

Economics and Business 6

End-of-level review

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Curriculum codes refer to the *Victorian Curriculum F–10 Version 2.0*, published by the Victorian Curriculum and Assessment Authority (VCAA). Classbasics is not affiliated with the VCAA; the VCAA does not endorse this resource and makes no warranties regarding it.

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove tests, exams and subtopics they do not want to issue.

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Section	Page
End-of-level review	2
Review solutions and marking guide	11

End-of-level review

End-of-level review — Economics and Business 6

Economics and Business 6 · Victorian Curriculum 2.0 · Level 6

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

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: 50 marks — Part 1 (12 marks), Part 2 (12 marks), Part 3 (12 marks), Part 4 (14 marks). Answer all questions.

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

Name: _____ Date: _____

Total marks	50
Guidance time	About 60 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 (24 marks), sitting 2 = Parts 3 and 4 (26 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. No question needs a calculator, but you may use one if you want to.

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.

Part 1 — The economy: resources, scarcity, taxation, enterprise and work (12 marks)

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

Question 1 — Sorting economic resources (2 marks)

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

Sort these six resources into the three types — **natural**, **human** or **capital**:

sunlight · a truck driver · an oven · a river · a teacher · a factory

Question 2 — Reading the food-price graph (3 marks)

Draws on section 1A (VC2HE6K01) — the ABS food-price line graph in Worked example 2, which plots the year-to-month rise in Australian food prices from September 2025 to June 2026.

Use the ABS food-price line graph from section 1A.

- (a) In which month was the year-to-month food price rise the biggest, and what was the number? (1 mark)

- (b) In which month was it the smallest, and what was the number? (1 mark)

- (c) Between which two months sitting next to each other did the number rise the most? Name the two months and the size of the rise. (1 mark)

Question 3 — The GST inside a price (2 marks)

Draws on section 1B (VC2HE6K02) — the divide-by-11 rule, and the jacket price from Question 9 of section 1B.

A jacket costs \$110.00, including GST.

- (a) Use the divide-by-11 rule to find the GST inside the price. Show your working. (1 mark)

- (b) Find the price before GST. (1 mark)

Question 4 — Australia's businesses (2 marks)

Draws on section 1C (VC2HE6K03) — the ABS chart of actively trading Australian businesses by size, at 30 June 2026, in Worked example 2.

Use the ABS business-sizes chart from section 1C.

- (a) How many actively trading Australian businesses employed no one at 30 June 2026? (1 mark)

- (b) About how many out of every 100 actively trading Australian businesses employ 0–19 people? (1 mark)

Question 5 — Work and its benefits (3 marks)

Draws on section 1D (VC2HE6K04) — the “Australia at work” statistics card (July 2026, ABS) and the benefits-of-work concept map.

- (a) According to the “Australia at work” card in section 1D, how many people in Australia had a job in July 2026? (1 mark)

- (b) There were 10,210,500 full-time workers and 4,596,700 part-time workers. How many more full-time workers were there than part-time workers? Show your working. (1 mark)

- (c) Using the benefits-of-work concept map in section 1D, name one benefit of work for the person who does it, and one benefit of work for the community. (1 mark)

End of Part 1.

Part 2 — Consumers and money: informed personal decisions (12 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 plan.

Question 6 — The five groups of factors (2 marks)

Draws on section 2A (VC2HE6K05) — the factors map, “Your choice as a consumer”.

Name the five groups of factors that influence a consumer’s choice, as shown on the factors map in section 2A.

Question 7 — Cost per gigabyte (3 marks)

Draws on section 2A (VC2HE6K05) — the plans table and the cost-per-gigabyte chart in Worked example 1 (four prepaid phone plans, prices checked 26 August 2026).

Use the plans table and the cost-per-gigabyte chart from Worked example 1 in section 2A.

- (a) Work out the cost per gigabyte of the Boost \$28 plan. Show your working. (1 mark)

- (b) Work out the cost per gigabyte of the Belong \$34 plan. Show your working. (1 mark)

- (c) Which of the four plans is the cheapest per gigabyte, and what is that cost? (1 mark)

Question 8 — Better value juice (2 marks)

Draws on section 2B (VC2HE6K06) — the apple-juice prices from Question 1 of section 2B.

