Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *My Target: \_\_\_\_\_\_\_\_\_ / 34 or \_\_\_\_\_\_\_\_ %*

Year 10 Humanities and Social Sciences – Task 5 – Economics and Business – Rubric/Marking Guide

**Inquiry/Homework Task – Topic: Indicators of Economic Performance (6%) (34 marks)**

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| **Task 🡫 &**  **Marks Allocation 🡪** | **0 - 3** | **4 - 6** | **7 - 9** | **Subtotal** |
| **Graphic Organiser 1** | Selects a somewhat appropriate graphic organiser.  Provides basic and limited definitions and basic explanations about the economic indicators, such as *economic growth rate, unemployment rate* and *inflation rate.* Provides limited information about how 1-2 indicators are calculated or what is included in the indicators. Provides one basic positive and one basic negative. Limited examples (supporting provided in relation to Australia. | Selects a somewhat appropriate graphic organiser. Provides a somewhat detailed definition and some key information in the explanation about the economic indicators, such as *economic growth rate, unemployment rate* and *inflation rate.* Provides general information about how most indicators are calculated or what is included in the indicators. Provides two basic positives and two basic negatives. Some examples (supporting evidence) provided in relation to Australia. | Selects an appropriate graphic organiser.  Provides a detailed and accurate definition and key but generally brief information in the explanation about the economic indicators, such as *economic growth rate, unemployment rate* and *inflation rate.* Provides clear and concise information about how all indicators are calculated or what is included in the indicators. Provides two detailed positives and two detailed negatives for each indicator. Provides various comprehensive examples (supporting evidence) in relation to Australia. | **/ 9** |
| **Graphic Organiser 2** | Selects a somewhat appropriate graphic organiser.  Provides basic and/or limited definitions and basic explanations about the broader measures of the population’s wellbeing, such as *Human Development Index, Better Life Index* and *Sustainability index (Environmental Performance Index).* Provides limited information about what is included in each Index. Attempts to provide one basic positive and one basic negative for each Index. Limited examples provided in relation to Australia. | Selects a somewhat appropriate graphic organiser.  Provides somewhat detailed definitions and some key information in the explanations about the broader measures of the population’s wellbeing, such as *Human Development Index, Better Life Index* and *Sustainability index (Environmental Performance Index).* Provides general information about what is included in each Index. Provides two basic positives and two basic negatives for each Index. Some examples provided in relation to Australia. | Selects an appropriate graphic organiser  Provides detailed and accurate definitions and detailed information in the explanations about the  broader measures of the population’s wellbeing, such as *Human Development Index, Better Life Index* and *Sustainability index (Environmental Performance Index).* Provides clear and concise information about what is included in each Index. Provides two detailed positives and two detailed negatives for each broader measure. Provides various examples in relation to Australia. | **/ 9** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0 – 3** | **4 – 7** | **8 – 10** |  |
| **Glossary Chart** | Provides basic and limited definitions and basic examples for some or most words on a glossary chart. The words generally link to the topic of indicators economic performance. | Provides somewhat detailed definitions and relevant examples for majority of the words on a glossary chart. The words mostly link to the topic of indicators economic performance. | Provides detailed, accurate and appropriate definitions and relevant and concise examples for all of the words on a glossary chart. The words are all linked to the context and topic of indicators economic performance. | **/ 10** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0 – 2** | **3 - 4** | **5 – 6** |  |
| **Bibliography** | Bibliography includes a limited list of sources which may follow the referencing technique approved by the school. | Bibliography includes a smaller range of sources which mostly follows the referencing technique approved by the school | Bibliography includes a comprehensive list of primary sources and/or secondary sources (e.g. websites) which correctly follows the referencing technique approved by the school | **/ 6** |

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| --- | --- |
| **Strengths** | **Weaknesses** |
| **Threats** | **Opportunities** |

**Teacher Feedback**

**Comment:**

**MAT’s - My Action Targets for the next HASS inquiry task:**

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