

**Topic: Consumer choice**

**Chapter reference: 1**

**Comparative shopping assessment task: Which television should we buy?**

A relative has left your family a small amount of money in their will. Your parents have decided to spend the unexpected windfall on something the whole family can enjoy. After much discussion it is agreed that the family's aging television should be replaced. There is, however, disagreement over the type of television the family should buy. The choices include: a 42-inch flat-screen television, a television with an LCD screen, a rear projection television or a wall mounted 50-inch plasma television.

Mum and dad are too busy to compare the different technologies and then shop around for the best deal. Because you are studying Commerce at school you have been given the responsibility of finding out about the advantages and disadvantages of each technology and which retailer offers the best deal in terms of price and after-sales service.

Complete each of the following tasks:

1. Using the Internet, media advertising and information supplied by retailers, list the advantages and disadvantages of each technology.
2. Using the information collected, select the technology that you think would best meet the family's entertainment needs.
3. Using the same information, identify the three best brands of the selected technology.
4. Visit at least three television retailers and price each of the selected brands. Is there any discount for cash or does the store offer other incentives such as an interest-free period or discounts on accessories? What type of warranty does each brand have?
5. Write a report summarising your findings. The report should include your recommendation and the factors that led you to make this particular choice.
6. Compare your findings with others in the class. Did other students reach the same conclusions as you did? If not, how did their findings differ from yours? For example, did other students find the same product at a cheaper price?
7. As a class discuss the things you have learned from this activity.

**Marking criteria**

<b>Grade</b>	<b>Descriptor</b>
<b>A</b>	<p>Your assignment meets all the assignment outcomes in an exceptional way and deserves the highest level of recognition.</p> <p>You have identified the advantages and disadvantages of each technology using a variety of sources and you have made an informed decision about which type of television best meets your family's needs.</p> <p>The best three brands are identified and the best price obtained.</p> <p>You have constructed a very well-written report summarizing your key findings and you have made a recommendation informed by the research undertaken.</p>
<b>B</b>	<p>Your assignment is substantially better than would normally be expected of students at this stage of learning.</p> <p>You have identified some of the advantages and disadvantages of each technology using a variety of sources and you have made an informed decision about which type of television best meets your family's needs.</p> <p>The best three brands are identified and the best price obtained.</p> <p>You have constructed a well-written report summarizing your key findings and made a recommendation that shows evidence of the research you have undertaken.</p>
<b>C</b>	<p>Your assignment satisfies the assignment outcomes.</p> <p>You have identified a number of the advantages and disadvantages of each technology using more than one source and you have made a reasonably informed decision about which type of television best meets your family's needs.</p> <p>Three brands are identified and prices obtained.</p> <p>Your written a report outlines your findings and makes a recommendation that is based on the evidence you have collected.</p>
<b>D</b>	<p>Your assignment meets the stated assignment objectives and</p>

	<p>outcomes only marginally.</p> <p>While you have made some attempt to identify the advantages and disadvantages of the various technologies, these are limited in scope and suggest that the research undertaken has been largely ineffective.</p> <p>While you have identified three brands you fail to show evidence that demonstrates that the prices obtained have been the result of effective comparative shopping.</p> <p>The written report is quite superficial. It fails to outline your findings in detail and the recommendation made is not supported by the information presented.</p>
<b>E</b>	<p>The work submitted does not satisfy the objectives of the assignment. Key elements of the task have not been addressed.</p>

Comment: \_\_\_\_\_

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**Topic: Personal finances**

**Chapter reference: 2**

**Managing your money**

You have been fortunate enough to secure casual employment at a local fast food outlet. You have three shifts per week for which you are paid approximately \$210.00. You keep \$50.00 and bank the rest. For the first time in your life you are able to buy the things your parents are not prepared to buy for you.

Task 1: Identify three things you would like to purchase now that you have your own source of income. Use the Internet or other media sources to price these items.

Task 2: Prepare a weekly budget that allows you to save for these goods. If your expenses are likely to exceed \$50.00 explain how these will be funded. How long will it take to save the money required to achieve your purchasing objectives?

Task 3: Using the Internet and/or your textbook complete the following table summarising the advantages and disadvantages of different methods of payment.

Method of payment	Advantages	Disadvantages
Cash		
Direct debits		
Cheques		
Credit cards		
Lay-by		
Electronic funds transfer		
BPay		

Task 4: For each of the following purchases, select the best payment method. Explain your choice.

- a pair of Nike joggers
- takeaway food
- an iPod
- a Year 12 schoolies cruise
- a DVD featuring your favourite movie

Task 5: After discussing the issue with a parent/caregiver write a report outlining the ways technology has transformed the way goods and services are paid for.

