

**Task 1: Group Multimedia  
Presentation Task**

<b>Task Name:</b> Group Multimedia Presentation Task	<b>Unit:</b> Consumer and Financial Decisions
<b>Task Distributed:</b> 15 March 2024	<b>Task Due:</b> 2 April 2024
<b>Task Type:</b> Research and Presentation Task	<b>Syllabus Outcomes:</b> COM5-1, COM5-2, COM5-4, COM5-5, COM5-7, COM5-8 COM5-9
<b>Task Weighting:</b> 25%	<b>Task number for Course:</b> 1

**Task Description:**

Students are to work in groups (maximum 3 students per group).

**Multimedia Presentation (25 marks)**

Groups are to ***select a consumer and/or financial issue to research*** from the list below. Groups are to create a multimedia presentation about their issue, following the below research process:

- Research and get the facts on the issue you have selected.
- Decide on your style of presentation. It must be submitted in electronic format ONLY (e.g. short movie, news clip, podcast, song, game, website, mobile phone app etc.).
- Decide what to present/say/communicate.
- Complete the 'checklist' on the next page before submitting your electronic presentation for marking.

The ***literacy criteria (worth 5 marks)*** will be applied to the presentation.

**Choose ONE from the list of Consumer and Financial issues:**

- The impact of technology on payment processes
- Buying your first car
- Comparison shopping e.g. choosing a mobile phone
- Shopping online
- Housing affordability and the impact on savings
- Superannuation plans e.g. tracking & consolidating lost superannuation accounts
- Misleading advertising
- Learning how to manage money – budgeting and saving
- Avoiding debt traps
- Consumer protection e.g. Competition and Consumer Act 2010
- Getting a refund/ making a complaint
- Scams e.g. related to online shopping, banking and identity theft
- Other consumer issues (subject to teacher approval)

## NESA Glossary of Key Words

- **Describe:** Provide characteristic and features
- **Explain:** Relate cause and effect; make the relationships between things; provide why and/or how
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### Details of Submission:

The task must be uploaded to Google Classroom by 8.40am on Tuesday, 2 April 2024. You must be ready to present in your scheduled period in the week commencing 2 April 2024 (Week 10).

The presentation must be submitted in electronic format ONLY (e.g. short movie, news clip, podcast, song, game, website, mobile phone app etc.).

TASK REQUIREMENTS: Make sure you can tick off the following checklist for your presentation

- Your presentation is interesting
- Has consumer rights as its focus
- Is creative, original and entertaining
- Is informative - includes only accurate and relevant information
- Has been carefully edited with spelling and grammar checked and corrections made
- Has been checked for viruses
- Has permission or licence for all images and/or music used in it.
- Is completed by the due date. This is a group effort so it must clearly show that all team members worked effectively, both independently and collaboratively.

## Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2023 Assessment Guide for more information.

Absences on the day will be dealt with in accordance with school policies.

### Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

### Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

## **What Areas of Learning will this Assessment Task Report On?**

In this task you will be assessed on your ability to:

- Demonstrate an understanding of a consumer and/or financial issue that affects people
- Communicate their understanding to empower other people to navigate consumer and/or financial issues in the real world.
- Effectively create an entertaining, informative electronic presentation that will appeal to the general public on their selected current issue concerning consumer and/or financial decisions. Information included must be relevant, succinct and factually correct.

# Year 9 Commerce Group Multimedia Presentation Task

## Criteria for marking

Description	Mark
<ul style="list-style-type: none"> <li>• Suggests three (3) or more strategies to the target group so they can execute their consumer and/or financial decision</li> <li>• Reflects extensive knowledge and understanding of the consumer and/or financial issue</li> <li>• A highly developed presentation which is relevant, accurate and creative electronic presentation</li> <li>• An electronic presentation reflecting extensive effective work practices and collaboration as a team</li> </ul>	20-25
<ul style="list-style-type: none"> <li>• Suggests at least two (2) strategies to the target group so they can execute their consumer and/or financial decision</li> <li>• Reflects detailed knowledge and understanding of the consumer and/or financial issue</li> <li>• A mostly relevant, accurate and creative electronic presentation</li> <li>• An electronic presentation reflecting highly effective work practices and collaboration as a team</li> </ul>	14-19
<ul style="list-style-type: none"> <li>• Suggests at least one (1) strategy to the target group so that they can execute their consumer and/or financial decision</li> <li>• Reflects some knowledge and understanding of the consumer and/or financial issue</li> <li>• A somewhat relevant, accurate and creative electronic presentation</li> <li>• An electronic presentation reflecting sound effective work practices and collaboration as a team</li> </ul>	7-13
<ul style="list-style-type: none"> <li>• No suggested strategy to the target group so that they can execute their consumer and/or financial decision</li> <li>• Reflects limited knowledge and understanding of the consumer and/or financial issue</li> <li>• A limited relevant, accurate and creative electronic presentation</li> <li>• An electronic presentation reflecting limited effective work practices and collaboration as a team</li> </ul>	0-6

Literacy Criteria	Mark
Effectively uses the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	5
Uses the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	4
Mostly uses the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	3
Attempts to use the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	2
Elementary attempt to use the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	1

