

Economics 2019 v1.1

IA2: Sample assessment instrument

Investigation — research report (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Comprehending	5	
Selecting	4	
Analysing	6	
Evaluating	6	
Creating a response	4	
Overall	25	

Conditions

Technique	Investigation — research report
Unit	Unit 3: International economics
Topic/s	Topic 2: International economic issues
Duration	4 weeks, including 10 hours of the time allocation for Unit 3
Mode/length	Research report: <ul style="list-style-type: none">• Written: 1500–2000 words
Individual/group	Individual
Other	Students may use class time and their own time to develop a response. Students are required to locate and select data and economic information from current, accurate and reliable primary and/or secondary sources.
Resources	Examples include a variety of government and other institutional websites, published reports, media articles and expert commentaries.

Context

The Australian Government is currently negotiating several free trade agreements. However, due to cost-saving measures, the government has decided to focus on one agreement in the short term to secure a signed free trade agreement.

Task

Create a research report analysing two free trade agreements that the Australian Government is currently negotiating. Present an evaluation to recommend one free trade agreement that would maximise economic returns for Australia.

To complete this task, you must:

- refer to the Department of Foreign Affairs and Trade website for free trade agreements currently under negotiation
 - Department of Foreign Affairs and Trade, *Free Trade Agreements*, 'Status of FTA negotiations: FTAs under negotiation', dfat.gov.au/trade/agreements/Pages/status-of-fta-negotiations#negotiation
- demonstrate comprehension of economic concepts, principles and models relevant to trade agreements within the report
- select data and economic information from sources, and include a reference list and citations
- analyse two free trade agreements and include one industry case study
- evaluate the free trade agreements using two economic criteria
- format the research report appropriately, including a cover page, headings and subheadings.

Checkpoints

- Week 1: Planning — An outline of your report, including structural elements such as headings
- Week 1: Progress check — A list of possible sources that contain data and economic information
- Week 2: Progress check — Analysing and evaluating main points
- Week 3: Progress check — Draft response
- Week 4: Final response

Authentication strategies

- The teacher will provide class time for task completion.
- The teacher will collect copies of the student response and monitor at key junctures.
- The teacher will collect and annotate one draft.
- Students must submit a declaration of authenticity.
- The teacher will ensure class cross-marking occurs.

Instrument-specific marking guide (IA2): Investigation — research report (25%)

Criterion: Comprehending

Assessment objective

1. comprehend economic concepts, principles and models of trade protection, trade agreements and/or the balance of payments

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> comprehensive identification of essential features of trade protection, trade agreements and/or the balance of payments perceptive application of economic concepts, principles and models to the trade protection, trade agreements and/or the balance of payments issue precise use of economic terminology. 	4–5
<ul style="list-style-type: none"> effective identification of features of trade protection, trade agreements and/or the balance of payments effective application of economic concepts, principles and/or models to the trade protection, trade agreements and/or the balance of payments issue adequate use of economic terminology. 	2–3
<ul style="list-style-type: none"> identification of some economic concepts, principles or models. 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Selecting

Assessment objective

2. select data and economic information from sources relevant to trade protection, trade agreements and/or the balance of payments

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> discerning choice of current, accurate and reliable data and economic information from primary and/or secondary sources relevant to trade protection, trade agreements and/or the balance of payments perceptive use of data and economic information consistent and accurate documentation of data and economic information in the form of a reference list and citations. 	3–4
<ul style="list-style-type: none"> adequate choice of current, accurate and/or reliable data and economic information from primary and/or secondary sources relevant to trade protection, trade agreements and/or the balance of payments adequate use of data and economic information some documentation of data and economic information in the form of a reference list and/or citations. 	2
<ul style="list-style-type: none"> narrow use of data and/or economic information. 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Analysing

Assessment objective

3. analyse an economic issue that involves trade protection, trade agreements and/or the balance of payments

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning interpretation of patterns and trends in trade protection, trade agreements and/or balance of payment data and economic informationdiscerning explanation of international trade relationshipsperceptive use of data and economic information to support the analysis.	5–6
<ul style="list-style-type: none">effective interpretation of patterns and trends in trade protection, trade agreements and/or balance of payment data and economic informationeffective explanation of international trade relationshipsadequate use of data and economic information to support the analysis.	3–4
<ul style="list-style-type: none">superficial description of patterns and/or trends in trade protection, trade agreements and/or balance of payment data and/or economic informationsuperficial identification of international trade relationshipsnarrow or inconsistent use of data and/or economic information.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

4. evaluate an economic outcome relevant to trade protection, trade agreements and/or the balance of payments

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning synthesis of economic ideas and perspectives to support the conclusion or decisionperceptive conclusion drawn or decision made about trade protection, trade agreements and/or the balance of payments, based on the use of relevant economic criteriacritical economic reasoning and justification.	5–6
<ul style="list-style-type: none">effective synthesis of economic ideas and/or perspectives to support the conclusion or decisioneffective conclusion drawn or decision made about trade protection, trade agreements and/or the balance of payments, based on the use of relevant economic criteriafeasible economic reasoning and justification.	3–4
<ul style="list-style-type: none">opinions and statements about either economic ideas or perspectivessuperficial conclusion or decision made about trade protection, trade agreements and/or the balance of paymentsidentification of some reasons for the conclusion or decision.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Creating a response

Assessment objective

5. create a response that communicates economic meaning to suit the intended purpose in a research report

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• concise expression and development of relevant ideas that enhance economic meaning and effective use of graphs, diagrams and/or statistics• features of a report genre are consistently demonstrated• minimal errors in spelling, grammar and punctuation.	3–4
<ul style="list-style-type: none">• adequate expression and development of ideas that convey economic meaning and some use of graphs, diagrams and/or statistics• features of a report genre are demonstrated• some errors in spelling, grammar and punctuation.	2
<ul style="list-style-type: none">• some elements of report formatting and inconsistent use of language conventions.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0



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