Task 6: To maximise your savings you decide to investigate the returns offered by different forms of investment.

a. Using the Internet or other media sources, complete the following table.

Type of investment	Return offered	Ranking
Savings account - Bank - Credit Union		
One-year term deposit - Bank - Credit union		
Five-year term deposit - Bank - Credit union		

b. Outline the advantages and disadvantages of each type of investment.

c. If you had \$5,000 to invest which of these types of investment would you select. Justify your choice.

### Marking criteria

Aspect of task	Satisfactory	Unsatisfactory
The student identifies three goods to purchase and prices each using the Internet or other media sources.		
The student prepares a weekly budget.		
The student summarises the advantages and disadvantages of different payment methods.		
The student explains his or her preferred method of payment.		
The student writes a report outlining the ways technology has transformed the way goods and services are paid for.		
The student successfully identifies the return offered by different types of investment.		
The student successfully outlines the advantages and disadvantages of the different types of investment.		
The student justifies the choice of where to invest their \$5,000.		

**Topic: Law and Society**

**Chapter reference: 3**

**Extended Response**

Explain how laws are made in Australia.

In your answer consider:

- Statute law
- Common law
- Refer to specific examples and use legal terminology

In this task you will be assessed on how well you:

- present a sustained, logical, well-structured answer to the question
- support your argument with relevant, accurate, legal information
- use legal terms and concepts appropriately

**Marking Criteria**

<b>Mark</b>	<b>Students will;</b>
17-20	<ul style="list-style-type: none"><li>• Provide characteristics and features of common and statute law</li><li>• Demonstrate an understanding of how laws are made under each system</li><li>• Refers to specific and appropriate legal examples to support their answer</li><li>• Write a well structured and logical response, making extensive use of appropriate legal terminology</li></ul>
13-16	<ul style="list-style-type: none"><li>• Provide characteristics and features of common and statute law</li><li>• Provides characteristics and features of how laws are made under each system</li><li>• Refers to appropriate legal examples</li><li>• Write a structured and logical response, making use of legal terminology</li></ul>
9-12	<ul style="list-style-type: none"><li>• Sketches in general terms common and statute law</li><li>• Sketches in general terms the way laws are made under each system</li><li>• Refers to some legal examples</li><li>• Write a structured response</li></ul>
5-8	<ul style="list-style-type: none"><li>• Lists features of common and statute law</li><li>• Sketches in general terms the way laws are made under each system</li><li>• Write a structured response</li></ul>
1-4	<ul style="list-style-type: none"><li>• Makes reference to common and / or statute law</li><li>• Lists some features of the legal system</li></ul>

**Topic: Employment Issues**

**Chapter reference: 4**

**Resolving Disputes Research Task**

Your task is to investigate a recent employment dispute and complete the following activities;

1. Using a newspaper database or other source of information collect THREE articles relevant to the dispute.
2. Summarise the articles, pointing out any particular bias the author seems to have.
3. Outline the reasons for the dispute, providing information from the perspective of the employees and employers.
4. Identify the trade union(s) involved in the dispute
5. Explain how the dispute was resolved.

**Marking Criteria**

Mark	Presentation will
17-20	<ul style="list-style-type: none"> <li>• Identifies a relevant and appropriate industrial dispute</li> <li>• All components of the task completed in detail</li> <li>• Evidence of thorough research including reference to relevant and recent newspaper articles</li> <li>• Extensive use of commercial terms made throughout</li> <li>• Presents information in a logical and well-structured manner</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Identifies a relevant and appropriate industrial dispute</li> <li>• All components of the task completed</li> <li>• Evidence of research including reference to recent newspaper articles</li> <li>• Some use of commercial terms made throughout</li> <li>• Presents information in a logical and structured manner</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Identifies an industrial dispute</li> <li>• Most components of the task completed</li> <li>• Evidence of some research including newspaper articles</li> <li>• Some use of commercial terms made throughout</li> <li>• Presents information in a structured manner</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Identifies an industrial dispute</li> <li>• Some components of the task completed</li> <li>• Some reference made to newspaper articles</li> <li>• Some use of commercial terms</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• Reference made to an industrial dispute</li> <li>• Some reference to newspapers made</li> </ul>

**Topic: Investing**

**Chapter reference: 5**

**Using a spreadsheet to track the performance of a share portfolio**

After two years of casual employment you have managed to save \$10,000. The money is currently invested in a fixed-term bank account yielding 4.5% per annum. You are unhappy with this rate of return and the level of account keeping charges imposed by the bank. After some careful research you decide to change your investment strategy. While the share market is a more risky investment option it offers an opportunity to secure a greater return on your hard earned savings.

After studying the share market, you decide to spread the risk by buying shares in five different public companies. To track the performance of your share market investment, you develop an Excel spreadsheet.

