# Pre-approved Learning and Assessment Plan

Stage 2 Economics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **E** | **N** | **O** | **20** | A |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.  
Changes made to the learning and assessment plan

|  |
| --- |
| 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Economics – 20 credits

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%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | A | AE |
| **Thinking Like an Economist/Microeconomics**  **Under supervision**  Students work under supervision to answer short and extended responses covering key Thinking Like an Economist and Microeconomic concepts | 1 | 1, 2 | 2 | Supervised Task – 60 minutes. 500 words |
| **Micro economics – Market Structures & market failure**  Students investigate the main market structures occurring in Country A. Students analyse a real world situation of market failure via the use of an article in the media. | 1 | 1,2 | 1,2 | Written report by students of 1500 words. |
| **Macroeconomics and Macroeconomic Objectives**  Students investigate the achievement of the internal Macroeconomic Objectives over the last 12 months – identifying the key factors influencing change and the relative impacts on the economy. | 1 | 1, 2, 3 | 1,2 | Report of 1500 words. |
| **Macroeconomics – under supervision**  Students work under supervision to answer short and extended responses covering the Macroeconomic Objectives, AD/AS, policy and impact of change. | 1 | 1,2 | 1 | Supervised task - 60 minutes. 500 words. |

Assessment Type 2: Economics Project – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | A | AE |
| Students conduct an in-depth analysis of an economic question or issue. Students collect quantitative and qualitative data related to their question or issue and analyse it using relevant economic concepts, principles and models. Information can be collected from a variety of sources such as statistics, graphs, journals, newspapers, official reports, case studies, film, cartoons, and articles. Students make well-reasoned recommendations for relevant stakeholders and explain the rationale for their decisions. |  | A1,2,3 | AE1,2 | 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%

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