final answer earns the mark even with no working shown, and a wrong final answer with a correct method still earns it. A wrong method does not.
- **Naming parts.** Where a part says "name two" (or three), mark the first two (or three) names given. Extra names do not earn marks, and they do not lose marks.

Mark map

Part	Question	Marks	Drawn from	Code
1	Q1	4	1A — three-resources poster; bread chain figure	VC2HE6K01
1	Q2	3	1A — scarcity model; Q10; Q11	VC2HE6K01
1	Q3	3	1B — GST rule; art-shop worked example; Q8	VC2HE6K02
1	Q4	3	1C — attribute web; KeepCup and Boost Juice stories	VC2HE6K03
1	Q5	2	1D — jobs bar chart; benefits map	VC2HE6K04
2	Q6	3	2A — factors map; Example 1 chocolate shelf	VC2HE6K05
2	Q7	4	2A — Example 2, Zoe's phone plan	VC2HE6K05
2	Q8	3	2B — four best-deal steps; Example 1 Weet-Bix shelf	VC2HE6K06
2	Q9	3	2C — Mia's statement; Ari's goal; six safe habits	VC2HE6K07
2	Q10	2	2C — financial institutions and their kinds	VC2HE6K07

Part	Question	Marks	Drawn from	Code
3	Q11	3	3A — closed and open; four kinds of question	VC2HE6S01
3	Q12	3	3B — five search steps; the record rule	VC2HE6S02
3	Q13	3	3C — five checks; Example 1 price-rises line graph	VC2HE6S03
3	Q14	3	3C — stamp price column chart	VC2HE6S03
3	Q15	3	3D — Weet-Bix mismatch; source-detective checklist	VC2HE6S04
4	Q16	3	4A — evidence and liking; Class 5G survey	VC2HE6S05
4	Q17	3	4B — Table 2 (made-up data); WE2 choice reasoning	VC2HE6S06
4	Q18	2	4C — source-line four parts; Draft A against Draft B	VC2HE6S07
4	Q19	3	4C — Table 2; four-step plan	VC2HE6S07
4	Q20	4	Whole book — 1A scarcity, 2A map, 3D sources, 4B Tables 1–2	K01, K05, S04, S06
Total		60		

Marking points, question by question

Q1 — 4 marks (VC2HE6K01). (a) 1 mark for each kind named: natural, human, capital. (b) 1 mark for any one capital resource from the bread chain figure: the tractor; the mill and machines; the oven and mixer; the shelves and fridge.

Q2 — 3 marks (VC2HE6K01). (a) 1 mark for a sentence that uses scarcity correctly: the family’s money is limited and cannot meet all three wants, so they must choose. (b) 1 mark for choosing one of the three builds; 1 mark for a reason that explains a benefit for the town. Mark the reasoning, not the choice.

Q3 — 3 marks (VC2HE6K02). (a) 1 mark for both halves: goods and services tax, and 10%. (b) 1 mark for GST \$4 and total \$44. (c) 1 mark for “no” with the reason: the total is \$22 (price \$20 plus GST \$2) and \$20 is \$2 short.

Q4 — 3 marks (VC2HE6K03). (a) 1 mark each for two of the four attributes: spot opportunities; build a shared vision; take careful risks; make sound decisions. (b) 1 mark for one fact from either story, tied to an attribute named in part (a).

Q5 — 2 marks (VC2HE6K04). (a) 1 mark for Professionals (accept “about 4 million people” or the chart’s 4,093.6 thousand). (b) 1 mark for any one community benefit from the benefits map.

Q6 — 3 marks (VC2HE6K05). (a) 1 mark each for any two of the seven factors on the map. (b) 1 mark for the block with the lower price per 100 g, with the unit prices as the reason: Cadbury Dairy Milk at \$2.22 per 100 g against Whittaker’s Creamy Milk at \$3.60.

Q7 — 4 marks (VC2HE6K05). (a) 1 mark for $12 \times \$23 = \$276$. (b) 1 mark for $\$348 - \$276 = \$72$. (c) 1 mark for features (more than double the data) or advertising (the ‘5G’ label) named as the pull. (d) 1 mark for a reason tied to the family’s needs: they would actually use the extra data, so the money is well spent.

Q8 — 3 marks (VC2HE6K06). (a) 1 mark each for any two of the four best-deal steps. (b) 1 mark for the 1.2 kg box with its unit price, \$0.58 per 100 g.