A 1 L bottle of apple juice costs \$2.50. A 2 L bottle of the same juice costs \$4.20.

- (a) Work out the price per litre of the 2 L bottle. Show your working. (1 mark)

- (b) Which bottle is the better value? Give a reason. (1 mark)

Question 9 — Questions to ask before paying (2 marks)

Draws on section 2B (VC2HE6K06) — the smart shopper's plan.

Write three questions a smart shopper asks **before** paying. For each one, name the step of the smart shopper's plan it belongs to.

Question 10 — Lee's budget (3 marks)

Draws on section 2C (VC2HE6K07) — Lee's numbers from Questions 4 and 5 of section 2C, and the Financial Claims Scheme chart.

Lee gets \$15.00 a week and plans to save \$5.00, spend \$8.00 and share \$2.00.

(a) Does Lee's budget balance? Show your working. (1 mark)

(b) Lee saves \$5.00 a week toward a \$50.00 goal. How many weeks will it take? (1 mark)

(c) True or false? Give a reason. "The Financial Claims Scheme protects every dollar a person has, no matter how much." (1 mark)

End of Part 2.

Part 3 — Skills: investigating, and interpreting data and information (12 marks)

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

Question 11 — From closed to open (2 marks)

Draws on section 3A (VC2HE6S01) — closed and open questions, and the four checks for a strong research question.

- (a) “Did prices go up last year?” is a closed question. Say what makes it closed, then rewrite it as an open question that could lead an investigation. (1 mark)

- (b) Name the four checks for a strong research question. (1 mark)

Question 12 — Key words and web address endings (2 marks)

Draws on section 3B (VC2HE6S02) — the web address endings chart and the key-words routine.

- (a) Match each web address ending to who most likely put it there: .gov.au · .com.au · .edu.au · .org — choices: a school or university; an Australian government body; a club or community group; a business registered in Australia. (1 mark)

- (b) Here is a research question: *Where can we find information about opening a bank account for kids?* Pick out the key words you would type into a search tool, and list the little words you would cross out. (1 mark)

Question 13 — Reading the retail chart (3 marks)

Draws on section 3C (VC2HE6S03) — the retail column chart in Question 1 of section 3C (what Australian retail businesses sold in June 2025, ABS).

Use the retail column chart from section 3C.

- (a) Which industry sold the most in June 2025? (1 mark)

- (b) Which of the industries shown sold the least? (1 mark)

- (c) How much more did food retailing sell than department stores? Show your working. (1 mark)

Question 14 — The three parts of a description (2 marks)

Draws on section 3C (VC2HE6S03) — the model text (trend word, time frame, evidence number) and the price line graph for May 2024 to June 2026.

(a) Name the three parts every good description of data uses. (1 mark)

(b) Using the price line graph in section 3C, write one sentence describing the biggest monthly rise. Your sentence must use all three parts. (1 mark)

Question 15 — Source clues and the cross-check (3 marks)

Draws on section 3D (VC2HE6S04) — the source clues circled on Figure 2, the web address endings table, and the cross-check diagram (two ABS pages, both giving 3.8% for the year to June 2026).

(a) In Figure 2 of section 3D, three clues are circled on the ABS page. Name them. (1 mark)

(b) What does a .gov.au ending tell you about a website? (1 mark)

(c) A classmate's note says "prices rose 3.8% in the year to June 2026". Two different ABS pages both show 3.8%. Name this checking step, and say why it matters. (1 mark)

End of Part 3.

Part 4 — Skills: evaluating, deciding and communicating (14 marks)

Five questions drawn from sections 4A–4C. Question 20 draws on the whole book, not just Chapter 4.

Question 16 — The three bases of a conclusion (2 marks)

Draws on section 4A (VC2HE6S05) — the “three bases” chart and the checking question.

- (a) A conclusion can rest on one of three bases. Name all three, and say which one is the safe basis. (1 mark)

- (b) Write the checking question this book uses before drawing a conclusion. (1 mark)

Question 17 — Checking Tom’s evidence (2 marks)

Draws on section 4A (VC2HE6S05) — the four checks for valid evidence, and Tom’s chocolate survey from Question 4 of section 4A.

Tom asked his three friends which chocolate is best. All three named the same brand, so Tom concluded: “Everyone thinks this brand is best.”

