

Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a more detailed description of the review of, and the changes to, the *Economics* standards see the appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR) (Formerly known as AMAP)

All new achievement standards have been registered on CMR 0233.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards.

| New achievement standard | Excluded against each of these standards |
|--------------------------|--|
| 91222 | 5861, 90794 |
| 91223 | 5860, 90795 |
| 91224 | 5862, 90796 |
| 91225 | 5859, 10930 |
| 91226 | 10930 |
| 91227 | 90798 |

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**. Standards that appear in the table more than once are designated with an asterisk (*).

| Key to review category | |
|------------------------|---|
| A | Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number |
| B | Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number |
| C | Major changes that necessitate the registration of a replacement achievement standard with a new ID |
| D | Achievement standard will expire and not be replaced |

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| Externally assessed achievement standards categorised as category C expire at the end of | December 2011 |
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| Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of | December 2012 |
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Social Sciences > Economic Theory and Practice > Economics

| ID | Ref | Title | Level | Credit | Review Category |
|---------------|------------|--|----------|----------|-----------------|
| 5859 | | Analyse and describe the labour market in economics | 2 | 6 | C |
| 91225* | 2.4 | Analyse unemployment using economic concepts and models | 2 | 4 | |
| 5860 | | Demonstrate and explain the basis for trade, and the impact of a trade policy | 2 | 6 | C |
| 90795 | | Describe international trade and its causes and effects using economic models | 2 | 4 | C |
| 91223 | 2.2 | Analyse international trade using economic concepts and models [Externally Assessed] | 2 | 4 | |
| 5861 | | Describe and measure inflation, its causes and effects, and the impact of a policy to reduce inflation | 2 | 6 | C |
| 90794 | | Describe inflation and its causes and effects using economic models | 2 | 4 | C |
| 91222 | 2.1 | Analyse inflation using economic concepts and models [Externally Assessed] | 2 | 4 | |
| 5862 | | Use measures of economic growth, explain changes in growth and the impact of growth policies | 2 | 6 | C |
| 90796 | | Describe economic growth and its causes and effects using economic models | 2 | 4 | C |
| 91224 | 2.3 | Analyse economic growth using economic concepts and models [Externally Assessed] | 2 | 4 | |
| 10927 | | Communicate economic information in different modes | 2 | 4 | D |
| 10930* | | Carry out an economic investigation with guidance | 2 | 6 | C |
| 91225* | 2.4 | Analyse unemployment using economic concepts and models | 2 | 4 | |
| 91226 | 2.5 | Analyse statistical data relating to two contemporary economic issues | 2 | 4 | |
| 10932 | | Research and analyse views on a current economic issue | 2 | 4 | D |
| 90797 | | Process, present and analyse statistical data in relation to given economic issues | 2 | 6 | D |

| ID | Ref | Title | Level | Credit | Review Category |
|--------------|------------|---|--------------|---------------|------------------------|
| 90798 | | Describe government policies in relation to economic issues | 2 | 6 | C |
| 91227 | 2.6 | Analyse how government policies and contemporary economic issues interact | 2 | 6 | |
| 91228 | 2.7 | Analyse a contemporary economic issue of special interest using economic concepts and models | 2 | 4 | New |

Appendix

Development of L2 Standards

L2 standards have been developed from the NZC curriculum level 7 Achievement Objectives.

The analysis of a contemporary economic issue involves:

- a. defining the issue and understanding the terms used in relation to the issue
- b. processing and interpreting statistical data related to the issue
- c. using economic models where appropriate to the issue
- d. understanding the causes and effects of the issue
- e. identifying and explaining government policies to address the issue.

In addition a study of macro issues needs to recognise the interdependent nature of the economy by:

- a. appreciating that economic issues impact on each other and that these issues may have different effects on various groups
- b. examining how government policies to address one issue will impact on other issues and that these government policies may have different effects on various groups.