Q9 — 3 marks (VC2HE6K07). (a) 1 mark for \$72.50. (b) 1 mark for 6 weeks. (c) 1 mark for any two of the six safe habits.

Q10 — 2 marks (VC2HE6K07). (a) 1 mark for a place that looks after people’s money and keeps it safe (accept close wording). (b) 1 mark for any two of: bank, credit union, building society.

Q11 — 3 marks (VC2HE6S01). (a) 1 mark for the difference: a closed question gets a quick short answer (good for collecting facts); an open question has many possible answers (good for going deeper). (b) 1 mark each for any two of: probing, open-ended, practical, ethical.

Q12 — 3 marks (VC2HE6S02). (a) 1 mark each for any two of the five search steps. (b) 1 mark for all three: the fact, the source, and the date found.

Q13 — 3 marks (VC2HE6S03). (a) 1 mark each for any two of the five graph checks. (b) 1 mark for December 2022 (Dec-22) at 7.9 per cent.

Q14 — 3 marks (VC2HE6S03). (a) 1 mark for 55c. (b) 1 mark for a 10c rise (\$1.00 to \$1.10). (c) 1 mark for going up — every change on the chart is a rise.

Q15 — 3 marks (VC2HE6S04). (a) 1 mark for the real reason: the \$4.00 was the price of the small 375 g box, not the 1.2 kg box; 1 mark for what the class page is missing: no date and no shop named, so its number cannot be checked. (b) 1 mark for any two of the four checklist questions.

Q16 — 3 marks (VC2HE6S05). (a) 1 mark for the difference: evidence is facts that can be checked; liking is a personal feeling that cannot be checked. (b) 2 marks: 1 for “not right” with the meaning of most (more than half — 13 or more of the 24); 1 for the deciding numbers (only 10 said a money box, and 10 is fewer than 13 — the biggest group is not “most”).

Q17 — 3 marks (VC2HE6S06). (a) 2 marks: 1 for Store A’s whole price \$49.50 (the one that needs adding); 1 for both Store B (\$39.99) and Store C (\$44.00) correct. (b) 1 mark for a choice backed by sound warranty reasoning. The strongest answer picks Store C: its 6-month warranty still covers the shoes at the five-month hand-down, while Store B’s 3-month warranty has run out by then. A Store B answer earns the mark if its warranty reasoning holds (see the worked solution). Mark the reasoning, not the store named.

Q18 — 2 marks (VC2HE6S07). (a) 1 mark for all four: where it is from, what it shows, where you found it, when you checked it. (b) 1 mark for the source line.

Q19 — 3 marks (VC2HE6S07). 1 mark for a choice backed by at least one number from Table 2; 1 mark for a reason that matters for a family; 1 mark for the source line “Source: Woolworths Online, checked 26 August 2026.” (accept the student’s own wording of the source line if it names the shop, what the numbers show, and the check date). A different box choice earns the marks too if the numbers and the reason support it.

Q20 — 4 marks (cross-chapter: VC2HE6K01, VC2HE6K05, VC2HE6S04, VC2HE6S06). (a) 1 mark for one sentence with the shape of scarcity: limited money against many possible buys, so the family must choose. (b) 1 mark for a named factor from the 2A map with its pull. (c) 1 mark for the source difference: Table 1 names real shops and a check date, so its numbers can be looked up again; Table 2 is labelled made-up, so there is no real source to check. (d) 1 mark for a store named with a value reason — what the family gets for the whole price (delivery and warranty included), not the sticker alone. A bare “Store A is cheapest” does not earn the mark: delivery makes its whole price the highest.

The 14 content descriptions and their questions

Code	What it covers	Questions
VC2HE6K01	Three kinds of resources — and why we must choose	Q1, Q2, Q20(a)
VC2HE6K02	Tax — what it is and why we pay it	Q3
VC2HE6K03	Entrepreneurs and what makes them successful	Q4
VC2HE6K04	Why people work, and how work helps us all	Q5
VC2HE6K05	What influences our buying and money choices	Q6, Q7, Q20(b)
VC2HE6K06	Shopping smart: how to choose well	Q8
VC2HE6K07	Your money: banks, budgets and keeping it safe	Q9, Q10
VC2HE6S01	Asking good questions about business, work and money	Q11
VC2HE6S02	Finding information and putting it in order	Q12
VC2HE6S03	Reading graphs, tables and text to spot patterns and trends	Q13, Q14
VC2HE6S04	Checking where information comes from	Q15, Q20(c)
VC2HE6S05	Conclusions built on evidence	Q16
VC2HE6S06	Turning conclusions into recommendations	Q17, Q20(d)
VC2HE6S07	Writing explanations that use sources and the right words	Q18, Q19

