# Pre-approved Learning and Assessment Plan

Stage 2 Economics

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits 20) |
|  |  |  |  | **2** | **X** | **X** | **X** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Economics

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Concepts and Skills – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UI | IA | AE |
| Economics Source Analysis Response -  Students answer a range of analytical and evaluative questions in response to a range of sources. | 1 | 1, 2 | 1 | 1000 words maximum or 6 minutes |
| Group Presentation  In pairs, students prepare and present a PowerPoint to a Year 8 class which explains an aspect from Thinking like an Economist. | 1 | 2 | 1 | Oral presentation – 3 minutes |
| Economics Issue Study - Health  Students complete an Issue Study, using their skills to research the impact of an economic decision and explore the effect on a variety of stakeholders. |  | 2, 3 | 2 | 1000 words maximum or a 6 minute multimodal presentation. |
| Economics Media Analysis – Sport and Entertainment  Students produce two commentaries based on an extract from the news media from within the last 12 months.  The commentaries should address and use concepts and models from Thinking like and Economist to assist in the analysis. | 1 | 1 | 1 | 1500 words maximum or a 9 minute multimodal presentation |

Assessment Type 2: **Economic Project** — weighting 40%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UI | IA | AE |
| Task 1: Inquiry and Source Analysis  Students explore an economic context in depth and develop an inquiry through the collection and analysis of quantitative and qualitative data.  Students plan, conduct and document their inquiry. |  | 2 | 1 | Students present a summary of their annotations which may be in dot-point or note form, presented orally or multi-modal form to a maximum of 1000 words or 6 minutes. |
| Task 2: Findings and Recommendations  Students present their findings and recommendations from their inquiry completed in Task 1. |  | 1,3 | 2 | The findings and recommendations should be a maximum of 1500 words if written, or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words. |

Assessment Type 3: **Examination** — weighting 30%

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| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| In the examination, students focus on applying their economic thinking and making recommendations in response to written and visual material, including graphs and data, provided in the examination.  Students apply their economic inquiry skills in unfamiliar contexts to answer open-ended questions about all sections of Thinking like an Economist. | UI1, IA, IA3, AE1, AE2 | 2 hours |

*Six assessments.**Please refer to the Stage 2 Economics subject outline.*