You need 12 columns:

- Stock name
- Date of purchase
- Brokerage cost
- Share price
- Number of shares purchased
- Total cost
- Share price Week 2
- Share price Week 3
- Share price Week 4
- Share price Week 5
- Share price Week 6 (present value)
- Net gain/loss (\$)

Using the financial pages of the newspaper or the Australian Stock Exchange website <[www.asx.com.au](http://www.asx.com.au)>, check the 'last sale' price of your shares each week. Add the data to your spreadsheet. At the end of the six weeks calculate the net gain/loss of investment. Compare this with the capital gain you would have received if you had left your money in the fixed-term bank account. Use the graphing function of your Excel software, graph the performance of your share portfolio over the six weeks.

**Marking criteria**

*The student:*

Demonstrated (✓)

- Successfully develops and maintains an Excel spreadsheet to track the performance of a share portfolio
- Correctly calculates the net gain/loss at the end of the six-weeks
- Accurately compares the net gain/loss with the capital gain the student would have received had they left their money in the fixed-term bank deposit
- Successfully uses the graphing function of the Excel software to graph the performance of his or her share portfolio over a six-week period.

**Topic: Promoting and Selling**

**Chapter reference: 6**

**Advertising campaign**

Assume that you are an advertising agent and have been approached to develop an advertising campaign for one of the following products:

- a new 2 seater sports car that costs \$45 000
- a new milk strawberry flavoured milk drink
- a new magazine that includes stories on music, celebrity gossip and fashion
- a new running shoe for basketball players

Once you have selected a product, prepare a report for your client that outlines:

- the likely target market for the product
- two promotional strategies for the product – with an explanation about why you suggested these strategies
- the promotional strategy that you would consider the least effective for this product – with an explanation about why you have chosen this strategy
- legal regulations related to the promotional strategies you have suggested

**Marking Criteria**

Mark	Students will;
17-20	<ul style="list-style-type: none"> <li>• Identify two promotional strategies and provide detailed analysis for each strategy</li> <li>• Identify one strategy that is not appropriate and provides detailed analysis of why this method should not be used</li> <li>• Provide characteristics and features of appropriate legal regulations</li> <li>• Present information in a logical and well written manner</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Identify two promotional strategies and provides reasons for the selection</li> <li>• Identify one strategy that is not appropriate and provide reasons why this method should not be used</li> <li>• Sketch in general terms appropriate legal regulations</li> <li>• Present information in a logical manner</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Identify two promotional strategies and provide some reasons for the selection</li> <li>• Identify one strategy that is not appropriate and provide some reasons why this method should not be used</li> <li>• List legal regulations</li> <li>• Present information in a logical manner</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Identify two promotional strategies and provide some reasons for the selection</li> <li>• Identify one strategy that is not appropriate and provide some reasons of why this method should not be used</li> <li>• List some legal regulations</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• Make reference to two strategies that may be used and / or one strategy that is not appropriate</li> </ul>

**Topic: E-Commerce**

**Chapter reference: 7**

**Magazine article**

Assume that you are a journalist for a consumer rights magazine. You have been asked to prepare an article for the magazine on the advantages and disadvantages of e-commerce. In your article be sure to present both reasons for and against the use of e-commerce for consumers. You may wish to use specific examples to support your views. You should come to a conclusion about whether e-commerce is something that is good for consumers or not.

**Marking Criteria**

<b>Mark</b>	<b>Students will;</b>
13-15	<ul style="list-style-type: none"><li>• Present a range of arguments in support of and against e-commerce</li><li>• Draw a conclusion about the usefulness of e-commerce</li><li>• Present a sustained and logical response in an article format</li></ul>
10-12	<ul style="list-style-type: none"><li>• Present arguments in support of and against e-commerce</li><li>• Make a statement about the usefulness of e-commerce</li><li>• Present a sustained response in an article format</li></ul>
7-9	<ul style="list-style-type: none"><li>• Present some arguments in support of and against e-commerce</li><li>• Make reference to the usefulness of e-commerce</li><li>• Present a response in an article format</li></ul>
4-6	<ul style="list-style-type: none"><li>• List advantages and disadvantages of e-commerce</li><li>• May make reference to usefulness of e-commerce</li></ul>
1-3	<ul style="list-style-type: none"><li>• Make some reference to e-commerce</li></ul>

**Topic: Global Links**

**Chapter reference: 8**

**Investigation of business ethics**

You have been asked to prepare a report for the United Nations' International Labour Organisation (ILO). This organization aims to protect the rights of workers and promote social justice. The ILO is seeking to find out more about business ethics and some of the campaigns aimed at making consumers aware of business ethics, such as "Fair Trade" and "Fair Wear".

