

## NCEA Economics Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

### General Guidance

All internally assessed standards in the subject matrix for Economics are able to be assessed remotely.

Access to a computer and an internet connection is recommended. There may be issues around access and equity for some students to consider in your programme planning.

Standards that allow for collaboration and/or communication with others can be completed via remote learning. This work can be managed using digital platforms.

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#). For example, the assessor could check progress using set milestones and verbal conferencing with the student during the assessment period, or a student could use a journal or photographic entries to record progress. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

External standards for this subject are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.

# Economics Matrix

**COLOUR KEY:** A colour-coding system to categorise standards according to the advice in this document.

<b>Green:</b>	These standards are suitable for remote teaching, learning and assessment.
<b>Blue:</b>	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
<b>Orange:</b>	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
<b>Red:</b>	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2		Level 3	
<b>AS 91222</b>	<b>2.1</b>	<b>AS 91399</b>	<b>3.1</b>
External (4 credits)		External (4 credits)	
<b>Analyse inflation using economic concepts and models</b>		<b>Demonstrate understanding of the efficiency of market equilibrium</b>	
Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.		Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	
<b>AS 91223</b>	<b>2.2</b>	<b>AS 91400</b>	<b>3.2</b>
External (4 credits)		External (4 credits)	
<b>Analyse trade using economic concepts and models</b>		<b>Demonstrate understanding of the efficiency of different market structures using marginal analysis</b>	
Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.		Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	

Level 2	Level 3
<p><b>AS 91224</b> <span style="float: right;"><b>2.3</b></span></p> <p>External (4 credits)</p> <p><b>Analyse economic growth using economic concepts and models</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p><b>AS 91401</b> <span style="float: right;"><b>3.3</b></span></p> <p>Internal (5 credits)</p> <p><b>Demonstrate understanding of micro-economic concepts</b></p> <p>This standard is suitable for remote teaching, learning and assessment.</p> <p>A range of sources can be used.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Authenticity will need to be managed, as explained in the general guidance section above.</p> <p>Further support can be found in the assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the NZQA Economics page.</p>

Level 2		Level 3	
<b>AS 91225</b>	<b>2.4</b>	<b>AS 91402</b>	<b>3.4</b>
Internal (4 credits)		Internal (5 credits)	
<b>Analyse unemployment using economic concepts and models</b>		<b>Demonstrate understanding of government interventions to correct market failures</b>	
This standard is suitable for remote teaching, learning and assessment.		This standard is suitable for remote teaching, learning and assessment.	
A range of sources can be used.		A range of sources can be used.	
The evidence can be presented using any mode that clearly communicates the student's understanding.		The evidence can be presented using any mode that clearly communicates the student's understanding.	
Authenticity will need to be managed, as explained in the general guidance section above.		Authenticity will need to be managed, as explained in the general guidance section above.	
Further support can be found in the assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the NZQA Economics page.		Although this standard allows for group work, each individual student's input would need to be verified to meet the specifications of the standard and the authenticity requirements.	
		Further support can be found in the assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the NZQA Economics page.	

Level 2	Level 3
<p><b>AS 91226</b> <span style="float: right;"><b>2.5</b></span></p> <p>Internal (4 credits)</p> <p><b>Analyse statistical data relating to two contemporary economic issues</b></p> <p>This standard is suitable for remote teaching, learning and assessment.</p> <p>This standard requires the use of data processing software such as Excel. Where this is not available to a student, the assessor may need to adjust their programme planning to allow for another method, e.g. photographic evidence of calculations and graphs.</p> <p>A range of sources can be used.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Authenticity will need to be managed, as explained in the general guidance section above.</p> <p>Although this standard allows for group work, each individual student's input would need to be verified to meet the specifications of the standard and the authenticity requirements.</p> <p>Where statistical data is collected by students, it must be specifically and sufficiently referenced so that it can be verified independently.</p> <p>Further support can be found in the assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the NZQA Economics page.</p>	<p><b>AS 91403</b> <span style="float: right;"><b>3.5</b></span></p> <p>External (6 credits)</p> <p><b>Demonstrate understanding of macro-economic influences on the New Zealand economy</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>

Level 2	Level 3
<p><b>AS 91227</b> <span style="float: right;"><b>2.6</b></span></p> <p>Internal (6 credits)</p> <p><b>Analyse how government policies and contemporary economic issues interact</b></p> <p>This standard is suitable for remote teaching, learning and assessment.</p> <p>A range of sources can be used.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Authenticity will need to be managed as explained in the general guidance section above.</p> <p>Although this standard allows for group work, each individual student's input would need to be verified to meet the specifications of the standard and the authenticity requirements.</p> <p>Further support can be found in the assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the NZQA Economics page.</p>	

Level 2	Level 3
<p><b>AS91228</b> <span style="float: right;"><b>2.7</b></span></p> <p>Internal (4 credits)</p> <p><b>Analyse a contemporary economic issue of special interest using economic concepts and models</b></p> <p>This standard is suitable for remote teaching, learning and assessment. A range of sources can be used.</p> <p>The evidence can be presented using any mode that clearly communicates a student’s understanding.</p> <p>Authenticity will need to be managed as explained in the general guidance section above.</p> <p>Further support can be found in the sample assessment resources and conditions of assessment on TKI and in the clarifications and exemplar documents on the Economics page on the NZQA website.</p>	