

Task Name: Research and Writing Task	Unit: The Economic and Business Environment
Task Distributed: 1 st August 2025	Task Due: Friday 15 th of August 2025
Task Type: Research and In-Class Written Task	Syllabus Outcomes: COM5-1, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
Task Weighting: 20%	Task number for Course: 3

Task Description:

You are to write a response **explaining** how the Australian economy works.

Your response must respond to all the following requirements and follows the structure below:

- A brief introduction into the Australian economy
- Identify the five sectors the comprises the Australian Economy and how they interact
- Describe the circular flow of income.
- Describe how supply and demand works in the Australian economy

This response will be completed in your scheduled Commerce period five on Friday the 15th of August

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question:

Explain

- Relate cause and effect
- Make the relationships between things evident.
- Provide why and/or how.

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 will be completed under exam conditions during the **scheduled period on Friday the 15th of August 2025**
- Students will have 45 mins to complete the task.
- **Students are NOT permitted to bring notes or your formative task poster into the exam.**

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

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2025 Assessment Guide for more information.

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:

- Exhibit an understanding of the different processes and elements of the Australian economy
- Explain the relationship between the various components of the Australian economy.
- Acquire and process economic information on how the Australian economy operates by selecting and using appropriate and relevant data
- Communicating economic information and terminology in an efficient and cohesive manner

Marking Criteria

Criteria	Mark
<ul style="list-style-type: none"> ● Presents a highly sustained, logical and cohesive response about the Australian economy and Australia's circular flow of income by integrating relevant commerce terminology and concepts. ● Identifies the five sector the comprises the Australian Economy and gives a detailed description of how they interact to create the circular flow of income. ● Gives detailed description of how supply and demand work in the Australian economy ● Makes effective use of the information provided, demonstrating extensive knowledge and understanding relevant to the question. 	16 -20
<ul style="list-style-type: none"> ● Presents a sound response about the Australian economy and Australia's circular flow of income and refers to correct commerce terminology and concepts. ● Identifies the five sector the comprises the Australian Economy and gives a description of how they interact to create the circular flow of income. ● Gives description of how supply and demand work in the Australian economy ● Makes effective use of the information provided, demonstrating sound knowledge and understanding relevant to the question. 	11 -15
<ul style="list-style-type: none"> ● Identifies some sectors the comprises the Australian Economy ● Identifies how supply and demand works in the Australian economy ● Presents a limited response using some terms and concept 	6 - 10
<ul style="list-style-type: none"> ● Communicates simple commerce ideas and concepts. ● May present some basic information on circular flow of income. ● Attempts to provide information on how supply and demand works 	1-5

GTHS Literacy Criteria - V2. 2023

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have;	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Use technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few words used	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1			
Punctuation <i>Use of correct end appropriate sentence and other punctuation for effect, and to aid clarity of the text</i>	No evidence of correct sentence punctuation	Sentence punctuation is correctly used in at least one place - one sentence is punctuated correctly.	Some correct sentence punctuation (at least 50%). May alternate between punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains 80% use of all applicable punctuation.
	0	1			
Sentence Structure & Cohesion <i>The intention of a variety of sentences to match purpose and audience, all the sentences of multiple sentences cross the whole text.</i>	No clear evidence of sentences: a list of words, OR text fragments.	At least one sentence is used correctly. Some meaning can be inferred from the text	Some correct normal use of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are used but with varied effectiveness.	All sentences are correct, effective and controlled, all include a range of sentence types & connectives: (complex sentences and other structures)
	0	1			
Paragraphs <i>Paragraphs are used to effectively structure information and present events and ideas.</i>	No correct use of paragraphing; may be a block of text with random breaks.	Ideas are stated; paragraphs may contain some unrelated ideas.	At least one paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may be illogical or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and developed across the whole text
	0	1			4
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. No attempt to write in the appropriate text type	Minimal evidence of the structural features - 1 component evident - of the appropriate text type.	Some evidence of the structural features - 2 components evident - of the appropriate text type.	Substantial evidence of the structural features - a few components evident but there may be some lapses - of the appropriate text type	Coherent and controlled use of all the appropriate structural features of the text type,
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is 0% of, very below expectation	level of response is equivalent to, syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation