**Year 9 Humanities - Economics**

**CAT – Writing Task (Report) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCAM INVESTIGATION Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task Description:**

Working in small groups you are required to choose one type of scam to investigate, complete an online research grid to collect your information, then present the information in a report format with clear headings suitable for the information you discover.

**Scams to select from:**

* Banking and Online Account Scams
* Chain Letter & Pyramid Scams
* Health and Medical Scams
* Identity Theft
* Investment Scams
* Employment Scams
* Lottery & Competition Scams
* Mobile Phone Scams
* Money Transfer ‘Nigerian’ Scams
* Online Scams
* Personalised Scams
* Small Business Scams

**Where to start looking for information?**

The following are very helpful websites in relation to scam information for consumers:

[www.consumer.vic.gov.au](http://www.consumer.vic.gov.au)

[www.scamwatch.gov.au](http://www.scamwatch.gov.au)

[www.fido.asic.gov.au](http://www.fido.asic.gov.au)

**Information to look for:**

**USING THE ONLINE RESEARCH GRID** on the library homepage - The types of **research questions** you investigate will differ based on the scam you are investigating, but the following should get you started:

* What are some examples of this type of scam?
* What advice can be given to consumers on how to recognise this type of scam?
* Why do people become a victim of this type of scam?
* What authorities are responsible for protecting consumer? What is the role of each?
* What is being done by authorities to prevent this type of scam?
* How can consumers protect themselves from becoming a victim of this type of scam?
* Are there any media reports about this scam?

You will be given **4 periods of class time** ( and some homework time if required) to research your information and present it in its final format.

**Progress Log:**

This is to be completed to reflect what you achieve **each lesson** devoted to this task:

|  |  |
| --- | --- |
| Date | What I achieved |
|  |  |
|  |  |
|  |  |
|  |  |

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**SCAM INVESTIGATION**

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| --- | --- | --- | --- | --- | --- |
| ASSESSMENT CRITERIA: | **Bulletproof from scams****(5)** | **Sensibly Cautious****(4)** | **Fiscally Vulnerable****(3)** | **A Scamster’s ideal target**  **(2)** | Not Shown |
| **Use of Class time:** effectiveness and efficiency in using available class time | ***All lessons*** *allocated to this task were used effectively and productively* | ***Most lessons*** *allocated to this task were used effectively and productively* | ***Some lessons*** *allocated to this task were used effectively and productively,* ***some time wasting tactics*** *employed* | ***Few, if any, lessons*** *allocated to this task were used effectively and productively,* ***time wasting tactics employed frequently*** |  |
| **Data & Question Grid:** formulating open questions, collecting information to respond to questions | ***Excellent*** *selection of appropriate open questions, range of responses provided, Grid submitted with final work* | ***Very Good*** *selection of appropriate open questions, most responses provided, Grid submitted with final work* | ***Some open questions selected/****some closed,* ***some*** *responses provided, Grid submitted with final work* | ***Few open questions selected/****most closed,* ***few*** *responses provided, Grid submitted/****not submitted with final work*** |  |
| **Use of Resources:** range of resources, use of available resources, appropriateness of resources | ***At least 3***  *resources referenced, highly appropriate/credible sources selected* | ***At least 2*** *resources referenced, mostly appropriate/credible sources selected* | ***Only 1*** *resource referenced, generally appropriate sources selected, credibility uncertain* | ***No***  *resource referenced, partially appropriate source selected* |  |
| **Quality of content:** development into student’s own words, inclusion of relevant content | ***At least 5 areas*** *of information presented,* ***Clear and genuine*** *attempt to present information in own words,* ***excellent*** *selection of relevant content* | ***At least 4 areas*** *of information presented* ***Clear attempt*** *to present* ***most*** *information in own words,* ***very good*** *selection of relevant content* | ***At least 3 areas*** *of information presented* ***Partial attempt*** *to present information in own words,* ***reasonable*** *selection of relevant content* | ***2 or less areas*** *of information presented* ***Poor, or no, attempt*** *to present information into own words, ,* ***narrow*** *selection of relevant content* |  |
| **Bibliography:** accuracy in presentation of formal bibliography | ***Highly accurate*** *presentation of formal bibliography* | ***Mostly accurate*** *presentation of formal bibliography* | ***Partially accurate*** *presentation of formal bibliography* | ***Poor, or no, attempt*** *to accurately present a formal bibliography* |  |
| **Overall Presentation:** layout, use of headings, diagrams, font selection/handwriting | ***Highly suitable and thoughtful layout****, information divided by* ***effective headings****, clear font/handwriting,* ***range of appropriate diagrams*** *included* | ***Mostly*** *suitable and thoughtful layout, information* ***mostly divided by headings****, clear font/handwriting,* ***at least two*** *appropriate diagrams included* | ***Generally effective layout****,* ***partial use*** *of headings, clear font/handwriting,* ***at least one*** *appropriate diagram included* | ***Layout given little thought****, no headings, poor font/handwriting, no diagrams included* |  |
| **Self Assessment:*** **USE A HIGHLIGHTER** – to give yourself an honest assessment of your efforts towards each of the criteria above
* **MAKE A COMMENT –** about your approach to the assignment and at least one aspect you would improve upon in a similar task in the future

**Teacher Comments:**/30 |