

Throughout the Year 13 Economics course we will build on the learners' ability to have confidence in their own skills and think about the impact of consumer, producer and government decisions in a wider microeconomic context. Learners will be encouraged to consider their own role as a consumer in the economy, as well as the implications of changes and government decision on both themselves and on producers and businesses. We strive to provide opportunities for learners to consider the impacts and flow-on effects of consumer, producer and government decision making.

The **key areas of learning** in Year 13 Economics are;

- Considering implications of consumer behaviour, producer, and government decisions on various groups
- Understanding the efficiency of markets and how changes impact consumers, producers and government
- Understand marginal cost and marginal revenue in the context of different market structures
- Explore government interventions including taxes, subsidies and regulations
- Consider the trade-off between efficiency and equity when government intervention is required
- Explain macroeconomic goals in the NZ economy
- Understand how internal and external macroeconomic influences impact the NZ economy

The **key skills developed** in Year 13 Economics are;

- Processing and presenting data related to micro-economic concepts
- Use economic models to present changes in a market
- Use economic models to present different market structures
- Use economic models to present changes from macroeconomic influences

Learning opportunities include;

- Choice of contexts to apply understanding to
- Opportunities to self manage learning through topics
- Variety of teaching and learning experiences to help learners assess which is most effective for their learning
- Individual and group task to grow understanding and build collaboration skills

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
91399	3.1	2	Demonstrate understanding of the efficiency of market equilibrium	External	4
91400	3.2	2	Demonstrate understanding of the efficiency of different market structures using marginal analysis	External	4
91401	3.3	2	Demonstrate understanding of micro-economic concepts	Internal	5
91402	3.4	3	Demonstrate understanding of government interventions where the market fails to deliver efficiency or equitable outcomes	Internal	5
91403*	3.5	2	Demonstrate understanding of macro-economic influences on the New Zealand economy	External	6

* This is suitable for students who have completed L2 Economics Government Policies. It is likely that this would replace the assessment of AS91400 and would be a self-directed revision and learning programme with support from their teacher.

18-20 Credits (total)

Rangi Values	How will ākonga demonstrate these values?	Rangi Graduate Dispositions	How will ākonga develop these dispositions?	Culturally Empowering Pedagogy	
Respect/Whakaute	<i>Learners will be inclusive in their interactions and open to the perspectives of others. Learners will seek examples where business are showing respect for environment / people / equity.</i>	Be You	<i>Learners are encouraged to be curious through asking questions. Learners are encouraged to develop their learning strategies through trying different approaches to see what works for them.</i>	<i>Tikanga, Te Reo Maori and Mātauranga Maori will be woven into this learning through:</i>	<i>Kaiako and learners are encouraged to use te reo maori where they feel appropriate/confident. Authentic mātauranga maori business contexts will be included where appropriate. Fundamental maori business principles will be evident in learning.</i>
Aroha	<i>Learners will support other learners by participating in an inclusive and positive classroom culture</i>	Belong	<i>Learners are encouraged to link their learning to personal experiences and local contexts</i>		
Enthusiasm & Endeavour Rikarika & Ngana	<i>Learners will strive for their own personal best in learning.</i>	Be The Change	<i>Learners are encouraged to seek opportunities to encourage equity / identify inequity in business</i>	<i>Opportunities for cultures of other students will be incorporated through:</i>	<i>Learners will be encouraged to use businesses they are familiar with when demonstrating learning. A wide variety of business contexts will be included.</i>
Generosity of Spirit Manaakitanga	<i>Learners will support each other and provide support for others when needed</i>	Be Your Best	<i>Learners are encouraged to strive for their own personal best in their learning</i>		
Integrity/Tika	<i>Learners will show integrity by ensuring they submit authentic evidence of their learning</i>			<i>Opportunities to think & connect as a globally minded citizen will include:</i>	<i>Learners will be encouraged to compare NZ businesses with international standards where appropriate.</i>

Progress outcomes typically by the end of year 13		
Understand/ <i>kia mārama</i>	Know/ <i>kia mōhio</i>	Do/ <i>kia mahi</i>
<p><i>Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata social sciences, I am deepening my understanding that:</i></p> <ul style="list-style-type: none"> • People hold different perspectives on the world depending on their values, traditions, and experiences. • People participate in communities by acting on their beliefs and through the roles they hold 	<p>Ngā mahinga ohaoha Economic activity</p> <ul style="list-style-type: none"> • Economic choices, and the opportunity costs of these choices, are affected by the values people and societies hold. • Economic systems differ in how they manage the allocation of scarce resources and in the impacts of trade-offs they make between equity and efficiency. • Interdependence among different sectors of the economy (internal and international) generates flow-on effects from events that impact a sector. • Innovation and enterprise enable improved productivity, benefit consumers, and change the nature of work and employment. Gains and losses resulting from innovation and enterprise are not evenly distributed. 	<p><i>In my learning in te ao tangata social sciences, I can:</i> •</p> <p>Te whakaaro huatau Thinking conceptually</p> <ul style="list-style-type: none"> • examine complex concepts and apply frameworks and models to develop theoretical understandings and to form generalisations about society <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> • analyse and explain the contested beliefs, values, perspectives, and world-views that underpin people's dispositions, actions, and decision making • engage with diverse theoretical perspectives that seek to explain the ideologies behind people's ideas and actions.

		<p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p> <ul style="list-style-type: none">• communicate using social science conventions and specialist concepts and language, integrating evidence and examples to support an argument• adapt my communication according to an audience• use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated. <p>Te tātari whakatau me te whakahaere mahi koringa pāpori Analysing decisions and taking social action</p> <ul style="list-style-type: none">• collaborate with others to make informed decisions and create alternative solutions for social issues, drawing on multiple perspectives to ensure solutions are ethical, just, and inclusive.
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