

## Case Study Response

Due Date: 11<sup>th</sup> of December 2019

**Date Distributed: 27<sup>th</sup> of November 2019      Task Weighting: 30%**

### Outcomes

H1 demonstrates understanding of economic terms, concepts and relationships  
H2 analyses the economic role of individuals, firms, institutions and governments  
H4 analyses the impact of global markets on the Australian and global economies  
H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments  
H9 selects and organises information from a variety of sources for relevance and reliability  
H10 communicates economic information, ideas and issues in appropriate forms  
H11 applies mathematical concepts in economic contexts

## ASSESSMENT OUTLINE

### 1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task will enable students to consolidate their learning in the Global Economy topic and to examine the effects of globalisation on economic growth and the quality of life for an economy other than Australia.

### 2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This task will encourage students to demonstrate their understanding, skills and knowledge in Economics. This will help them to enhance their understanding and ability to apply the proper economic terminology and economic concepts as well as to identify possible areas of improvement relating to the HSC topic of Economic Issues.

### 3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

This will be an in-class response to the question provided here:

**For an economy other than Australia, discuss the effects of globalisation on economic growth and trade.**

**TASK REQUIREMENTS:** Students need to prepare for this task by developing their knowledge and understanding from the work conducted in class on the whole Global Economy topic and the case study of either BRASI INDONESIA or CHINA. Students will have to answer the question during class time on the **11<sup>th</sup> of December 2019**.

Students need to prepare for this task by developing their knowledge and understanding from the work conducted in class on Globalisation and Economic Development.

Use the syllabus “Students learn about” statements to make study notes. Practice writing a response to each question.

### Details for Submission

If a student is sick and cannot attend on the day of the task or date a task is due, an illness/misadventure request in writing should be made with an attached doctor’s certificate and presented to the Head Teacher on the first day of return to school.

Misadventure refers to an event beyond the student’s control which allegedly prevented the student from attending the assessment task or school the date a task was due. Following failure to complete an assessment task on time, the student must see the Head Teacher on the first day of return to school to negotiate alternative

arrangements and provide the misadventure appeal in writing with appropriate supporting documentation to the Head of School.

An extension of time may be provided or a mark may be awarded based on a substitute task.

Students who are absent or who have a legitimate reason not to complete the task must see the classroom teacher or the Head Teacher on the first day of return to school to organise a time to complete the task.

#### 4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

In your answer you will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
- apply relevant economic information, terms, concepts, relationships and theory
- present a sustained, logical and cohesive response
- integrates relevant economic terms, concepts, relationships and theories
- For an economy other than Australia, demonstrates a clear and comprehensive understanding of the effects of globalisation on economic growth and the quality of life
- Develops informed arguments for and/or against the effects of globalisation on economic growth and the quality of life

Students are advised to enhance their essay by including data/statistics/diagrams.

#### Marking Criteria

Question Criteria	Marks
<ul style="list-style-type: none"> <li>• Integrates relevant economic terms, concepts, relationships and theories</li> <li>• Provides a sustained, logical and cohesive response</li> <li>• For an economy other than Australia, demonstrates a clear and comprehensive understanding of the effects of globalisation on economic growth and trade</li> <li>• Develops informed arguments for and/or against the effects of globalisation on economic growth and trade</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Applies relevant economic terms, concepts, relationships and theories</li> <li>• Provides a logical and cohesive response</li> <li>• For an economy other than Australia, demonstrates a clear and comprehensive understanding of the effects of globalisation on economic growth and trade</li> <li>• Provides arguments for and/or against the effects of globalisation on economic growth and trade</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Uses economic terms, concepts, relationships and theories</li> <li>• Develops a coherent response</li> <li>• For an economy other than Australia, sketches in general terms the effects of globalisation on economic growth and trade</li> <li>• Demonstrates a sound understanding of the effects of globalisation on economic growth and trade</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Uses some economic terms and concepts</li> <li>• Develops a generalised response</li> <li>• States some aspects of globalisation, economic growth and/or trade</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Uses some economic terms or concepts</li> <li>• Presents a limited response</li> <li>• Lists some features of globalisation, economic growth and trade</li> </ul>	1–4

