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**NCEA Level 2 Economics**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Economics |
| **Domain** | Economics |
| **Level** | 2 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**General Information for all Internal Achievement Standards**

If teaching programmes cover all aspects of an economic issue (i.e. concepts, statistics, causes, effects and policies) before moving to study another contemporary economic issue, ongoing collection of evidence could be used. This would enable assessment to be more closely aligned with learning experiences and research shows this improves student performance[[1]](#footnote-1). Using a variety of teaching and learning experiences to fix relevant knowledge into students’ memories before collecting assessment evidence is also shown to improve performance. Multiple learning experiences would also give teachers more opportunity to weave key competencies into teaching programmes.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91225 Economics 2.4** |
| **Title** | Analyse unemployment using economic concepts and models |
| **Number of Credits** | 4 |
| **Version** | 2 |

# Approaches to Assessment

Suggested approaches to gathering evidence could include:

* students collecting media articles covering causes of unemployment and using writing frames to provide a basis for a logical use of models to explain how the cause identified in the article affects voluntary unemployment, involuntary unemployment and the level of employment
* students could survey:
* firms to find reasons why they layoff staff / why they cannot fill vacancies and so identify causes of unemployment
* unemployed workers to find how they are responding to their unemployment and so identify effects of unemployment.

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| **Achievement Standard Number** | **91226 Economics 2.5** |
| **Title** | Analyse statistical data relating to two contemporary economic issues |
| **Number of Credits** | 4 |
| **Version** | 2 |

Statistical data may be collected by students or provided by the teacher. The data collected could be primary data (e.g. students create a Teenagers’ Price Index) and/or secondary data (e.g. Stats NZ tables).

Where statistical data is collected by students, it must be specifically and sufficiently referenced so that it can be verified independently.

**Approaches to Assessment**

Suggested approaches to gathering evidence could include:

* interschool blogs may be set up for a Teenagers Price index to:
* decide on the basket of goods/services to be included in the index
* collect data to estimate weightings
* collect price information that better represents NZ teenagers than a single school population could
* students develop processing and presenting skills for statistical data by using appropriate computer packages e.g. in Excel
* students working collaboratively in groups to carry out internet research to develop a net social welfare table. Groups will need to decide:
* which material and non-material data series to use as indicators of economic growth
* what weighting to allocate to each indicators
* which countries to include to establish out net social welfare index ranking
* collecting media articles related to economic issues and use these to explain economic relationships
* visiting the StatsNZ website to obtain data for different economic issues e.g. current account balance for international trade.

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| **Achievement Standard Number** | **91227 Economics 2.6** |
| **Title** | Analyse how government policies and contemporary economic issues interact |
| **Number of Credits** | 6 |
| **Version** | 2 |

To analyse comprehensively how government policies and contemporary economic issues interact, a specific policy objective for the package of government policies is required. This may be provided by the teacher.

**Approaches to Assessment**

Suggested approaches to gathering evidence include:

* dividing class into groups, each representing different political parties, to develop an election manifesto for their political party, in which policies are justified
* using concepts and models relating to the economic issues to justify policies
* spokespeople for each party presenting specific policies and responding to questions from class to clarify direct and flow-on effects
* holding a mock election where students vote for the party that will deliver a specific policy objective and justifying their party choice using economic analysis to explain why this party’s policy mix will achieve the desired policy objective.

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| **Achievement Standard Number** | **91228 Economics 2.7** |
| **Title** | Analyse a contemporary economic issue of special interest using economic concepts and models |
| **Number of Credits** | 4 |
| **Version** | 2 |

The economic issues of inflation, international trade, economic growth and unemployment cannot be the focus of study for this special interest standard as analysis of these are assessed in achievement standards 91222, 91223, 91224 and 91225 respectively.

**Approaches to Assessment**

Suggested approaches depend on the specific special interest topic chosen but gathering evidence may include:

* students collecting media articles covering causes of special interest issue and using writing frames to provide a basis for a logical use of models to explain the cause identified in the article affects the area of special interest
* students could survey affected groups to establish causes and effects.

1. [Effective Pedagogy in Social Sciences: Tikanga ā Iwi: BES](http://www.educationcounts.govt.nz/publications/series/2515/32879/35263) [↑](#footnote-ref-1)