

Level One: Ōhanga-Economics Programme of Learning 2025

Throughout the Year 11 Economics course we will build on the learners' ability to have confidence in their own skills and think about the impact of decision making by different sectors on the future. Learners will be encouraged to embrace challenges positively and develop their ability to self-manage their learning. We strive to provide opportunities for learners to work collaboratively to solve problems and communicate effectively.

The **key areas of learning** in Year 11 Economics are;

- Understanding that due to scarcity, decisions need to be made
- Investigate how price affects, or is affected by financial and non-financial decision-making
- Exploring how external factors impact organisations
- Investigate how sectors and groups within society are interdependent

The **key skills developed** in Year 11 Economics are;

- Using concepts and models to communicate financial and non-financial information
- Recognise a variety of perspectives that inform a range of concepts

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 including developing a social enterprise

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
92029	1.2	3	Demonstrate understanding of price determination for an organisation	Internal	5
92030	1.3	2	Demonstrate understanding of how interdependent financial relationships are affected by an event	External	5

10 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 Government, Firms and Consumers 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 Government, Firms and Consumer contexts will be included where appropriate. Fundamental maori business principles will be evident in learning – Putake, Kaiaketanga</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 for Government, Firms and Consumers</i>	<i>Opportunities for cultures of other students will be incorporated through:</i>	<i>Learners will be encouraged to use theory they are familiar with when demonstrating learning. A wide variety of Government, Firms and Consumer behaviour and 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 Government, Firms and Consumer behaviour 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. • Interactions change societies and environments. 	<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> <ul style="list-style-type: none"> • pose challenging and provocative disciplinary-specific questions to evaluate evidence, explore values and actions, and develop understandings about significant aspects of society. <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 kohikohi, te tātari, me te whakamahi mā tāpuna Collecting, analysing, and using sources. In my learning in te ao tangata social sciences, I can:</p> <ul style="list-style-type: none"> • process information using appropriate social science conventions to clarify my thinking and organise my research. <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 whakaaro arohaehae mō ngā wā o mua Thinking critically about the pastIn my learning in te ao tangata social sciences, I can:</p> <ul style="list-style-type: none"> • make informed ethical judgements about people’s actions in the past, basing them on historical evidence and giving careful consideration to the complex predicaments people faced, what they knew and expected, the attitudes and values of the times, and my own attitudes and values.

		<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 <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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