



Economics 2025 v1.2

IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Comprehending	6	
Analysing	8	
Evaluating	7	
Creating a response	4	
Overall	25	

Conditions

Technique	Investigation
Unit	3: International economics
Topic/s	Topic 2: Global economic issues
Duration	Approximately 15 hours of class time
Mode/length	Written: up to 2000 words
Individual/group	Individual
Other	Students can develop their responses in class time and their own time.
Resources	<ul style="list-style-type: none">• Reliable data and information from current, accurate and relevant primary and/or secondary sources.• The following information is located in Economics General senior syllabus 2025 v1.2:<ul style="list-style-type: none">– use of data in Economics– choice and documentation of sources– research report– economic inquiry cycle.

Context

The Australian Government is seeking to understand the economic impact of an existing free trade agreement.

Task

Analyse an Australian free trade agreement that has been in operation for more than five years. Evaluate whether the free trade agreement has delivered positive net outcomes to Australia. Create a research report to present the findings and decision.

The response must:

- select data and information from reliable sources, and include citations and a reference list
- outline the essential features of free trade agreements and apply economic concepts, principles and models relevant to the free trade agreement
- analyse trade patterns related to the free trade agreement, and then focus on two key industries
- choose a focus of the positive net outcome, e.g. for the national economy or the economy of a particular state or region
- choose two economic criteria to use when evaluating the economic outcome.

Checkpoints

- ☐ Term _ Week _: Planning — an outline of the report, including structural elements, such as headings and subheadings, and a list of possible sources
- ☐ Term _ Week _: Progress check — the report structure with listed main points for completed sections (e.g. introduction and one or both key industries), and reference list
- ☐ Term _ Week _: Progress check — updated report structure with some sections written, main points for sections that have not yet been written, and updated reference list
- ☐ Term _ Week _: Progress check and feedback — full draft response
- ☐ Term _ Week _: Final response.

Authentication strategies

- Students will provide documentation of their progress at the indicated checkpoints.
- The teacher will collect copies of the student response and monitor at key junctures.
- The teacher will collect and annotate one draft for each student.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students will use plagiarism-detection software at submission of the response.

Instrument-specific marking guide (IA2): Investigation (25%)

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> comprehensive identification of the essential features of globalisation, barriers to trade, and/or trade agreements perceptive application of a significant range of economic concepts, principles and models precise use of economic terminology 	5–6
<ul style="list-style-type: none"> adequate identification of features of globalisation, barriers to trade, and/or trade agreements adequate application of a range of economic concepts, principles and/or models adequate use of economic terminology 	3–4
<ul style="list-style-type: none"> partial identification of features of globalisation, barriers to trade, and/or trade agreements partial application of economic concepts, principles and/or models limited use of economic terminology. 	1–2
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning meaning drawn from patterns or trends relevant to the economic issue identified discerning explanation of relevant economic relationships that includes complexity perceptive selection and use of a wide variety of current, accurate and relevant data and information to support the analysis 	7–8
<ul style="list-style-type: none"> effective meaning drawn from patterns or trends relevant to the economic issue identified effective explanation of relevant economic relationships with some complexity effective selection and use of a variety of current, accurate and relevant data and information to support the analysis 	5–6
<ul style="list-style-type: none"> adequate meaning drawn from patterns or trends relevant to the economic issue identified adequate explanation of relevant economic relationships use of relevant data and information to support the analysis 	3–4
<ul style="list-style-type: none"> identification of pattern/s or trend/s about an economic issue identification of a cause or effect relationship limited use of data or information. 	1–2
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • perceptive use of relevant economic criteria to make a decision about an economic outcome • discerning synthesis of economic ideas and perspectives derived from the analysis to support the decision • critical economic reasoning using reliable evidence to justify the decision 	6–7
<ul style="list-style-type: none"> • effective use of relevant economic criteria to make a decision about an economic outcome • effective synthesis of economic ideas or perspectives derived from the analysis to support the decision • feasible economic reasoning using evidence to justify the decision 	4–5
<ul style="list-style-type: none"> • reasonable decision made about an economic outcome • synthesis of economic ideas or perspectives that link to the decision • economic reasons that explain the decision 	2–3
<ul style="list-style-type: none"> • statement/s about an economic outcome • description/s of an economic idea or perspective • reason/s based on opinion. 	1
The student response does not satisfy any of the descriptors above.	0

Creating a response	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • discerning and concise expression, sequencing and development of ideas, including visual representations, to enhance economic meaning • a formatted report used, with perceptive choices of vocabulary and minimal errors in grammar, punctuation and spelling • consistent and accurate documentation of sources in a reference list and citations 	3–4
<ul style="list-style-type: none"> • sequencing and development of ideas to convey economic meaning • a basic formatted report used and some errors in grammar, punctuation and spelling • identification of some bibliographic information. 	1–2
The student response does not satisfy any of the descriptors above.	0



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