

Years 9–10 assessment techniques and conditions

Humanities and Social Sciences — Economics and Business

This document outlines assessment techniques and response conditions that could be used to achieve range and balance within an assessment program. Schools should consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques, modes and response conditions.

	Techniques		
	Investigation	Project	Examination
Description	focuses on researching a specific problem, question, issue, or hypothesis through the selection, collection, analysis and/or interpretation of data, sources or information which may result in conclusions. It uses research, investigative practices, or processes in a particular context and occurs over an extended period of time.	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s, scenario/s, and/or problem/s.
Learning area advice	Students investigate a contemporary economic or business issue or question by locating data and information and identifying trends, economic cause-and-effect relationships, consumer and/or financial impacts to develop a response.	Students respond to an economic or business issue using economic and business concepts that may include the use of criteria to determine a course of action, and applying these to a real-world context.	Students respond to assessment items that may include seen or unseen stimulus from economic and business data and/or information. Note: <ul style="list-style-type: none"> • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should be information that has not been directly used in class.
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written



Techniques			
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Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> analytical, argumentative or persuasive essay business research report pitch to investors feature article news report multimodal presentation formal speech supported by economic and business data seminar conference investigative television news report. 	<p>Examples may include:</p> <ul style="list-style-type: none"> business report business plan business forecast budget case study roleplay interview blog vlog podcast. 	<p>Examples may include:</p> <ul style="list-style-type: none"> short response items paragraph response (standalone or linked to stimulus) extended response items response to stimulus.
Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 600–800 words spoken/signed responses 3–4 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 600–800 words spoken/signed responses 3–4 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 90 minutes, plus 10 minutes planning, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> 600–800 words, comprising <ul style="list-style-type: none"> short responses 50–150 words per item extended responses 300–400 words per item.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.



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