**Task Description**: Active Research Report

**Assessment Type 1**: Folio Task

**Assessment Design Criteria**: Ap2, An1

**Purpose**

Students to develop economic thinking and research skills through analysis of real markets. Students to work in groups or pairs to research an agricultural market of their choice. Research should include historical information, such as pricing, as well as current market conditions. Students should also investigate government involvement, if any.

**Description of Assessment**

Students are to present economic information outlining the past and current conditions of an agricultural (primary resource) market. Students should use models and economic principles to explain the causes and effects of changes in the market.

**Task:**

Considering your interests and the contacts that your group may have, select an agricultural market to research. This might be wool, wheat, oranges, eggs or any other market you have an interest in.

# For example: Where did my breakfast come from? How was my house built? What went in to creating my notebook?

Primary resources are the basis of many goods we consume every day. In Australia, we produce a range of valuable primary resources. This task is an opportunity for you to progress your understanding of agricultural markets and analyse the impact those markets have on stakeholders.

### **Research**

As a group, undertake research into that market and collate your findings. This may include:

* Contact with producers
* Industry data and reports
* Media articles
* Site visits
* Government reports and interventions
* Survey data, or
* any other reliable source.

### **Report**

Individually prepare a report outlining the past and current economic conditions of the market you have investigated. Consider the changes that have occurred in that market and how these have impacted stakeholders. The report should also consider the need for government involvement.

### **Format**

Your report should be a maximum of 800 words or the multimodal equivalent. It must contain data (extensive data may be included in an appendix if needed) and economic models to support your analysis. You will be sharing the outputs of your research at the end of the term (this element is formative).

**Assessment Conditions**

Students are to individually present an 800 word report or multimodal equivalent. Other appropriate formats such as a film or a poster, may be negotiated with the teacher.

Group, and preferably community, collaboration is required for the research element of this task. Evidence of contribution to the research should be through a collaborative online tool or similar for sharing the outcomes of the research of the group.

**Assessment Criteria**

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| Understanding 1 | Understanding of economic concepts, principles, and models in a variety of contexts. |
| Application 2 | Application of communication skills in an economic context. |
| Analysis 1 | Analysis of a range of economic data, models, and principles. |

| - | Understanding | Application | Analysis |
| --- | --- | --- | --- |
| A | Perceptive understanding of economic concepts, principles, and models in a variety of contexts. | Highly effective application of economic concepts, principles, and models in known and unknown contexts.  Highly effective application of communication skills in an economic context.  Highly effective application of economic thinking to construct reasoned arguments. | Critical analysis of a range of economic data, models, and principles.  Critical analysis of the intended and unintended consequences of economic decisions. |
| B | Well-informed understanding of economic concepts, principles, and models in a variety of contexts. | Mostly effective application of economic concepts, principles, and models in known and unknown contexts.  Mostly effective application of communication skills in an economic context.  Mostly effective application of economic thinking to construct arguments with some reasoning. | Mostly critical analysis of a range of economic data, models, and principles.  Well-considered analysis of the intended and unintended consequences of economic decisions. |
| C | Competent understanding of economic concepts, principles, and models in a variety of contexts. | Competent application of economic concepts, principles, and models in known and unknown contexts.  Competent application of communication skills in an economic context.  Competent application of economic thinking to construct arguments. | Considered analysis of a range of economic data, models, and principles.  Considered analysis of the intended and unintended consequences of economic decisions. |
| D | Basic understanding of economic concepts, principles, and models in a context. | Basic application of economic concepts, principles, and models in a context.  Basic application of communication skills in an economic context.  Basic application of economic thinking to construct one or more arguments. | Description with basic analysis of economic data, models, and principles.  Description of one or more intended or unintended consequences of an economic decision. |
| E | Awareness of some economic concepts, principles or models. | Attempted application of economic concepts, principles, and models in a context.  Attempted application of communication skills in an economic context.  Attempted application of economic thinking to construct an argument. | Attempted description of some economic data, models, or principles.  Attempted description of one intended or unintended consequence of an economic decision. |

**Performance Standards for Stage 1 Economics**

*This task has been developed for sample purposes with the kind permission of Walford Anglican School for Girls*