Your task:

1. Investigate a consumer campaign that encourages business ethics on a global scale.
2. Prepare a report of no more than 1000 words on:
  - the aims of the campaign
  - the problem(s) that the campaign addresses
  - the methods the campaign uses
  - an assessment of the effectiveness of the campaign
3. Include a full bibliography of the sources of information you use to complete the task.

Some websites that might assist you include:

Fair Wear <http://fairwear.org.au>

Make Trade Fair <http://www.maketradefair.com>

International Labour Organisation <http://www.ilo.org>

Ethical Consumer <http://www.ethicalconsumer.org>

**Marking Criteria**

Mark	Student will
17-20	<ul style="list-style-type: none"> <li>• Identify and explain a relevant consumer campaign</li> <li>• Assess the effectiveness of the campaign</li> <li>• Include a full bibliography of the sources used</li> <li>• Present information in a well structured and logical report, making extensive use of appropriate commercial terminology</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Identify and describe a relevant consumer campaign</li> <li>• Explain the effectiveness of the campaign</li> <li>• Include a bibliography of some of the sources used</li> <li>• Present information in a structured and logical report, making some use of appropriate commercial terminology</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Identify and sketch in general terms a consumer campaign</li> <li>• Describe the effectiveness of the campaign</li> <li>• Present information in a structured report, making some use of commercial terminology</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Identify and outlines some features of a consumer campaign</li> <li>• Refer to the effectiveness of the campaign</li> <li>• Present information in a report format</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• Make reference to a consumer campaign</li> <li>• Outline some features of the campaign and / or its effectiveness</li> </ul>

**Topic: Towards Independence**

**Chapter reference: 9**

**Extended response: leaving home**

“When a young person moves out of home there are many things for them to consider.”

Assess the accuracy of this statement. In your answer, consider the tasks that must be completed when first moving out of home.

*\*Remember that to assess something means to make a judgement about it.*

**Marking Criteria**

<b>Mark</b>	<b>Student will</b>
17-20	<ul style="list-style-type: none"><li>• Make a judgement about the accuracy of the statement</li><li>• Provide substantial and accurate evidence to support their view</li><li>• Describe a range of tasks that must be completed</li><li>• Write a logical and well written response, making extensive use of commercial terminology</li></ul>
13-16	<ul style="list-style-type: none"><li>• Make reference to the accuracy of the statement</li><li>• Provide accurate evidence to support their view</li><li>• Describe tasks that must be completed</li><li>• Write a logical response, making use of commercial terminology</li></ul>
9-12	<ul style="list-style-type: none"><li>• Make reference to the statement</li><li>• Provide some evidence to support their view</li><li>• Sketch in general terms, tasks that must be completed</li><li>• Write a logical response, making some use of commercial terminology</li></ul>
5-8	<ul style="list-style-type: none"><li>• Make reference to the statement</li><li>• Sketch in general terms, some of the tasks that must be completed</li><li>• Make some use of commercial terminology</li></ul>
1-4	<ul style="list-style-type: none"><li>• Make reference to some of the tasks</li><li>• Use some commercial terminology</li></ul>