- (a) Name the two of the four checks for valid evidence that Tom’s evidence fails. (1 mark)

- (b) Explain why it fails those two checks. (1 mark)

Question 18 — Price rises and a family’s rent (3 marks)

Draws on section 4B (VC2HE6S06) — the ABS CPI chart in Worked example 1 (price changes for the year to June 2026), and the rents figure from Question 2 of section 4B.

Use the CPI chart from Worked example 1 in section 4B.

- (a) Which item on the chart rose the most over the year to June 2026, and by how much? (1 mark)

- (b) Which item on the chart went down, and by how much? (1 mark)

- (c) Rents rose 3.6% over the year to June 2026. Last year a family paid \$300.00 a week in rent. Work out the family’s new weekly rent. Show your working. (1 mark)

Question 19 — The club's footy ball (2 marks)

Draws on section 4B (VC2HE6S06) — the three options and the \$100.00 budget line in Worked example 2, and the value-for-money frame.

The club from Worked example 2 in section 4B has a budget of \$100.00 and needs a ball for training.

- (a) Which option (A, B or C) fits inside the budget? How much of the budget is left? (1 mark)

- (b) A friend says Option A is the best value because it will last for years. Using the idea of a frame from section 4B, explain why the club still picks Option C. (1 mark)

Question 20 — Why does the trolley cost more? (5 marks)

Draws on section 4C (VC2HE6S07) — Chart 2 (the trolley), the word bank and the four-step writing plan — and on the whole book: this is the cross-chapter question.

Chart 2 in section 4C shows the same trolley of shopping costing \$100.00 in June 2025 and \$103.30 in June 2026. Using the four-step writing plan from section 4C, write an explanation of 4–5 sentences for a family about this rise in food prices. Your explanation must:

- (a) start with a topic sentence that says what you are explaining;
- (b) give evidence with at least one number from Chart 2;
- (c) use at least three words from the section 4C word bank (*price, value, consumer, budget, source, evidence, trend, GST*);
- (d) draw on at least one idea from a different chapter — for example needs and wants or scarcity (1A), budgets (2C), checking a source (3D), or building a conclusion on evidence (4A) — and end with the source line for the ABS data.

End of Part 4. End of paper — 50 marks.

Review solutions and marking guide

This is the teacher-facing back matter for the end-of-level review: a marking guide first, then worked solutions in the same order as the paper. The paper itself is the *End-of-level review* at the front of this booklet; it is a classroom check worth 50 marks across four parts, one part per chapter.

How to mark it

- **Point-based.** Award the marks shown against each part. There are no half marks. The whole paper is 50 marks: Part 1 = 12, Part 2 = 12, Part 3 = 12, Part 4 = 14.
- **Models are models, not scripts.** Where a solution says “for example” or gives a model sentence, accept the same idea in different words. Mark the idea, not the phrasing.
- **Shared-error marking.** If a student carries a wrong figure from an earlier part into later working, but the later method is correct, award the later mark. The error costs the mark once, where it was made.
- **Reasoning items are marked on the reasoning.** For “give a reason”, “say why” and “explain” parts, the mark goes to a reason that uses the book’s ideas — not to a bare yes, no, true or false.
- **Working.** Where a question says “show your working”, the mark goes to the working plus the answer. A correct answer with no working still earns the mark at this level unless the question asks for the working as evidence of method.

Mark map

Part	Question	Marks	Drawn from section	Code
1	Q1 Sorting economic resources	2	1A — three types of economic resources	VC2HE6K01
1	Q2 Reading the food-price graph	3	1A — Worked example 2 graph (= 1A Q4)	VC2HE6K01
1	Q3 The GST inside a price	2	1B — $\div 11$ rule (= 1B Q9)	VC2HE6K02
1	Q4 Australia’s businesses	2	1C — Worked example 2 chart (= 1C Q5a, Q6)	VC2HE6K03
1	Q5 Work and its benefits	3	1D — “Australia at work” card; benefits map	VC2HE6K04
2	Q6 The five groups of factors	2	2A — factors map	VC2HE6K05
2	Q7 Cost per gigabyte	3	2A — Worked example 1 (= 2A Q2 method)	VC2HE6K05
2	Q8 Better value juice	2	2B — (= 2B Q1)	VC2HE6K06
2	Q9 Questions to ask before paying	2	2B — smart shopper’s plan (= 2B Q7)	VC2HE6K06
2	Q10 Lee’s budget	3	2C — (= 2C Q4, Q5, Q6)	VC2HE6K07
3	Q11 From closed to open	2	3A — closed/open; four checks (= 3A Q2, Q3)	VC2HE6S01
3	Q12 Key words and address endings	2	3B — (= 3B Q1, Q2)	VC2HE6S02
3	Q13 Reading the	3	3C — retail chart (=	VC2HE6S03

