**Term 2, 2019 - Year 10 – Economics and Business**

**Task 5 and Task 6 – Due Date: Week 5 (28th May 2019)**

**Task 5: Inquiry Task – Topic: Indicators of Economic Performance (6%)**

**(In-class Inquiry and Homework)**

**Task 6: In-class Response Task – Communicate, Reflect and Evaluate findings (4%)**

**(In-class Test conditions) Date: Week 5 - 28 May 2019**

Students respond to set questions in-class, under timed conditions. These questions will be based on the findings from **Task 5. You will not be allowed notes for this task.**

Students investigate economic indicators *(e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes*, such as *Environmental Performance Index*) Incorporating practical skills, such as researching qualitative and quantitative data, evidence and information from primary and secondary sources.

|  |
| --- |
|  |

**Your Task:**

You have recently started working in a new advisory role where you need to provide information to other people and individuals (stakeholders) about ***economic performance*** and especially the **indicators of economic performance** and ***how Australia’s economy is performing*.** These indicators include;

***GRAPHIC ORGANISER 1 -***

***Economic indicators:***

* *Economic growth rates*
* *Unemployment trends*
* *Inflation rates*

***Information to include:*** *definitions, explanation of each indicator, how is it calculated or what is included in the indicators, positives and negatives of the indicators and examples (supporting evidence)*

***GRAPHIC ORGANISER 2 -***

***Broader measures of the population’s wellbeing:***

* *Human Development Index (HDI)*
* *Better Life Index (OECD – Organisation for Economic Co-operation and Development)*
* *Sustainability Indexes (You need to look at the Environmental Performance Index, developed by Yale University)*

***Information to include:*** *definitions, explanation of the broader measures (all three), how is it calculated or what is included in each broader measure, positives and negatives of the broader measures and examples (supporting evidence)*

Once you have researched this information you need to produce two (2) graphic organisers to organise your key information, such as a table etc... Think of two appropriate graphic organisers.

Your graphic organisers will then be used as **revision** documents prior to your in-class assessment, which is the day the task is due in.

In-class you will respond to and answer set questions based on the research information. So ideally, you would want to be working on and completing this task well before the due date.

Obviously some of the information you are providing to the various stakeholders may be new information and complex to understand, so you have developed a glossary of words to provide a clear and concise meaning.

**What you must submit for Task 5 –**

**Inquiry Task**

**🖵** **2** - **Graphic Organisers -**

**Summary of key information**

* Graphic Organiser 1 – ***Economic Indicators information***
* Graphic Organiser 2 - ***Broader measures of the population’s wellbeing information***

**🖵 Glossary Chart –**

**Key words related to the topic**

* You need to complete the glossary chart with 10 key unfamiliar words and examples which relate to ***‘Indicators of Economic Performance’***.

**🖵 Bibliography –**

You will need to submit a well-reference bibliography which follows appropriate protocols. Try to use a range or variety of sources to gather infomation.