**Topic: Political involvement**

**Chapter reference: 10**

**Interpreting political cartoons**

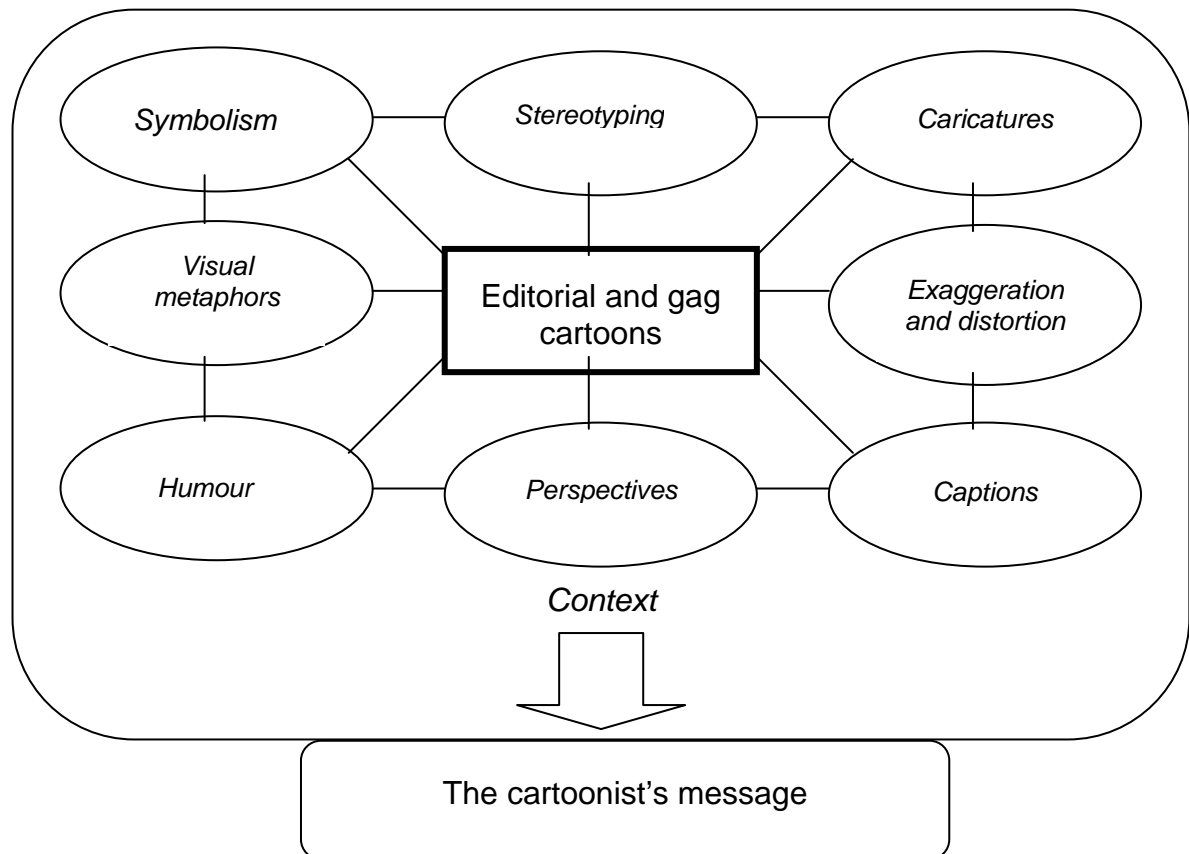
Political cartoons, which are found in many of our daily newspapers, serve as a running commentary on social change and in many cases seek to encourage a reassessment of existing social attitudes and values. For the most part, political cartoons highlight and comment on what the cartoonist believes to be the significant news of the day, with the aim of the cartoonist being able to influence the reader to adopt a particular point of view or course of action.

Stylistically, political cartoons can be quite diverse but most employ symbolism/visual metaphors (see box) and caricatures to explain often complex political and/or social issues in a humorous or satirical manner. While the majority of cartoonists continue to demonstrate a preference for the traditional black-ink artistic form, an increasing number now use colour and some incorporate other forms of media, including digital photographic images.

Whatever their style, political cartoons represent a powerful instrument for shaping public discussion and debate and ultimately influence public opinion.

Notable political cartoonists in the Australian context include Alan Moir and Cathy Wilcox of *The Sydney Morning Herald*; Warren Brown, Lindsay Foyle and Eric Lobbecke of Sydney's *Daily Telegraph*; Bill Leak, Peter Nicholson and David Follett of *The Australian*; Andrew Dyson, Bruce Petty, John Spooner and Ron Tandberg of Melbourne's *The Age*; Geoff Pryor of the *Canberra Times*; Sean Leahy of Brisbane's *Courier-Mail*; Michael Atchison of the *Adelaide Advertiser*; Dean Alston of the *West Australian*; and Mark Knight of Melbourne's *Herald-Sun*.

**Elements of political cartoons**



<b>Element</b>	<b>Description/explanation</b>
<b>Context</b>	The circumstances and conditions that 'surround' the issue, event or social trend addressed in a cartoon. The context might include the political, social, cultural, historical and institutional factors that shape the way we understand an issue, event, or a social or cultural trend.
<b>Symbolism</b>	<p>Symbols have the ability to communicate often complex ideas in a concise manner. The use of symbolism involves the inclusion of representational forms or images that have meaning beyond what is obvious and immediate. In other words, a sign or object used by the cartoonist to stand for something other than itself. The effectiveness of such references depend on the assumption that its meaning can be understood by the reader.</p> <p>Commonly used examples of symbolism include the dove or olive branch to symbolise peace, the Statue of Liberty – freedom and democracy; a heart, cupid or Venus – love, Uncle Sam, the Stars and Stripes, an eagle – the United States of America; a bear – Russia; a dragon – China; and black clothing for villains or bad guys and white for heroes or good guys.</p>
<b>Visual metaphors</b>	<p>Visual metaphors are artistic devices used to help our minds come to grips with complex ideas by relating them to something more familiar and readily understood. In other words, they are those visual and text-based elements used by the cartoonist to trigger, in an observer, a literal thought.</p> <p>Examples of visual metaphors used in cartoons include the use of bulls and bears to highlight the state of the share market; the sinking ship, wilderness setting or circled wagons to portray a government or political party experiencing a downturn in its electoral fortunes; a storm as a metaphor for chaos, confusion, fear, destruction and change; the grim reaper, vulture, shroud or skull and crossbones as a metaphor for evil, disease and death; and the globe as a metaphor for the world.</p>
<b>Caricatures</b>	<p>Caricatures – humorous illustrations that exaggerate or distort the prominent physical features and/or idiosyncrasies of a subject to create an easily identifiable visual likeness – help us to identify public figures quickly.</p> <p>When drawing a caricature the skilled cartoonist will often seek to emphasise those features that reveal something important about the individual being depicted. The best caricatures provide an insight into the character of the particular subject or issue.</p> <p>Examples of features subject to exaggeration in caricatures include George W Bush's ears, chin, mouth and small, closely set eyes; Tony Blair's ears, teeth, hair and raised eyebrows; John Howard's glasses and bushy eyebrows; Kim Beasley's bulky physical physique and nose, and Bob Carr's gaunt face, prominent ears and glasses.</p>
<b>Exaggeration and distortion</b>	Cartoonists often exaggerate or understate the size of people and objects they draw. They do so to emphasise the relative power, importance and vulnerability of an individual, group or social force. This technique is also used to draw attention to aspects of an issue being addressed.
<b>Stereotyping</b>	<p>Creating an oversimplified image of a particular group of people while suppressing anything uniquely individual is known as stereotyping. Cartoonists often use stereotyping when seeking to highlight the dangers of society's tendency to generalise. In other instances they use it as a 'short-hand' way communicating generalisations. In this regard it constitutes a form of symbolism.</p> <p>Care needs to be taken when using stereotypical symbols to elicit an</p>

