Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 9 – Economics & Business: Task 2– PART A – Graphic Organisers (Inquiry)

**Feedback:**

DETAILED MARKING GUIDE/RUBIRC

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| --- | --- | --- | --- | --- | --- |
| **Task 🡫 &**  **Marks Allocation 🡪** |  |  | |  | **Subtotal** |
|  | **7-9** | **4-6** | **0-3** | |  |
| **KWL Chart** | Presents a very detailed and comprehensive chart, through the use of a well-structured KWL chart. Comprehensive detail is used in each section of the PMI chart, which relates clearly to the task and the key areas. Includes details on task and topic. | Presents a less detailed KWL chart. Less comprehensive reference to key areas. Some sections are incomplete, or the chart is not finished, with sections missing, including basic information on task and/or topic. | | Presents a generalised plan and/or limited KWL chart. Limited references are made to key areas. Sections are missed, such as ‘Learnt’ section.  No KWL Chart is submitted (0) | /9 |
| **PMI Chart** | Presents a very detailed and comprehensive chart, through the use of a well-structured PMI chart. Comprehensive detail is used in each section of the PMI chart, which relates clearly to the task and the key areas. Includes details on task and topic. | Presents a less detailed PMI chart. Less comprehensive reference to key areas. Some sections are incomplete, or the chart is not finished, with sections missing, including basic information on task and/or topic. | | Presents a generalised plan and/or limited PMI chart. Limited references are made to key areas. Sections are missed.  No PMI Chart is submitted (0) | /9 |
|  | **10-12** | **6-9** | | **1-5** |  |
| **Two Graphic Organisers** | Selects and uses two different, but practical graphic organisers. Information addresses all research areas and is very detailed and comprehensive. Information is gathered from a comprehensive range of sources. Includes a range of data, statistics and examples to support their information. | Selects and uses two graphic organisers that are suitable to the task. Information addresses all research areas, however, lacks detail in some sections. Information is gathered from a small range of sources. Includes some data, statistics and examples to support information, however, this is not consistent across all research areas. | | Attempts to use two graphic organisers or one is completed in more detail than the other. Information addresses some of the research areas, however, information is incomplete. Limited range of sources is used to gather the information. Includes limited supporting evidence, such as data, statistics and examples. | /12 |
|  | **4-5** | **2-3** | | **1** |  |
| **Bibliography** | Submits a formal bibliography (typed on a word document) which collects information from a comprehensive number and range of sources incorporating ethical protocols which correctly follows the referencing techniques approved by the school. A few small formatting issues or missing information will result in 4 marks, rather than 5 marks. | Submits a formal bibliography that includes a smaller range of sources which mostly follows the referencing technique approved by the school. (3)  Has used a variety of sources, however, has only recorded these in the reference recording sheet (2) | | Bibliography includes a limited list of sources which does not follow the referencing technique approved by the school. | /6 |
| **Teacher’s Feedback Part A Total** | | | | | /36 |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 9 – Economics & Business: Task 1 – PART B Poster

**Feedback:**

DETAILED MARKING GUIDE/RUBIRC

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| --- | --- | --- | --- | --- | --- | --- |
| **Task 🡫 &**  **Marks Allocation 🡪** | **6** | **4-5** | **3** | **0-2** | | **Subtotal** |
| *Outline what debt, scams and identity theft mean.* | Provides clear and concise information outlining what debt, scams and identity theft mean. Clearly uses subject-specific terminology when outlining each. | Provides somewhat concise information outlining what debt, scams and identity theft mean. Attempts to use subject-specific terminology when outlining each. | Provides a satisfactory attempt at outlining what debt, scams and identity theft mean. Applies some subject-specific terminology. | Provides limited or basic information outlining what debt, scams and identity theft mean. | | /6 |
| *Supporting evidence, such as current data/statistics and examples related to debt, scams and identity theft.* | Provides very detailed and comprehensive supporting evidence, such as data/statistics and examples related to debt, scams and identity theft. Includes clear information about the year and sources the information has been obtained from. Includes a range of data, including clear and concise Australian specific examples. | Provides detailed and mostly current supporting evidence, such as data/statistics and examples related to debt, scams and identity theft. Includes references to year of the data and the sources the information has been obtained from. Includes mostly Australian specific examples. | Provides a satisfactory attempt at including current supporting evidence, such as data/statistics and examples related to debt, scams and identity theft. However, they may address one or two topics in more detail than others, e.g., scams and identity theft. Includes some references to year of the data and the sources the information has been obtained from. | Provides limited or basic current supporting evidence, such as data/statistics and examples related to debt, scams and identity theft. | | /6 |
|  | **7-8** | **5-6** | **3-4** | **0-2** | |  |
| *Suggest ways consumers can protect themselves from risks, such as debt, scams and identity theft.* | Provides a range of comprehensive and detailed suggestions on ways consumers can protect themselves from risks, such as debt, scams and identity theft. | Provides detailed suggestions on ways consumers can protect themselves from risks, such as debt, scams and identity theft. | Provides some suggestions on ways consumers can protect themselves from risks, such as debt, scams and identity theft. Student may not cover all three areas in the same amount of detail. | Provides limited or basic suggestions on ways consumers can protect themselves from risks, such as debt, scams and identity theft. Student may only cover 1-2 areas and does not address all three. | | /8 |
|  | **6** | **4-5** | **3** | **0-2** | |  |
| *Propose individual and collective action in response to how people can protect their identity online.* | Provides clear and concise ideas on both individual and collective action in response to how people can protect their identity online. Student uses detail when outlining their ideas. Student includes clear supporting evidence about the topic. | Provides somewhat clear ideas on both and individual and collective action in response to how people can protect their identity online. Student uses some detail when outlining their ideas. Student includes some supporting evidence about the topic. | Provides brief ideas on individual and collective action in response to how people can protect their identity online. Student may address individual or collective but not both clearly. | Provides limited and basic ideas on individual and/or collective action in response to how people can protect their identity online. | | /6 |
|  | **6** | **4-5** | **3** | **0 - 2** | |  |
| **Presentation - Visual** | Presentation is visually engaging. Displays a high level of detail and presents highly detailed information about the topic and all research areas. A great deal of time and thought is put into the presentation. | Poster displays good detail. and presents detailed information about topic and all research areas. Poster displays some creativity. Has a good visual display and accompanying images. | Poster displays some detail. and presents some information about the topic and addresses most research areas. Poster displays some creativity. Has little to no accompanying visual displays or images. | Poster displays limited amount of detail and presents little information about the topic and limited research areas are addressed. Poster displays limited creativity. Has little to no accompanying visual displays or images. | | /6 |
| **Teacher’s Feedback** | | | | | **Part B Total** | /32 |