

Performance Assessment Task

Us or Them: Who Gets the Cash?

The federal government currently has a budget surplus of \$5 billion. As minister of finance your task is to research and prepare a presentation to cabinet. Your presentation will provide recommendations about how the government should allocate this money in order to address national and/or global issues.

1. Select one national issue and one global issue as potential recipients of the surplus. Conduct research to locate accurate and relevant information with respect to each issue. Analyze each issue in detail being sure to include the:
 - impact on the affected population
 - approximate cost of solving the problem
 - extent to which spending the money will resolve the issue
2. Determine the pros and cons of Canada acting nationally or globally with respect to these two issues. Certain factors may be relevant to your issues such as peace, humanitarianism, economic stability, security, and self-determination. Consider any factors that are applicable to your issues.
3. Make a decision about how the surplus should be allocated (nationally, globally, or a combination of both). Provide a persuasive defense of your position using appropriate, specific examples from what you understand about nationalism and internationalism. You may also use examples from current affairs.
4. Communicate your recommendation using one of the following formats:
 - written report (be prepared to orally highlight the key points of your recommendation)
 - oral report
 - multimedia presentation
 - other presentation medium (confer with the Prime Minister – your teacher)

Prepare a written brief (no longer than one page) highlighting the key points of your presentation to be distributed to cabinet ministers (the class).



Rubric: Us or Them: Who Gets the Cash?

Student _____

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
Analyze the selected issues (S.7.8)	Provides a rich and detailed analysis of the two issues.	Provides a substantial analysis of the two issues.	Provides a simplistic analysis of the two issues.	Provides an undeveloped analysis of the two issues.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analyze Canada's involvement (3.4)	Provides an insightful examination of the pros and cons of Canada's involvement in each of the issues.	Provides a effective examination of the pros and cons of Canada's involvement in each of the issues.	Provides a reasonable examination of the pros and cons of Canada's involvement in each of the issues.	Provides a flawed examination of the pros and cons of Canada's involvement in each of the issues.	
Defend position (S.1.6, 2.4, 3.5, 3.9)	Provides a compelling defense of selected position using significant examples.	Provides a convincing defense of selected position using relevant examples.	Provides a plausible defense of selected position using appropriate examples.	Provides a weak defense of selected position using vague examples.	
Communicate position (S.8.1)	Communicates position and supporting examples in a manner that completely engages the audience.	Communicates position and supporting examples in a manner that substantially engages the audience.	Communicates position and supporting examples in a manner that partially engages the audience.	Communicates position and supporting examples in a manner that evokes minimal audience engagement.	

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.