Part	Question	Marks	Drawn from section	Code
	retail chart		3C Q1)	
3	Q14 The three parts of a description	2	3C — model text; price line graph (= 3C Q6, Q4)	VC2HE6S03
3	Q15 Source clues and the cross-check	3	3D — Figure 2; cross-check (= 3D Q1, Q5)	VC2HE6S04
4	Q16 The three bases of a conclusion	2	4A — “three bases” chart; checking question	VC2HE6S05
4	Q17 Checking Tom’s evidence	2	4A — four checks (= 4A Q4)	VC2HE6S05
4	Q18 Price rises and a family’s rent	3	4B — Worked example 1 chart (= 4B Q1, Q2)	VC2HE6S06
4	Q19 The club’s footy ball	2	4B — Worked example 2; the frame (= 4B Q9/Q10 ideas)	VC2HE6S06
4	Q20 Why does the trolley cost more?	5	4C — Chart 2, word bank, four-step plan; cross-chapter	VC2HE6S07

Marking points, question by question

Question 1 (2 marks). 2 marks for all six resources sorted correctly; 1 mark for four or five correct. The mix-up to watch: “capital” means made things used for making, not money (1A).

Question 2 (3 marks). 1 mark each for (a), (b), (c). (a) and (b) need the month *and* the number. (c) needs both months *and* the size of the rise.

Question 3 (2 marks). (a) 1 mark for the $\div 11$ working and answer; (b) 1 mark for the price before GST. Shared-error marking applies: a wrong GST in (a) taken away correctly in (b) still earns (b).

Question 4 (2 marks). 1 mark each. (a) accepts 1,818,575 (or “about 1.8 million” if the chart figure is named). (b) accepts “about 97”.

Question 5 (3 marks). 1 mark each. (b) needs the subtraction shown. (c) one benefit of each kind, from the benefits map — accept any branch named correctly on each side.

Question 6 (2 marks). 2 marks for all five groups; 1 mark for three or four. Group names must match the factors map (2A).

Question 7 (3 marks). 1 mark each; (a) and (b) need the division shown. (c) needs the plan named *and* its cost per GB.

Question 8 (2 marks). (a) 1 mark for the working and \$2.10 per litre; (b) 1 mark for choosing the 2 L bottle *with* a price-per-litre reason.

Question 9 (2 marks). 2 marks for three questions each matched to the right step of the plan; 1 mark for two. Accept any of the seven steps (2B) — the questions must be asked *before* paying, so “keep your receipt” does not count as one of the three.

Question 10 (3 marks). 1 mark each. (a) needs the check shown (the three amounts add to the income). (c) needs “false” *and* the limit explained.

Question 11 (2 marks). (a) 1 mark: what makes it closed *and* an open rewrite that could lead an investigation (any open rewrite earns the mark — 3A A2). (b) 1 mark for all four check names.

Question 12 (2 marks). (a) 1 mark for all four matches (allow a single swap only if the student explains it — otherwise 0). (b) 1 mark: key words picked out *and* little words listed (3B A1 pattern).

Question 13 (3 marks). 1 mark each. (c) needs the subtraction shown and the unit “million” (or “\$13,007.8 m”).

Question 14 (2 marks). (a) 1 mark for all three part names. (b) 1 mark for one sentence containing a trend word, a time frame and an evidence number that matches the graph (3C).

Question 15 (3 marks). 1 mark each. (a) needs all three circled clues. (c) needs the step named (“cross-check”) *and* a reason that uses the idea (a second dated source saying the same thing).

Question 16 (2 marks). (a) 1 mark for all three bases named and the safe one identified. (b) 1 mark for the checking question, quoted or in the student’s own words with the same meaning.

Question 17 (2 marks). (a) 1 mark for naming checks 3 and 4 (by number or by name). (b) 1 mark for reasons: not enough evidence, and not collected in a fair way — both tied to Tom’s three friends.

