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**NCEA Level 1 Economics**

**Conditions of Assessment**

**EXPIRED**

**General Information**

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| **Subject Reference** | Economic Theory and Practice |
| **Domain** | Economics |
| **Level** | 1 |

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.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **90984 Economics 1.2** |
| **Title** | Demonstrate understanding of decisions a producer makes about production |
| **Number of Credits** | 5 |
| **Version** | 3 |

Candidates should demonstrate an understanding of producer choices related to two of the following areas: goals, resource use, productivity, business expansion, and price and non-price marketing.

If evidence is acquired through a group activity, participation of all candidates in the activity should be authenticated.

Assessment evidence should be collected from candidates after the relevant teaching and learning has occurred for a particular economic issue. Such ongoing collection of evidence would enable assessment tasks to be more closely aligned with learning experiences. If possible, the assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.

**Approaches to Assessment**

Suggested approaches to accumulating assessment evidence include:

* group work using the principles of division of labour to increase individual productivity by completing specialist tasks within a production activity
* surveying businesses and/or interviewing business owners to determine the reasons for integration and/or diversification
* field trips to specific businesses to identify examples of internal and external factors affecting productivity.

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| **Achievement Standard Number** | **90987 Economics 1.5** |
| **Title** | Demonstrate understanding of a government choice where affected groups have different viewpoints |
| **Number of Credits** | 4 |
| **Version** | 3 |

If a student-based inquiry is used, students may select the government choice they are interested in or are affected by, but teaching and learning would be required first to provide students with the necessary tools to complete the economic inquiry.

Information collected could include primary data (e.g. from a survey of local residents/ councillors) and/or secondary data (e.g. newspaper articles).

If evidence is acquired through a group activity, participation of all candidates in the activity should be authenticated.

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| **Achievement Standard Number** | **90988 Economics 1.6** |
| **Title** | Demonstrate understanding of the interdependence of sectors of the New Zealand economy |
| **Number of Credits** | 3 |
| **Version** | 3 |

To demonstrate an understanding of the interdependence of sectors students would need to:

* show the interdependence of two primary, secondary, or tertiary firms within the producer sector
* show the interdependence between the household and producer sectors, and any other two sectors
* construct and use a diagram or model (for example a circular flow diagram) that includes at least three sectors showing the real and money flows between the sectors
* explain the flow-on effects of change in one sector to at least two other sectors.

Assessment evidence could be collected from candidates after the relevant teaching and learning has occurred for a particular aspect of interdependence. Such ongoing collection of evidence collection would enable assessment tasks to be more closely aligned with learning experiences. If possible, the assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.

**Approaches to Assessment**

Suggested approaches to accumulating assessment evidence include:

* students choosing a local firm and establishing its interdependence with other firms in the producer sector by completing a circular flow diagram, identifying the real and money flows between them, and explaining the nature of the interdependence
* students using articles or information from a range of media sources to create circular flow models showing the interconnections between sectors mentioned and then explaining the interdependence between those sectors
* students using a PowerPoint, digital or oral presentation based on their own experiences to describe and explain the interdependence between the sectors
* students creating their own circular flow model to illustrate and fully explain the flow-on effects of an event on the New Zealand economy.