Stage 1 – Economics 2020

Assessment Type 2: Economic Project Weighting: 40%

Task Description

You are required to undertake an in-depth analysis of an economic question or issue using a variety of data, both quantitative and qualitative. Through this research and interpretation of data, you will present a report on your findings together with recommendations for the relevant stakeholders.

***“Examine how institutions should consider helping people out of the poverty cycle in a developing country.”***

***Select one of the following topics as the institution to focus on for this project:***

* *Education*
* *Employment*
* *Conflict*
* *Climate Change/Extreme weather eg: floods, droughts,*

*natural disaster*

* *Micro-financing*
* *Healthcare*
* *Accessing new technology*
* *Sustainable practises eg: Housing and farming*
* *Lack of infrastructure eg: roads, transport, access to*

*services in rural areas*

* *Social inequality eg: gender, age, location (discrepancies*

*between rural and metro population)*

***Select one of the following countries: (This will need to be approved by the teacher - you can pick a country not on the list but discuss this with your teacher first)***

*Afghanistan*

*Pakistan*

*Bangladesh*

*Cambodia*

*China*

*India*

*Philippines*

*Thailand*

*Vietnam*

*Iran*

*Turkey*

*Egypt*

*Congo*

*Ethiopia*

*Nigeria*

*Somalia*

*South Africa*

*Sudan*

*Tanzania*

*Uganda*

*Zimbabwe*

*Cuba*

*Venezuela*

*Mexico*

*Argentina*

*Brazil*

*Bolivia*

*Colombia*

*Ecuador*

*Peru*

Task Requirements

Research

Initial research to be undertaken in a small group. Use this as an opportunity to discuss and evaluate the relevance of the information provided/gathered.

It is important that you show evidence of:

* + analysis of a **range** of economic data, models, and theories
  + application of economic concepts, including scarcity, choice, opportunity cost, and cause and effect
  + application of data, theories and models
  + analysis and evaluation of the intended and unintended consequences of economic decisions on relevant stakeholders
  + reasoned arguments and evidence-based recommendations
  + appropriate use of economic terminology.

Presentation

You can present your project as either a written report of a maximum of 1000 words or as an oral or a multimodal presentation where 6 minutes is equivalent to 1000 words.

Assessment

The following learning requirements and assessment design criteria apply:

|  |  |
| --- | --- |
| **Learning Requirements** | **Assessment Design Criteria** |
| 1. Understand economic concepts, principles and models in a variety of contexts  2. Apply economic concepts, principles and models in known and unknown contexts  4. Apply economic theory thinking to construct arguments  5. Analyse a range of economic data, models and theories  6. Analyse the intended and unintended consequences of economic decisions. | **U1** Understanding of economic concepts, principles and models in a variety of contexts  **Ap1** Application of economic concepts, principles, and models in known and unknown contexts.  **Ap3** Application of economic thinking to construct arguments.  **An1** Analysis of a range of economic data, models, and principles.  **An2** Analysis of the intended and unintended consequences of economic decisions. |

Economic Project should include the following sub-headings:

**Introduction about the country**

* Where is it?
* Population
* Demographic breakdown
* Current issues in the country?
* Indicators specific to the country

**What is poverty?**

Explanation of the poverty cycle in relation to the topic - What is the relationship between your topic and poverty in your chosen country?

**Breaking the poverty cycle using examples**

What current programs are in place to help support people living in poverty?

How can poverty levels be improved?

What government or non-government institutions can help support these improvements?

Demonstrate using economic indicators and data to show where economic and social development has occurred in your country (Use graphs & tables etc)

**Recommendations**

Is your chosen topic the only cause of poverty in your country?

Are there other factors that could have been considered?

**Reference List**

**Structure of the Report:**

Title Page

Table of Contents

Table of Figures

Introduction

What is Poverty?

Breaking the poverty cycle

Recommendations

Reference List

**Multimedia**

You have more freedom to how you present this, however, you must hand up your script and presentation. Content should be in the order above.

|  |  |  |
| --- | --- | --- |
| Topic: Education | | |
|  | Country Data | Resources |
| Country A | Population |  |
|  | Indicator Statistics |  |
|  | Breakdown of Countries demographics |  |
| Poverty General Information |  | Resources |
| Poverty | Definitions |  |
|  | Indicators |  |
|  | Institutions |  |
| Aspects of eg Education |  | Resources |
| Reason for Poverty-  Eg Education | Gender |  |
|  | Primary and Secondary |  |
| Recommendations/Solutions to Break the Poverty Cycle |  | Resources |
|  | Option A |  |
|  | Option B |  |
|  | Option C |  |
|  | General Solutions for Poverty |  |
|  |  |  |
| Effectiveness of the Recommendation/Solution |  | Resources |
|  | Option A - Benefits |  |
|  | Option A - Costs |  |
|  | Option B - Benefits |  |
|  | Option B- Costs |  |
|  | General Solutions for Poverty |  |

Performance Standards for Stage 1 Economics (for use from 2020)

| - | 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. |