Question 18 (3 marks). 1 mark each. (a) and (b) need the item *and* the per cent, with the sign right in (b). (c) needs the scaling-up working (3 lots of \$100.00) and the final rent.

Question 19 (2 marks). (a) 1 mark for Option C *and* the \$20.01 left. (b) 1 mark for an explanation that uses the frame — the purpose (a training ball) and the budget (\$100.00) — not just “A is too dear”.

Question 20 (5 marks). Mark against the four-step plan (4C), 1 mark each for: a topic sentence that says what is being explained; evidence with at least one number from Chart 2 (\$100.00, \$103.30 or the \$3.30 rise); at least three word-bank words used correctly; at least one idea from another chapter used correctly (needs and wants or scarcity from 1A, budgets from 2C, source checking from 3D, evidence-based conclusions from 4A); and a closing source line for the ABS data. The explanation must be 4–5 sentences; a response outside that length loses the topic-sentence mark only if it breaks the plan. Accept any correct cross-chapter idea and any word-bank words used with the right meaning.

Solutions — Part 1: The economy: resources, scarcity, taxation, enterprise and work

Question 1 — Sorting economic resources.

Using the three types from section 1A (a natural resource comes from nature; a human resource is people's work, skill and knowledge; a capital resource is a made thing used to make or deliver other things):

- **Natural:** sunlight, a river
- **Human:** a truck driver, a teacher
- **Capital:** an oven, a factory

The river counts as natural for the same reason the water in irrigation channels does in 1A: it is a gift of nature that people direct but do not make. The oven and the factory are made things used for making — capital, not money.

Question 2 — Reading the food-price graph.

From the ABS food-price line graph in Worked example 2 of section 1A (the same graph 1A Q4 uses):

- (a) The biggest year-to-month rise: **December 2025, 3.4%** — food cost 3.4% more than a year earlier, the fastest rise on the graph.
- (b) The smallest: **April 2026, 2.8%**.
- (c) The biggest rise between two months sitting next to each other: **April 2026 to May 2026**, from 2.8% to 3.3% — **a jump of 0.5**.

Question 3 — The GST inside a price.

Using the $\div 11$ rule from section 1B (the GST inside a price = the total price $\div 11$), as in 1B Q9:

- (a) GST inside = $\$110.00 \div 11 = \mathbf{\$10.00}$.
- (b) Price before GST = $\$110.00 - \$10.00 = \mathbf{\$100.00}$.

Question 4 — Australia's businesses.

From the ABS business-sizes chart at 30 June 2026 in Worked example 2 of section 1C:

- (a) Non-employing (no employees) actively trading businesses: **1,818,575**.
- (b) Businesses employing 0–19 people: non-employing + 1–4 + 5–19 = $1,818,575 + 689,600 + 232,912 = 2,741,087$ out of 2,814,778 — **about 97 out of every 100**.

Question 5 — Work and its benefits.

From the “Australia at work” card (July 2026, ABS) and the benefits-of-work concept map in section 1D:

- (a) People with a job in July 2026: **14,807,200**.
- (b) $10,210,500 - 4,596,700 = \mathbf{5,613,800}$ more full-time than part-time workers.
- (c) Any one from each branch of the map. For the person who works: income, new skills, confidence and purpose, friends and colleagues, or a path to future jobs (for example, *income — pay lets a person save and buy things*). For the community: the goods and services we all use, tax money for schools, hospitals and roads, or unpaid voluntary work for community groups (for example, *tax money from workers pays for schools and hospitals*).

Solutions — Part 2: Consumers and money: informed personal decisions

Question 6 — The five groups of factors.

From the factors map “Your choice as a consumer” in section 2A:

1. **Personal factors** — your needs and wants, the money you have, your own tastes
2. **Product factors** — price, features, quality
3. **Advertising** — ads on TV, online and radio, billboards, packaging, sales
4. **People around you** — family, friends, coaches, teachers, creators online
5. **Place and time** — which shops you can get to, how soon you need it, is it in stock

Question 7 — Cost per gigabyte.