	emotional response from an audience. They have the potential to reinforce and perhaps inflame harmful prejudices.
<b><i>Humour</i></b>	<p>Irony (an expression in which the true meaning is the opposite of the literal meaning) and satire (the use of ridicule or scorn, often in a humorous or exaggerated way, to expose vices and follies) are often employed to give a cartoon a humorous edge. They can be used to poke fun at public figures or create a dynamic that draws the reader into a more active engagement with the issue addressed in the cartoon. Ultimately, each reader should be free to decide what the cartoon's implications are and what their position is relative to the issue.</p> <p>Humour can also be used to decrease any resentment those holding dissenting views may have as a result of the stance adopted by the cartoonist.</p>
<b><i>Captions</i></b>	Text-based statements (or captions) are sometimes used to reinforce a cartoon's non-verbal elements. In other words, they complement, rather than render obsolete, the other elements of a cartoon, which taken together communicate a social or political opinion. The reader is, however, still required to think about the cartoon to determine whether or not he or she agrees with the cartoonist's perspective. Captions often incorporate or mimic famous sayings, slogans, song lyrics and other well-known phrases.
<b><i>Perspective and tone</i></b>	<p>The position, stance or point of view adopted by the cartoonist. The cartoonist might take the opportunity to advance his or her own view on a particular issue or topic or he or she might seek to portray (often in a satirical way) the perspective associated with a key player.</p> <p>The cartoon's title and caption, and the facial expressions, body language and the relative size of characters portrayed may all provide insights into the stance or perspective of the cartoonist.</p> <p>The mood or tone created by cartoon provides important insights into the cartoonist's attitude towards the subject and his/her audience. The tone of the cartoon might, for example, be satirical, ironic and/or pessimistic; and it might be critical or sympathetic.</p>

**Task:**

1. Working in groups, select a cartoon from a daily newspaper.
2. Study the cartoon individually and then write down a series of points that communicate your understanding of the issue being addressed.
3. Share you understanding with other members of the group and negotiate an agreement on the cartoon's meaning.
4. As a group complete a cartoon analysis scaffold (see below).
5. Appoint a spokesperson to communicate your group's findings to rest of the class.
6. Construct a cartoon mindmap incorporating the main ideas generated during class-based, report-back discussions.

## Cartoon analysis scaffold

Cartoon analysis worksheet	Page 1
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Newspaper, magazine or URL:.....
Cartoonist:.....
Date of publication or Internet access:.....

### Visual elements

1. Identify any symbols or visual metaphors used by the cartoonist. What do these symbols and visual metaphors represent?

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Glue a copy of the cartoon here

2. Has the cartoonist used caricature? If so, identify the person/persons featured in the cartoon. What physical features has the cartoonist deliberately exaggerated? What is the impact of this exaggeration? What does it suggest about the person/persons shown?

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3. Is there evidence of stereotyping in the cartoon? If so, describe it.

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**Text-based elements**

4. Does the cartoon have a caption and/or title?

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5. List any words or phrases used by the cartoonist to identify objects or people within the cartoon.

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6. Which words or phrases in the cartoon appear to be the most important? Justify your selection.

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**General**

7. Identify the issue addressed in the cartoon.

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8. Explain, in your own words, the opinion or point of view being advanced by the cartoonist.

