PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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 (10 or 20) |
|  |  |  |  | **1** | **E** | **M** | **S** | **10** |  |

**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 |  |

Stage 1 Economics (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **KU** | **AE** | **C** |
| **Assessment Type 1: Skills and Applications Tasks**  **Weighting 30%** | **Topics: The Economic Problem/Economic Systems**  A series of multiple-choice and short answer questions on the economic problem, resources, costs and benefits and analysis using production possibility diagrams  Students use economic terminology to analyse and evaluate economic issues and events at various levels. They show knowledge and understanding of the effects of economic interdependence, and that economic decisions involve costs as well as benefits. | 1,3 | 1 | 1,2 | 50 minute supervised written test. |
| **Topics: The Market Economy/Government Involvement in the Market Economy** Students communicate evidence, of the market mechanism in the Australian economy through a selection of newspaper or other media articles. The concepts covered could include: shortages, surpluses, the impact of increase/decreases in demand and supply, subsidies and tariffs, the impact of taxation, price elasticity of demand. Each concept requires reference to at least ONE article.  Students use economic terminology to demonstrate knowledge, understanding, and application of economic concepts, principles, models, and skills to the effects of economic interdependence on individuals, business, and governments locally, nationally, and globally.  They analyse and evaluate economic issues and events (local, national, or global) using economic models and the skills of economic inquiry. | 1,2 | 1 | 1,2 | The form of evidence should be negotiated with the teacher. It may be written, oral or multimodal form, such as annotated diagrams and charts.  Maximum of 800 words if written or a maximum of 5 minutes for an oral or the equivalent in multimodal form.  All sources must be correctly referenced. |
| **Assessment Type 2: Folio**  **Weighting 40%** | **Topic: Economic Systems**  Students research a country of their choice and present evidence as to the economic system in evidence.  Students demonstrate that they know, understand and apply economic principles, concepts, and models. They use economic terminology and skills to show an understanding that economic decisions involve costs as well as benefits. They are encouraged to incorporate data and graphs into their essay. | 1,3 |  | 2 | Informative essay.  Maximum of 800 words.  All sources must be correctly referenced. |
| **Assessment Type 3: Issues Study**  **Weighting 30%** | **Topics: The Market Economy/Government Involvement in the Market Economy/The Economic Problem**  Students analyse and evaluate an aspect of market failure (e.g. anti competitive behaviour and consider the actions taken and possible remedies)  Students demonstrate knowledge, understanding, and application of economic concepts, principles, models, and skills and consider the effects of economic interdependence on individuals, business, and governments locally, nationally, and globally, and that economic decisions involve costs and benefits. | 1,2,3 | 1 | 1,2 | Students negotiate the form of their presentation.  It may be written, oral or multimodal form.  Maximum of 800 words if written or a maximum of 5 minutes for an oral or the equivalent in multimodal form. |

***Four or five assessments.*** *Please refer to the Economics subject outline.*

*Adapted with kind permission from Cheryl Flight, King’s Baptist Grammar School.*