# Pre-approved Learning and Assessment Plan

Stage 1 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) |
|  |  |  | **2020** | **1** | **E** | **N** | **O** | **10** |  |

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 |  |

Stage 1 Economics (10 credits)

# Assessment overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:**Folio** – weighting 60%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | Ap | An |
| **Media Analysis – Supervised Task**  Students are provided with seen and unseen articles on recent market activity – eg cocoa market (similar to matters discussed in class). Short answer and extended response format. Students support their responses with economic models where appropriate. | 1 | 1 | 2 | Completed under supervised conditions.  Time allowed: 45 minutes  Max word limit: 800 words |
| **Active Research Report**  Collaborative research activity. Data collection and research are completed in collaboration with other class members. Students to present a report on past and current economic conditions of an agricultural market. |  | 2 | 1 | Group data collection and research (not assessed).  Individual presentation (assessable)  Max word limit: 800 words or 4 minutes’ multimodal equivalent |

**Assessment Type 2: Economic Project –** weighting 40%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | Ap | An |
| **Local issue – government involvement in the economy**  Students to research and collect data in their local area. The report will outline:   * economic justification for government involvement in the economy * economic impact of that government involvement. | 1 | 1, 3 | 1, 2 | Individual response. Completed in class and for homework over a 3 week period.  Word limit max: 1000 word report or 6 minutes’ equivalent in oral or multimodal format. |

*Three assessments for 10 credits and six assessments for 20 credits. Please refer to the Stage 1 Economics subject outline.*