

## Achievement Standard

**Subject Reference** Economics 1.5

**Title** Demonstrate understanding of a government choice where affected groups have different viewpoints

**Level** 1      **Credits** 4      **Assessment** Internal

**Subfield** Economic Theory and Practice

**Domain** Economics

**Status** Registered      **Status date** 9 December 2010

**Planned review date** 31 December 2019      **Date version published** 20 November 2014

This achievement standard involves demonstrating understanding of a government choice where affected groups have different viewpoints.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a government choice where affected groups have different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of a government choice where affected groups have different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of a government choice where affected groups have different viewpoints.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the first Level 6 Economics achievement objective of the Social Sciences learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to material in the *Teaching and Learning Guide for Economics*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz/>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Definitions:  
*Government* refers to any governing body at a national, regional, or local level (e.g. central government, city council, school board of trustees).

*Choice* refers to an economic decision which involves limited means and/or scarce resources.

- 3 *Demonstrate understanding* would typically involve:
- describing or providing an explanation of the economic decision the government must make
  - identifying options by collecting information from groups with differing viewpoints
  - identifying the costs and benefits of options
  - providing an explanation of a recommendation on the option the government should choose.

*Demonstrate in-depth understanding* would typically involve:

- providing a detailed explanation of how the economic decision is affected by limited means and/or scarce resources
- identifying options and compromises by collecting information from groups with differing viewpoints
- ranking options on the basis of the costs and benefits
- justifying a recommendation by referring to the relative costs and benefits.

*Demonstrate comprehensive understanding* would typically involve:

- providing a detailed explanation of how the economic decision is affected by limited means and/or scarce resources
- identifying options and compromises by collecting information from groups with differing viewpoints
- ranking options by weighting different costs and benefits
- justifying a recommendation by providing detailed explanations of the weightings given to different costs and benefits.

- 4 The *government choice* selected for study may be a decision that the governing body has already made or one that it is proposing to make.
- 5 Further clarification of the knowledge, concepts and skills relevant to this standard can be found in the Assessment section of the *Teaching and Learning Guide for Economics*.
- 6 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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## Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.