# School-developed Learning and Assessment Plan form

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** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  | |

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

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 – weighting 40%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | A | AE |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Assessment Type 2: **Economic Project** — weighting 30%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | A | AE |
|  |  |  |  |  |

Assessment Type 3: Exam — weighting 30%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | A | AE |
| External assessment - examination | 1 | 1, 2, 3 | 1, 2 | Students undertake a 130-minute written exam.  In the exam students apply their economic thinking to analyse and respond to one or more unknown economic scenarios.  The exam 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.*