At curriculum level 7 (NZQF Level 2) the internal standards will play a vital role in enabling a macroeconomic issue to be assessed as part of a coherent course of study as set out in points a – e above. The internal standards for policies (2.6 AS91227) and statistical data (2.5 AS91226) have been written so that assessment evidence could be collected in separate assessment events related to the specific economic issue being taught.

The Best Evidence Synthesis (BES) for Social Sciences notes that:

“- to fix learning experiences in students’ memories learners to need have sufficient opportunities to engage in learning experiences specifically designed to achieve the desired outcome and by matching assessment to teaching.”

The internal standards are written to allow for ongoing collection of assessment evidence as this would enable the assessment to be more closely aligned to teaching and learning. If a variety of teaching and learning experiences are used as the basis for collecting assessment evidence, they would give the opportunity for the different Key Competencies (KC) to be interwoven into teaching programmes and give students the multiple opportunities that BES notes will be needed to develop each KC. It is intended that ongoing collection of assessment evidence will promote the development of assessments that do not unduly interfere with learning and which are relatively simple to administer, mark and record.

One issue raised by the consultation was the absence of unemployment from the economic issues assessed at Level 2, and AS91225 (2.4) has been developed to address this.

The Standards Review Expert Group commented that contemporary economic issues change over time so developing a matrix based only on economic issues that are currently important is limiting. Also, to take better account of the Social Sciences Learning area statement in the new NZC which states “contexts [in the learning area] are drawn from the past, the present and the future” (pg 30), the Standards Writing Group (SWG) created AS91228 (2.7). The SWG also hopes this standard will allow schools to develop teaching programmes about economic issues that are engaging to all NZ students even though a range of diverse economic situations will exist in New Zealand.

Externally Assessed Standards

AS91222 (2.1), AS91223 (2.2), AS91224 (2.3) (each 4 credits)

- These standards replace the existing 2.1, 2.2 and 2.3, which are externally assessed.
- The final form of these external standards followed significant discussion about whether government policies should be included in each of them, but it was felt that if this was done:
 - too much content would be included in each standard to allow it to be reliably assessed in a single three hour exam
 - a very high proportion of credits would be externally assessed and would bring into question the validity of assessment of this subject at this level
 - large multi-dimensional standards would also bring validity of assessment into question as students who are able to use models and concepts to analyse issues may not understand how contemporary issues and government policies interact or vice versa so would fail to achieve even though they had a good understanding of a Level 7 AO in the NZC.
- There was considerable discussion about whether one of the current 2.1, 2.2, and 2.3 could be assessed internally but it was not possible to identify one that lent itself more readily to internal assessment. It was also recognised that this area of economics recently underwent a major review and keeping the content of these three achievement standards largely unchanged would provide teachers with a degree of certainty when making other changes to their teaching programmes to meet the requirements of the front end of the new NZC.

Internally Assessed Standards

AS91225 (2.4) (4 credits)

- This internal assessment was added to the matrix as it has been recognised (particularly when the economy moved into recession in 2009) that the study of unemployment should be an option in a course analysing contemporary economic issues in a New Zealand context. At different times (as it moves stages in the business cycle) an economy is faced with different macroeconomic issues so achievement standards written for this level must be broad enough to deal with all these different issues over time.
- The inclusion of an unemployment standard should not be interpreted to mean that students need to study four issues in a full-year programme at Level 2. It is expected that a full course of study would analyse three issues (provided each was covering; concepts, statistics, causes, effects and policies). To enable this, AS91226 (2.5) and

AS91227 (2.6) have been developed to allow students to complete them after studying two issues for AS91226 (2.5) and three issues for AS91227 (2.6).

- The unemployment standard has been written in a format that matches AS91222-91224 (2.1-2.3) and is worth 4 credits because it is important not to suggest any one issue (through credit value or achievement criteria) is more worthy of study than another issue. The particular economic circumstances of a particular area of the country is likely to be the basis of choosing issues to study, as students are known to perform better if they can relate to the learning they are undertaking.