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9. What interest groups would agree/disagree with the point of view advanced by the cartoonist?

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**Key definitions:**

**Caption:** A statement used to reinforce the cartoon's visual elements.

**Caricature:** The portrayal of an individual's physical features in an exaggerated or distorted way.

**Visual metaphor:** An image, object or setting that is representative of something else.

**Perspective:** The point of view adopted by the cartoonist.

**Symbol:** An element of a cartoon (for example, an object or sign) used to represent something else.

**Topic: Travel**

**Chapter reference: 11**

**Planning a Travel Itinerary**

Assume that you are a travel agent working for your local travel agency. You have been approached by a young couple looking for a relaxing holiday for their honeymoon. The couple have just purchased their first home and are on a tight budget.



They have asked you to prepare a sample itinerary for their honeymoon. As a minimum they require:

- A holiday of at least 12 days duration
- An overseas destination
- Departure in September
- A warm destination with access to nice sandy beaches
- A resort with some activities, including motorised water sports
- Return air travel from Sydney, flying economy class

The maximum budget for the holiday is \$3500 per person, excluding meals and activities.

Using the internet and other sources of information, such as travel brochures, prepare the itinerary for the couple. It should include:

- Details of the air travel – including airline and costs
- Details of two different resorts – including addresses, costs, activities available, the star rating and the facilities the resorts offer
- A description of the destination's climate in September
- Details of visa requirements and any travel warnings that are current for the destination
- The nature of the activities that the couple can do in this destination

**Marking Criteria**

<b>Itinerary component</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Not evident</b>
Air travel	(3)	(2)	(1)	(0)
Resort	(6)	(4)	(2)	(0)
Climate	(3)	(2)	(1)	(0)
Visa requirements and travel warnings	(6)	(4)	(2)	(0)
Activities available	(6)	(4)	(2)	(0)
TOTAL				

<p>Teachers Comments</p>
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**Topic: Law In Action**

**Chapter reference: 12**

**Digital Presentation**

Assume that you are a Youth Liaison Officer in the New South Wales Police force. You have been asked to visit a school and present a talk to Year 10 students about how the law affects young people.



Your task is to prepare a digital presentation that you will use in this presentation. Your presentation should:

- Include information about the special rights young people have when arrested
- Outline the ages at which young people are granted different rights
- Include legal terminology but remember your audience is young people so be sure to explain these words
- Be no more than 15 slides in length
- Include visual aids to keep your audience interested in the presentation

**Marking criteria**

Mark	Presentation will
17-20	<ul style="list-style-type: none"><li>• Include detailed, relevant and correct information about the rights of young people</li><li>• Define and make use of legal terminology</li><li>• Include appropriate visual stimulus</li><li>• Follow a logical sequence</li></ul>
13-16	<ul style="list-style-type: none"><li>• Include relevant and correct information about the rights of young people</li><li>• Make use of legal terminology</li><li>• Include some appropriate visual stimulus</li><li>• Follow a logical sequence</li></ul>
9-12	<ul style="list-style-type: none"><li>• Include some correct information about the rights of young people</li><li>• Make use of some legal terminology</li><li>• Include some visual stimulus</li></ul>
5-8	<ul style="list-style-type: none"><li>• Make reference to correct information about the rights of young people</li><li>• Make some use of visual stimulus</li></ul>
1-4	<ul style="list-style-type: none"><li>• Makes some reference to rights and / or the legal system</li></ul>

**Topic: Our Economy**

**Chapter reference: 13**

**Short Answer Test**

**Question 1 (8 Marks)**

Explain the following terms in your own words

(a). Mixed economy

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.....(2 marks)

(b). Inflation

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.....(2 marks)

(c). Unemployment

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.....(2 marks)

(d). Variable interest rate

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.....(2 marks)

**Question 2 (4 Marks)**

Explain the operation of the economic cycle.

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**Question 3 (4 marks)**

Explain the relationship between risk and the interest rate offered.

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**Question 4 (4 Marks)**

Outline TWO advantages of a low Australian dollar.

1. ....

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2. ....

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**Question 5 (10 Marks)**

Select a current economic issue affecting Australia. Explain the impact of this issue on the Australian economy.

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**Question 3:** Explain the relationship between risk and the interest rate offered.