Score

Part	Marks	Score
Part 1 — How the economy works: scarcity, tax, enterprise and work	15	
Part 2 — Being a consumer: deciding, comparing and keeping money safe	15	
Part 3 — Investigating: asking, gathering and making sense of data	15	
Part 4 — Deciding and communicating: conclusions, proposals and explanations	15	
Total	60	

Solutions — Part 1: How the economy works: scarcity, tax, enterprise and work

Q1. (a) The three kinds of economic resources are **natural**, **human** and **capital**. (b) Any one capital resource from the bread chain figure: the tractor at the wheat farm, the mill and machines at the flour mill, the oven and mixer at the bakery, or the shelves and fridge at the shop.

Q2. (a) Model answer: the family's money is limited — \$30 — while the three things on their list cost more than that together ($\$30 + \$12 + \$15 = \$57$), so there is not enough money to meet every want. That is scarcity, and it forces a choice. (b) Any of the three builds with a reason. Model (school library): a new library helps every student read and learn, and the whole town can use it. The marks go to the explaining, not the choice — a dam or a sports ground argued just as well scores the same.

Q3. (a) GST stands for the **goods and services tax**. It is 10% — a tax of 10% added to most things bought in Australia. (b) GST: $\$40 \div 10 = \$4$. Total: $\$40 + \$4 = \$44$. (c) No. The toy costs \$20 before GST; the GST is $\$20 \div 10 = \$2$, so the total is \$22. Tia has \$20, which is \$2 short.

Q4. (a) Any two of: **spot opportunities**; **build a shared vision**; **take careful risks**; **make sound decisions**. (b) KeepCup model: Abigail and Jamie Forsyth ran a coffee shop and saw how many cups were thrown away — that is spotting an opportunity. They started small, in their own city, because nobody knew if people would buy — that is taking a careful risk. Boost Juice model: in 1999 Janine Allis saw juice bars in the United States and saw that nobody in Australia sold drinks like that — spotting an opportunity; she opened her first store in Adelaide in March 2000 — a careful first step. Any one story fact tied to an attribute named in part (a) earns the mark.

Q5. (a) **Professionals** — 4,093.6 thousand people (about 4 million), the tallest column on the chart. (b) Any one of the community benefits from the map: we get the goods and services we need, such as food, schools and hospitals; money earned is spent at local shops and businesses; tax from working helps pay for public things; people look after each other.

Solutions — Part 2: Being a consumer: deciding, comparing and keeping money safe

Q6. (a) Any two of the seven factors: needs and wants; price; features and quality; advertising; family and friends; your money; past experience. (b) The Cadbury Dairy Milk block. It costs \$2.22 for every 100 g while the Whittaker's Creamy Milk block costs \$3.60 for every 100 g — at the lower unit price, each dollar buys more chocolate.

Q7. (a) $12 \times \$23 = \$276$. (b) $\$348 - \$276 = \$72$ more. (c) **Features** — Plan B comes with more than double the data. (Advertising also pulls towards Plan B: the '5G' label sounds new and fast.) (d) Model: that family would actually use the extra data on the bus, so the extra \$72 a year buys something they need — different needs make different plans the better buy.

Q8. (a) Any two of: pick the exact item — the brand, the size, the model; look at more than one shop; add up the whole price — the item cost plus delivery; check for specials, then pick the best deal. (b) The **1.2 kg box** — its unit price is **\$0.58 per 100 g**, the lowest of the three, and a family that eats Weet-Bix most weeks will eat it all, so nothing is wasted.

Q9. (a) **\$72.50** — $\$50.00 + \$20.00 = \$70.00$; $\$70.00 - \$12.50 = \$57.50$; $\$57.50 + \$15.00 = \$72.50$, matching the running balances on the statement. (b) $\$60.00 \div \$10.00 = 6$ **weeks**. (c) Any two of: keep passwords secret; never share your PIN; check with an adult before paying online; keep cards and cash in a safe place; log out on shared computers and tablets; tell an adult if anything looks wrong.