AS91226 (2.5) (4 credits)

- Very similar to the existing 2.4 which is internally assessed but reduced to 4 credits. Students are required to complete an analysis of statistics related to (a minimum of) two economic issues, while AS91227 (2.6) requires students to show an understanding of government policies from (a minimum of) three issues. To achieve credit parity across these standards the SWG felt AS91226 (2.5) must be 4 credits and AS91227 (2.6) must be 6 credits.
- Teachers are encouraged to use ongoing assessment evidence collection. This enables the assessment of statistics associated with a particular issue when that issue is being taught. When another issue is taught aspects of AS91226 (2.5) that require explanations of interrelationships could be assessed. This would more closely align assessment with learning experiences and research (BES) shows this improves student performance.
- Teachers are also encouraged to use a variety of teaching and learning experiences to fix relevant knowledge into students' memories before collecting assessment evidence, as this is also shown to improve performance (BES). Multiple learning experiences would also give teachers more opportunity to weave KC into teaching programmes.
- Possible approaches that could be used for ongoing collection of assessment evidence and development of the KCs during these teaching and learning events are:
 - interschool blogs may be set up for a Teenagers' Price [Relating to Others]
 - students develop processing and presenting skills for statistical data by using appropriate computer packages, eg in Excel [Using language, symbols, and text]
 - students may work collaboratively in groups to carry out internet research to develop a net social welfare table [Participating and Contributing]
 - collecting newspaper articles related to economic issues and using writing frames to help students explain economic relationships. [Thinking]

AS91227 (2.6) (6 credits)

- In order to bring the number of external assessment down to a level that would improve the reliability of assessment at NCEA Level 2 (ie only three externals in a single three-hour exam) the current 2.5 has been rewritten as an internal assessment.
- Government policies and the economic issues are interdependent. Demonstrating the effect of government policies requires students to use concepts and models relating to the economic issues, and understanding of the causes of the economic issues can be used as a justification for the policy. It makes no sense to teach one without the other

so teachers are encouraged to use an ongoing evidence collection approach to the assessment of government policies so that individual policies can be assessed at the same time as students are learning about issues. Other assessment items required to show an understanding of the interaction of government policies and economic issues can be assessed when the relevant teaching and learning has occurred. This would more closely align assessment with learning experiences and research (BES) shows this improves student performance.

- Teachers are also encouraged to use a variety of teaching and learning experiences to fix relevant knowledge into students' memories before collecting assessment evidence as this is also shown to improve performance (BES). Multiple learning experiences would also give teachers more opportunity to weave KCs into teaching programmes.
- Possible approaches that could be used for ongoing collection of assessment evidence and development of the KCs during these teaching and learning events are:
 - class divides up into groups, each representing different political parties, that develop an election manifesto for their political party, in which policies are justified [Participating and Contributing]
 - using concepts and models relating to the economic issues to justify policies [Thinking]
 - spokespeople for each party present specific policies and respond to questions from the class to clarify direct and flow-on effects [Relating to Others]
 - holding a mock election, where students vote for the party that will deliver a specific policy objective. They could be asked to justify their party choice using economic analysis to explain why this party's policy mix will achieve the desired policy objective. [Thinking/Participating and Contributing]

AS91228 (2.7) (4 credits)

- This assessment provides the opportunity for the assessment of contemporary economic issues that may be of special interest to particular parts of the country or that may become contemporary issues in the future. It was considered that an internally assessed standard was the best for this as teachers could then develop assessments that better match assessment to the special interest topic they are teaching.
- The inclusion of a special interest standard should not be interpreted to mean that students need to study four issues in a full-year programme at Level 2. It is expected that a full course of study would analyse three issues (provided each was covering; concepts, statistics, causes, effects and policies). To enable this AS91226 (2.5) and AS91227 (2.6) have been developed to allow students to complete them after studying two issues for AS91226 (2.5) and three issues for AS91227 (2.6).