Mark	Students will:
4	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relationship</li> <li>• Make use of economic terminology</li> </ul>
3	<ul style="list-style-type: none"> <li>• Provide characteristics and features of risk and interest rates</li> <li>• Make use of economic terminology</li> </ul>
2	<ul style="list-style-type: none"> <li>• Sketch in general terms risk and / or interest rates</li> </ul>
1	<ul style="list-style-type: none"> <li>• Make some reference to risk and / or interest rates</li> </ul>

**Question 4:** Outline TWO advantages of a low Australian dollar.

Mark	Students will:
4	<ul style="list-style-type: none"> <li>• Sketches in general terms two advantages</li> <li>• Uses some economic terminology</li> </ul>
3	<ul style="list-style-type: none"> <li>• Sketches in general terms two advantages</li> </ul>
2	<ul style="list-style-type: none"> <li>• Lists two advantages</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Sketches in general terms one advantage</li> </ul>
1	<ul style="list-style-type: none"> <li>• Makes some reference to a low Australian dollar</li> </ul>

**Question 5:** Select a current economic issues affecting Australia. Explain the impact of this issue on the Australian economy.

Mark	Students will;
9-10	<ul style="list-style-type: none"> <li>• Identify a current economic issue</li> <li>• Draw conclusion about the relationship between this issue and the impact on the Australian economy</li> <li>• Write a sustained and logical response, using appropriate economic terminology</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Identify a current economic issue</li> <li>• Provide characteristics and features of the issue and the impact on the Australian economy</li> <li>• Writes a logical response, using economic terminology</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Identify a current economic issue</li> <li>• Sketch in general terms the issue and some of the impacts on the Australian economy</li> <li>• Writes a logical response</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Identify a current economic issue</li> <li>• Lists the features of the issue and some of the impacts on the Australian economy</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Makes reference to a contemporary issue and / or the Australian economy</li> </ul>

**Topic: Community participation**

**Chapter reference: 14**

**Report on an organisation**

You are required to interview a member of a community-based organisation and then write a 600-word report outlining the role of the organisation and the nature of his or her contribution.

To complete this task successfully you need to complete the following activities:

1. Working in groups of four or five students, compile a list of five questions you might ask the person to be interviewed.
2. Compare your group's list of questions with those compiled by other groups.
3. As a class, negotiate a list of seven or eight questions each student is to ask the person they select to interview.
4. Select a representative of a community-based organisation and undertake the interview. Either record the interview or make brief notes that will assist you to recall the main points made by the person being interviewed.
5. Using the information collected, write a 600-word report outlining the findings of your research. In your report you should identify the group's principal focus, the size of its membership and source of funding, its organisational structure, the skills developed by its members and the benefits derived by those who volunteer their time and expertise.

**Marking criteria**

<b>Grade</b>	<b>Descriptor</b>
<b>A</b>	Your assignment deserves the highest level of recognition. You have crafted a well-written report detailing, in a comprehensive manner, the key findings of your research. You have also showed leadership in negotiating the list of interview questions and worked collaboratively with others to develop a list of interview questions.
<b>B</b>	Your assignment is substantially better than would normally be expected of student at this stage of learning. You have presented detailed report that summarizes the findings of your research. You have also worked collaboratively with others to develop a list of interview questions.
<b>C</b>	Your assignment is of a satisfactory standard. You have presented a report that, while satisfactory, is rather limited in its scope. Spelling and grammatical errors detract from its effectiveness as a piece of writing. You contributed to develop a list of interview questions.

<b>D</b>	The work submitted does not satisfy the objectives of the assignment. Key elements of the task have not been addressed and your contribution to the group-based component of the task was marginal.
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Comment: \_\_\_\_\_  
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**Topic: Running a Business**

**Chapter reference: 15**

**Investigation of a Business**

Select a Business in your local area. Conduct an investigation of the business to find out the following information.

1. What is the structure of the business?
2. What are the main products / services sold by this business?
3. What competition is there for this business?
4. Outline the regulations that affect this business.
5. Describe how this business markets itself to its customers

Present your information in a report format using the above questions as headings.

**Doing the investigation**

Step one - identify the business

Step two - complete the scaffold below and present this to your teacher

Step three - interview the contact person to answer the questions above

Step four - conduct further research into the business

Step five – write up your report once you have completed your research.

Name of business	
Location of the business	
Contact person at the business	
Phone / e-mail of the contact person	

### Marking Criteria

Mark	Students will demonstrate:
17-20	<ul style="list-style-type: none"> <li>• Business selected is appropriate</li> <li>• All elements of the task completed</li> <li>• Evidence of research included</li> <li>• Extensive use of appropriate commercial terminology used throughout</li> <li>• Report is logical, well written and structured</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Business selected is appropriate</li> <li>• Most elements of the task completed</li> <li>• Some evidence of research included</li> <li>• Use of commercial terminology used throughout</li> <li>• Report is logical and structured</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Business selected is appropriate</li> <li>• Some elements of the task completed</li> <li>• Some use of commercial terminology used throughout</li> <li>• Report is structured</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Some elements of the task completed</li> <li>• Some use of commercial terminology used throughout</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• Reference to a business made</li> <li>• Some general points about businesses may be included.</li> </ul>