# 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 |
| Response to Stimulus  Students respond to stimulus material including data and graphs to demonstrate their understanding and ability to apply relevant economic concepts – such as economic indicators and macroeconomic objectives. | 1 | 1 | 2 | Students respond to stimuli over the period of a week. The written response should be a maximum of 900 words. |
| Media Analysis  Part A: Students analyse a selection of articles, news clips or other forms of media in pairs or a small group to determine the economic content and make links to the scenarios.  Part B: Individually create a multimedia presentation as a news report analysing the economic ideas from the stimulus. |  | 2 | 1 | Multimedia Presentation up to 5 minutes – (max: 900 words)  2 weeks’ class and homework time |

**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 |
| Students explore an economic context in depth and develop an inquiry through the collection and analysis of quantitative and qualitative data.  Students are encouraged to work collaboratively during the investigation stage. | 1 | 1, 3 | 1, 2 | Maximum of 1000 words if written, or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words. |

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