

Year 10: Global Connections Summative Assessment.

You will be writing a research essay answering one of the following questions:

'To what extent has globalisation caused more **threats than opportunities** in the world?'

OR

'To what extent has globalisation caused more **threats than opportunities** in Australia?'

You will have one week including 4 lessons to research and write your essay.

You will be marked on your

- Content knowledge (criteria A)
- Research skills (Criteria B)
- Essay structure (Criteria C)
- Ability to formulate arguments with evidence (Criteria D)

Essay Tips:

- When thinking about threats and opportunities, you need to think about the positives and negatives of globalisation. For example:

Positives	Negatives
greater freedom of movement	exploitation of LICs
access to information	sweatshops
improved economic development	environmental risks
political alliances	increasing political tensions in some places
free trade	global economic systems at risk of crashing
global tourism	over reliance on global brands
improved technologies	loss of small brands
Access to many cultures	Loss of culture

- Remember that it's not enough to just *describe* what these concepts are; you need evidence to support your claims (i.e. case study info, place examples, data, etc)
- Even though you are arguing from your own position, you should NOT use first person language in an essay. For example, instead of saying 'I believe that globalisation has caused more risks than opportunities', just say 'globalisation has caused more risks and opportunities.'
- Better responses will show both perspectives (i.e. evidence of risks AND opportunities), and provide critical evaluation to support your argument about whether it has caused more risks than opportunities.
- When critically evaluating, you need to think about issues like which aspect is more significant; do some issues interconnect; are some consequences short term vs long term; economic, social, environmental effects, etc.
- When a question asks 'to what extent' you must state **how much** you agree. The table on the following page is quite useful for thinking about phrasing your answer.

TO WHAT EXTENT CONTINUUM

STRONG ← ————— → **WEAK**

FOR EACH THESIS STATEMENT PICK 2 WORDS FROM DIFFERENT COLUMNS

HIGH	MEDIUM	LOW
<ul style="list-style-type: none"> Ultimately Clearly Crucial Majority/majority/major Assert Pivotal Vital Decisive Essential Definite Conclusive Predominantly Heavily Tremendously Largely 	<ul style="list-style-type: none"> Somewhat Reveals Indicate Support Evident Contributed Notably Considerable Moderately 	<ul style="list-style-type: none"> Limited Minor Subsidiary Lesser Partially Fractionally Slightly Minimal
Transition to Counterargument <ul style="list-style-type: none"> Alternatively... Conversely However Despite In addition Furthermore Although 	Useful Verbs <ul style="list-style-type: none"> Relied Played Led to Supports Contributed 	Example: Question: "The conditions in which authoritarian states emerged were mainly determined by economic factors." Discuss with reference to two authoritarian states. Thesis: Economic factors somewhat contributed to the emergence of Mao and Hitler as they weakened the existing political system and added to base of popular support. Despite these conditions, both leaders more heavily relied upon force and coercion in order to create an authoritarian state.

Assessment Criteria (A, B, C and D)

Task Specific Criteria Description

A high achieving response will do the following:

A: Knowledge and Understanding

- Your essay includes a wide variety of sophisticated subject and topic specific words, geographical concepts and ideas related to global interactions
- Your essay demonstrates a sophisticated and detailed understanding of the topic you have chosen, with multiple relevant descriptions, examples, or case studies from a wide variety of sources

B: Investigating

- Your essay demonstrates that you have conducted in depth research into your chosen topic, using appropriate and varied sources.
- You should aim to include information from at least 5 different reliable sources.

C: Communicating

- Your essay maintains a clear and targeted contention.
- The information expressed in your essay is factually accurate.
- Your essay includes an introduction, body paragraphs, and a conclusion.
- Your paragraphs use effective TEEL structure, including specific evidence, evaluation, and in-depth analysis.
- You have included an extensive and accurate bibliography using the Harvard style

D: Critical Thinking

- Utilising the evidence to formulate valid, well-supported arguments
- You show both perspectives (i.e. evidence of risks AND opportunities), and provide critical evaluation to support your argument about whether it has caused more risks than opportunities.

Criteria A				
	1-2	3-4	5-6	7-8
ii) Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.	demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.	demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.	demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.	demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.
Criteria B				
	1-2	3-4	5-6	7-8
iii. use research methods to collect and record appropriate, varied and relevant information	collects and records limited , not always consistent with the research question	uses a research method(s) to collect and record mostly relevant information	uses research methods to collect and record appropriate relevant information	uses research methods to collect and record appropriate, varied and relevant information
Criteria C				
	1-2	3-4	5-6	7-8
ii. structure information and ideas in a way that is appropriate to the specified format	organizes information and ideas according to the specified format in a limited way	Structures information and ideas in a way that is somewhat appropriate to the specified format	Structures information and ideas in a way that is mostly appropriate to the specified format	structures information and ideas in a way that is completely appropriate to the specified format.
iii) document sources of information using a recognized convention.	Documents sources of information in a limited way	sometimes documents sources of information using a recognized convention.	often documents sources of information using a recognized convention	consistently documents sources of information using a recognized convention.
Criteria D				
	1-2	3-4	5-6	7-8
ii) Synthesize information to make valid arguments.	summarizes information to a limited extent to make arguments	summarizes information to make argument	synthesizes information to make valid arguments	synthesizes information to make valid, well-supported arguments
iv. interpret different perspectives and their implications.	identifies different perspectives and minimal implications .	interprets different perspectives and some of their implications.	interprets different perspectives and their implications.	thoroughly interprets a range of different perspectives and their implications.