From the plans table and the cost-per-gigabyte chart in Worked example 1 of section 2A (cost per GB = price of the recharge ÷ data in GB):

- (a) Boost \$28 plan: $\$28 \div 8 \text{ GB} = \text{\$3.50 per GB}$.
- (b) Belong \$34 plan: $\$34 \div 25 \text{ GB} = \text{\$1.36 per GB}$.
- (c) The **Belong \$39 plan** is the cheapest per GB: $\$39 \div 40 \text{ GB} = 0.975$, which rounds to **\\$0.98 per GB** (the chart shows the same four values: \$3.50, \$1.30, \$1.36, \$0.98).

Question 8 — Better value juice.

From 2B Q1 (unit price = price ÷ size, as in Step 4 of the plan):

- (a) 2 L bottle: $\$4.20 \div 2 = \text{\$2.10 per litre}$.
- (b) The **2 L bottle is the better value**: \$2.10 per litre is less than the 1 L bottle’s \$2.50 per litre. (Same juice, lower unit price — the price tag alone would have fooled you.)

Question 9 — Questions to ask before paying.

Any three questions matched to the right steps of the smart shopper’s plan (2B). Model, following 2B Q7:

- “Do I need it, or do I just want it?” — Step 1, *need it or just want it*.
- “Is it cheaper somewhere else?” — Step 2, *compare prices at different shops*.
- “What is the unit price?” — Step 4, *check the unit price*.

Other accepted matches include “What is my budget for this?” (Step 1, budget), “Are the features and quality worth the price?” (Step 3) and “Is this a real deal, or just a big sign?” (Step 6). “Keep your receipt” is the step *after* paying, so a receipt question does not earn a mark here.

Question 10 — Lee’s budget.

From 2C Q4–Q6:

- (a) $\$5.00 + \$8.00 + \$2.00 = \text{\$15.00}$, which equals Lee’s income of \$15.00, so **yes, the budget balances** (income – plan = \$0.00 left over).
- (b) $\$50.00 \div \$5.00 = \text{10 weeks}$.
- (c) **False**. The Financial Claims Scheme protects deposits only up to **\$250,000 for each account holder at each bank**; money over the limit is not protected.

Solutions — Part 3: Skills: investigating, and interpreting data and information

Question 11 — From closed to open.

- (a) It is closed because it can be answered with yes, no or one short fact — it runs out of road after one answer, so it cannot lead an investigation (3A). Model open rewrite: “*Why did prices go up last year, and who felt the rise most?*” Any open rewrite earns the mark (as in 3A A2).
- (b) The four checks for a strong research question (3A Part 3): **open, clear, focused, and answerable with evidence.**

Question 12 — Key words and web address endings.

- (a) From the domain chart in section 3B (= 3B Q2):
- .gov.au — an Australian government body
 - .com.au — a business registered in Australia
 - .edu.au — a school or university
 - .org — a club or community group
- (b) Following the key-words routine in 3B (pick the words that carry the meaning; cross out the little words a search tool does not need):
- **Key words:** opening, bank account, kids
 - **Little words crossed out:** where, can, we, find, information, about, for, a

Question 13 — Reading the retail chart.

From the retail column chart in 3C Q1 (what Australian retail businesses sold in June 2025, ABS):

- (a) Most sold: **food retailing**, \$14,995.5 million.
- (b) Least sold: **department stores**, \$1,987.7 million.
- (c) $\$14,995.5 \text{ m} - \$1,987.7 \text{ m} = \mathbf{\$13,007.8 \text{ million}}$ more.

Question 14 — The three parts of a description.

- (a) From the model text in section 3C: a **trend word** (rose, went down, stayed level, jumped, dipped), a **time frame** (from when to when), and an **evidence number** taken from the graph itself.
- (b) From the price line graph in 3C (biggest rise: +1.3% in July 2025). Model sentence: “*Australian prices rose fastest in July 2025, when they went up 1.3% in the month.*” Check: trend word (rose / went up), time frame (July 2025 — or from June to July 2025), evidence number (1.3%).

Question 15 — Source clues and the cross-check.

- (a) The three clues circled on Figure 2 in section 3D: **the heading** naming the release, **the web address** **www.abs.gov.au**, and **the Source line** naming the Australian Bureau of Statistics.
- (b) A .gov.au ending tells you an **Australian government body** most likely put the site there — for the ABS, the government office that measures the statistics (3B, 3D).
- (c) The step is the **cross-check**: looking for the same fact or number in a second place. It matters because one source can be wrong, old or taking one side; when a second dated source says the same thing (here, two ABS pages both giving 3.8%), you have verified that the data is authentic, so you can trust it (3D Steps 3–4).

Solutions — Part 4: Skills: evaluating, deciding and communicating

Question 16 — The three bases of a conclusion.

- (a) From the “three bases” chart in section 4A, a conclusion rests on one of: **built on evidence** (the only safe basis); **built on bias or preference**; or **built on limited or unchecked sources**.
- (b) The checking question (elaboration E02): “**Can we show that this is true?**” — asked before you draw any conclusion.

Question 17 — Checking Tom’s evidence.

From the four checks for valid evidence in section 4A (= 4A Q4):

- (a) Tom’s evidence fails **check 3 — Is there enough of it?** and **check 4 — Was it collected in a fair way?**
- (b) Three friends is a tiny sample — there is not enough evidence to say what “everyone” thinks. And it was not collected in a fair way: his friends may all like the same things he does, so asking only them was not a fair test. (Fix, as in 4A: ask a much bigger group, and use a blind taste test so the brand cannot change the answer.) His conclusion “Everyone thinks this brand is best” also over-claims — the fit test says the evidence backs, at most, “my three friends like this brand best”.

Question 18 — Price rises and a family’s rent.

From the ABS CPI chart in Worked example 1 of section 4B (= 4B Q1), and the rents calculation (= 4B Q2):

- (a) Rose the most: **electricity, +22.4%**.
- (b) Went down: **automotive fuel, -7.3%** (down 7.3%).
- (c) Per cent means “out of 100”, so scale up from \$100:

Working	Comment
3.6% of \$100.00 = \$3.60	the rise on one lot of \$100.00
\$300.00 is 3 lots of \$100.00, so $3 \times \$3.60$ = \$10.80	scale up
\$300.00 + \$10.80 = \$310.80	the new weekly rent

Question 19 — The club’s footy ball.

From Worked example 2 in section 4B (options priced 26 August 2026; budget \$100.00):

- (a) **Option C** — the Sherrin AFL Replica (Size 5) Training Ball at \$79.99 — is the only option inside the budget. $\$100.00 - \$79.99 = \text{\$20.01 left}$ (Option A is \$89.00 over; Option B is \$19.99 over).
- (b) The frame says: *state the purpose of the purchase and the budget first, then judge inside that frame* (4B). The club’s purpose is **one ball for training**, and its budget is **\$100.00 — all the money the club has**. Inside that frame, Option A fails twice: it is a match ball, made for serious matches, so it is the wrong ball for the purpose; and at \$189.00 it is \$89.00 over the budget, however long it would last. “It will last for years” is a real cost-per-season idea (4B Q10), but it cannot spend money the club does not have. Option C is made for training, fits with \$20.01 left — enough for a pump and still under \$100.00 — so the club still picks C.

Question 20 — Why does the trolley cost more? (cross-chapter)

Mark 1 for each of: topic sentence · Chart 2 evidence with a number · three or more word-bank words · one idea from another chapter · closing ABS source line. Model explanation, following the four-step plan of section 4C (topic sentence → evidence → subject words → source line):

The same trolley of shopping costs more this year than it did a year ago. According to Chart 2, the trolley that cost \$100.00 in June 2025 cost \$103.30 in June 2026 — a rise of \$3.30 — so the trend in food prices is upward. The ABS says food prices rose 3.3% in the year to June 2026 because it cost more to grow, move and sell food, and that evidence means the same budget now buys a little less: the value of each dollar has fallen. Food is a need, not a want (1A), so a family cannot stop buying it — the consumer has to find the extra \$3.30 somewhere else in the budget (2C). Before trusting the numbers I checked their source (3D): the ABS is the government statistics office, and the same 3.3% appears on two ABS pages, so the data passes the cross-check. Source: Australian Bureau of Statistics (ABS), Consumer Price Index, June quarter 2026 (out 29 July 2026), abs.gov.au, checked 26 August 2026.

Word-bank words used in the model: *trend, evidence, budget, value, consumer, source* (six of the eight — three were required). Cross-chapter ideas used: needs and wants (1A), budgets (2C), source checking and the cross-check (3D); a response that instead builds its final point as an evidence-based conclusion (4A) earns the same mark.

End of solutions.