Q10. (a) A financial institution is **a place that looks after people's money and keeps it safe**. (b) Any two of: a **bank** (the four biggest are Commonwealth Bank, Westpac, ANZ and NAB), a **credit union**, a **building society**.

Solutions — Part 3: Investigating: asking, gathering and making sense of data

Q11. (a) A closed question closes quickly with a short answer — good for collecting facts. An open question has many possible answers — good for investigating in depth. (b) Any two of: **probing** (looks for details), **open-ended** (brings out lots of ideas), **practical** (helps put a plan into action), **ethical** (asks what is fair and right).

Q12. (a) Any two of the five search steps: think of key words; search; open what looks useful; check the site; record what you find. (b) The **fact**, the **source** (the name and address of the place it came from), and the **date** you found it.

Q13. (a) Any two of the five checks: the title; the numbers up the side; the labels along the bottom; the column tops; the source. (b) Prices were rising fastest in **December 2022 (Dec-22)**, at **7.9 per cent** — the highest point on the line graph.

Q14. (a) **55c**. (b) **10c** — the price went from \$1.00 to \$1.10. (c) The trend is **going up**: from 45c in 2000 to \$1.70 in 2025, every change on the chart is a rise.

Q15. (a) The two numbers are for different boxes: the \$4.00 was the price of the **small 375 g box**, not the 1.2 kg box the shop's \$7.00 is for. And the class page is missing its source — no date and no shop named — so its number could not be checked, while the shop's own website can be. (b) Any two of: WHO collected this data? WHEN was it collected? WHERE is the source written (heading, footnote, website)? Does a second source say the SAME thing?

Solutions — Part 4: Deciding and communicating: conclusions, proposals and explanations

Q16. (a) A conclusion based on **evidence** rests on facts that can be checked — numbers, receipts, a named source. A statement based on **liking** is a personal feeling (“I like the blue packet more”) that nobody can check. (b) The student is **not right**. “Most” means more than half — in a class of 24, most would be 13 or more. Only 10 students said a money box at home, and 10 is fewer than 13. The money box is the biggest single group, but the biggest group is not “most”.

Q17. (a) Store A: $\$37.50 + \$12.00$ delivery = **$\$49.50$** . Store B: $\$39.99 +$ free delivery = **$\$39.99$** . Store C: $\$44.00 +$ free delivery = **$\$44.00$** . (b) **Store C** is the stronger choice: its warranty runs for 6 months with free repairs, so it still covers the shoes when they are handed down at about five months; Store B’s 3-month warranty has run out by then. A Store B answer can still earn the mark if the warranty reasoning holds — for example, that B costs $\$4.01$ less in total and its 3 months of cover beats Store A, which has no warranty at all — but it must use the warranty lengths, not the price alone.

Q18. (a) A source line names: **where it is from, what it shows, where you found it, and when you checked it.** (b) The **source line**. Draft B gives reasons, evidence and subject words, but never says where its numbers came from; the finished paragraph ends “Source: Woolworths Online, checked 26 August 2026.”

Q19. Model explanation: “The 1.2 kg box is the best buy. According to Table 2 it costs $\$0.58$ for every 100 g, while the 375 g box costs $\$1.07$ for every 100 g, so the big box gives more cereal for each dollar. Our family eats Weet-Bix most weeks, so the big box will be eaten, not wasted. Source: Woolworths Online, checked 26 August 2026.” The marks: a choice backed by a number from Table 2 (1); a reason that matters for a family (1); the source line (1).

Q20. (a) Model: the family’s money is limited, but the shoes and shops they could choose from are not, so they cannot buy everything and must make a choice — that is scarcity. (b) Any one factor with its pull. Model (price): one store’s whole price is lower, so the family’s budget pulls them towards it. Also acceptable: past experience, family and friends, advertising, or features and quality, each with its pull named. (c) Table 1 carries a real source line — two named shops and the date the prices were retrieved (26 August 2026) — so a shopper can go back to those shops’ pages and check every number. Table 2 is labelled made-up data for practising: its stores are not real, so there is no source to check its numbers against. (d) Model: **Store B** — its whole price is the lowest ($\$39.99$ with free delivery) and it still carries a 3-month warranty, so the family gets the lowest total and some cover: value is what you get for what you pay. **Store C** also earns the mark with a value reason — $\$4.01$ more buys a 6-month warranty and free repairs. “Store A, cheapest sticker” does not earn it: the $\$12.00$ delivery makes A’s whole price the highest ($\$49.50$).

End of solutions.