# 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 (10 or 20) |
|  |  |  | **2021** | **2** | **E** | **N** | **O** | **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

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria..

Assessment Type 1:**Folio Tasks** – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | A | AE |
| **Economic Inquiry Skills and Data Analysis Trade and Globalisation**  Using data and case study provided students need to determine which country/countries should Country A should trade with and construct an argument and recommendation to take to the Government committee investigating trade options.  Students investigate the following to help create the argument and recommendations to take to the committee. | 1 | 1,3 | 1 | Report: a maximum of 800 words if written or 5 minutes if in multimodal form. |
| **Firms – Microeconomics**  **Commodities in the Market Place**  Students are to investigate the interaction between consumers and producers in the marketplace.  Students investigate a commodity and how the consumers and producers interact with the additional intervention from the Government. | 1 | 1, 2 | 1, 2 | Fact sheet: maximum of 700 words or 4 minutes if in multimodal form. |
| **Firms Microeconomics – Market Structures** Students investigate the following market structures to determine their use in the real world and their impact in the real world, including the impacts on both consumers and producers. |  |  |  | Report: a maximum of 1200 words if written or 7 minutes if in multimodal form. |
| **Macroeconomics and Macroeconomic Management**  Create a news clip demonstrating your understanding of how the macroeconomic objectives are ‘tracking’ and how they have been impacted by the different policies the government has implemented. |  |  |  | Multimodal presentation: where 8 minutes is equivalent to 1300 words. |

Assessment Type 2: Economic Project – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | A | AE |
| **Economic Project**  Students conduct an in-depth analysis of an economic question or issue. Through the use of quantitative and qualitative data and a variety of sources. From this, students make a well-reasoned recommendations and rationale. |  | 1,2,3 | 1,2 | The economic project should be a maximum of 2000 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 conditions**  (e.g. task type, word length, time allocated, supervision) |
| External assessment | Students undertake a 130-minute written examination.  In the examination, students apply their economic thinking to analyse and respond to one or more unknown economic scenarios.  The examination consists of short-answer questions, open-ended questions, responses to stimuli, and extended-response questions. It draws on all skills, knowledge, and understanding of economic thinking from the core topic:  • economic inquiry skills  • data analysis  • microeconomics  • macroeconomics.  For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:  • understanding — U1  • application — A1, A2, A3  • analysis and evaluation — AE1, AE2 |

*Five to* sixassessments *for Stage 2 Economics subject outline.*