

Name:

Date:

Assessment Rubric – How we Organise Ourselves
The choices that consumers make influence local and global trade

<p align="center">4 Advanced</p>	<ul style="list-style-type: none"> Gives an explanation of world trade and economic activity 	<ul style="list-style-type: none"> Analyses several factors that influence trade Makes connections between some of these factors Provides real life examples of some of these factors 	<ul style="list-style-type: none"> Detailed explanation of our responsibilities as consumers with strong supporting evidence for the reasons why these actions are necessary Evidence of personal reflection/action 	<p>Displays all the criteria listed independently to a high standard.</p>	<p>Audience awareness and purpose</p> <ul style="list-style-type: none"> The goal or aim of the instructions is clear Instructs the audience about a procedure May rely on the audience having some prior knowledge of the topic <p>Content/Ideas Includes all elements of instructions</p> <ul style="list-style-type: none"> heading aim or goal materials method evaluation <p>The task can be completed from the information provided</p> <p>Structure</p> <ul style="list-style-type: none"> Organises and orders content adequately Uses ordering devices (e.g. bullets, numbers, arrows, connected sentences) <p>Language Features</p> <ul style="list-style-type: none"> Uses action verbs e.g. twist, hold, shake etc Uses topic specific language <p>Descriptions are detailed e.g. chop the bread <u>evenly into 4 pieces</u>.</p>
<p align="center">3 Proficient</p>	<ul style="list-style-type: none"> Explains key words related to trade (Including supply, demand, goods, services, distribution, interdependence and money) Gives local and global examples of trade 	<ul style="list-style-type: none"> Identifies and explains several factors that influence trade e.g. <ul style="list-style-type: none"> Supply and demand Politics Conflict Scarce resources Natural disasters Climate Environment Population Natural resources Provides some supporting evidence 	<ul style="list-style-type: none"> Develops an action plan which outlines: <ul style="list-style-type: none"> What people can do to be responsible consumers Explains the reasons behind the actions listed Some evidence of personal reflection/action 	<p>Displays most of the criteria listed independently.</p>	
<p align="center">2 Consolidating</p>	<ul style="list-style-type: none"> Identifies key words and gives simple meaning of each (see above) Gives local and global examples of trade (may need prompting to do so) 	<ul style="list-style-type: none"> Identifies and explains some factors that influence trade Some supporting evidence may have been included 	<ul style="list-style-type: none"> Develops an action plan which outlines: <ul style="list-style-type: none"> What people can do to be responsible consumers May provide reasons behind the actions listed 	<p>Displays some of the criteria listed independently.</p>	
<p align="center">1 Beginning</p>	<ul style="list-style-type: none"> Lists some key words Some definition may have been included Misunderstanding of the concept of trade may be evident 	<ul style="list-style-type: none"> Lists some factors that influence trade 	<ul style="list-style-type: none"> Lists some actions that consumers can take 	<p>Displays some of the criteria listed and needed teacher assistance to complete task.</p>	
	<p align="center">Defines what trade is</p>	<p align="center">Explains factors that influence trade</p>	<p align="center">Identifies responsibilities of consumers</p>	<p align="center">Plans and communicates sets of instructions in written and oral form</p>	
	<p align="center">Form</p>	<p align="center">Connection</p>	<p align="center">Responsibility</p>	<p align="center">Communication – To instruct</p>	