

New Zealand Commerce & Economics Teachers Association Inc

**ceta** Accounting  
Business Studies  
Digital Technologies  
Economics  
Te Aka Pouhoko, Pouohā Tōpū o Aotearoa

# Economics Resource Catalogue

Educating young people who  
will be significantly different!

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## Economics Catalogue Term 3 2020

**Year 11 : NZC Level 6 : NCEA Level 1**

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**Should you have any queries, please do not hesitate to contact us.**

# Year 11 Economics Catalogue

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## All Levels

### Curriculum & School Programmes Economics Resources

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>Developing Language Skills in Economics</b>	EB5	\$50.00	This comprehensive booklet is to support the teaching of Economics and is useful for ESOL/NESB students, and is a valuable resource for a wide range of students in their development of language skills. It is designed to help teachers integrate English language with concepts and skills used in an Economics context. The general aim is to compliment and reinforce students' knowledge, skills, and communicative competence, as well as providing activities designed to develop students' competence in handling text and enhance their own writing skills.

## Resources for All Levels

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<p><b>Learning Strategies for Economics</b></p> <p>NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3</p>	ECO 05/3/10v2	\$55.00	<p><i>Revised 2011</i></p> <p>A collection of over 60 teaching and learning techniques, designed as a guide or stimulation for new ideas to capture the attention and minds of the students. The resource begins with the reasons why a variety of strategies should be used in every classroom. It contains an A-Z outline list of Teaching and Learning techniques including Acronyms, Association Maps, Celebrity Heads, Thinking Programme Debates, Interactive worksheets, Oxford Debate, Scavenger Hunt, Six Thinking Hats, Tree diagrams, Visualisation and Word Sleuths, to name but a few. Also included is an ideas list to address the learning styles – Concrete Sequential, Abstract Sequential, Abstract Random, Concrete Random. Some examples are provided. The resource is suitable at any level.</p> <p><i>Contents: Resource Descriptor, Introduction; A-Z Teaching &amp; Learning Techniques, Ideas List to Address Learning Styles</i></p>
<p><b>The Circular Flow of Income</b></p> <p>NZC Levels 5,6, 7, 8 NCEA Levels 1, 2, 3</p> <p><i>Develop economic thinking</i></p>	ECO 05/3/28v2	\$25.00	<p><i>Revised 2011</i></p> <p>An activity to develop economic thinking. The circular flow of income appears in most programmes and will generally be covered before the deeper intricacies of broader macro-economic policy are approached. The following lesson offers an opportunity for students to cease being just receivers of information and encourages them to become involved and to think. It is best undertaken before the class has had any teaching about national income and is an ideal and simple introductory lesson on the circular flow of income. Could be used for Years 11, 12 or 13.</p> <p><i>Contents: Resource Descriptor; Introduction; The Exercise; Terms; The Activity</i></p> <p><i>Key Competency Focus: Thinking</i></p>
<p><b>Economics Mystery Tour</b></p> <p>NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3</p> <p><i>Uses Local Community</i></p>	ECO 05/3/31v2	\$35.00	<p><i>Revised 2011</i></p> <p>A resource suitable for Years 9 – 12, depending on the school programme, which allows students to see the circular flow in action. Students individually or in groups use their local business district to investigate, observe, and interview, followed by the interpretation and analysis of the data collected. The three stages could be addressed either individually or together. The first observes a section of the business district, with a series of economic questions; the second includes exports, tourism and government involvement; while the third looks at imports and standard of living. The resource ends with the completion of a circular flow model relating to the tour. The resource could be adapted to suit the local environment.</p> <p><i>Contents: Resource Descriptor,; How to Use; Three Stages of the Tour; Sector Circular Flow</i></p> <p><i>Key Competency Focus: Participating &amp; Contributing</i></p>
<p><b>The Survival Game</b></p> <p>NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3</p>	ECO 06/1/1v2	\$20.00	<p><i>Revised 2011</i></p> <p>The Survival Game can be played individually or in groups, and is based on the scenario of being stranded at the South Pole and the need to survive by producing shelter, food and clothing, with instructions on how to help the individual or group survive their predicament. Suitable for any age group.</p> <p><i>Contents: Teacher Notes; Instructions for the Individual; Patterns; Instructions for Groups</i></p>

<b>Economics Graphs</b>	ECO 06/2/1v2	\$55.00	<i>Revised 2011</i>
NZC Levels 5, 6, 7, 8			This resource is intended to assist teachers by saving them time in processing graphs, and ensuring that they have access to an accurate graph to suit a range of situations. It contains templates of 84 graphs relating to the topics listed above, and is suitable for all levels of Economics. Teachers will be able to use the graphs as is, or adjust them to suit specific teaching requirements.
NCEA Levels 1, 2, 3			<i>Contents: Teacher Notes; Circular Flow Models; Demand and Supply Models; Production Possibility Curves; Lorenz Curves; Aggregate Supply and Aggregate Demand Graphs; Firm Graphs; Social Marginal Benefit and Social Marginal Cost</i>
<i>Assist teachers &amp; students in processing &amp; presentation of graphs</i>			
<b>Movements &amp; Shifts on Demand Curves</b>	ECO 10/2/1	\$48.00	This resource covers revision of the demand curve, factors which cause a movement along the curve and factors which cause a shift of the curve. It contains three interactive activities in a colourful spread sheet format which prompt students to select the correct graph for each given scenario. Instant feedback is given on the completion of each task. Each of the three spreadsheets is for a different situation and each contains twelve tasks. The resource is ideal as either a lesson starter or finisher and is also useful for reinforcing the key differences between the causes of a movement along the demand curve and a shift of the demand curve.
NZC Levels 5, 6, 7, 8			
NCEA Levels 1, 2, 3			
Demand Curve Factors causing movement and shift			<i>Contents: Teacher Notes; Teacher Guidelines; Key Competencies; Content Development; Assessment; Activities</i>

## General Resources

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>'I Have, Who Has?</b>	ECO 05/3/11v2	\$15.00	<p><i>Revised 2011</i></p> <p>This revision activity covers several achievement standards. It is a game in the form of revision cards covering economic terms and definitions. Instructions are included. <i>Contents: Resource Descriptor; Instructions; Game</i></p> <p><i>Key Competency Focus: Relating to others</i></p>
<b>Economics Dominoes</b>	ECO 05/3/36v2	\$20.00	<p><i>Revised 2011</i></p> <p>The aim of this resource is to link dominoes together in a chain, linking terms and definitions. It is a very useful and fun way to revise terms and definitions, and covers the content of the Year 11.</p> <p><i>Contents: Resource Descriptor; Instructions; 6 Master Sheets of Domino Pieces</i></p>
<b>The Market Card Game</b>	ECO 05/3/38v2	\$30.00	<p><i>Revised 2011</i></p> <p>A great introduction and revision activity for The Market for Year 11, which could also be used for Years 12 and 13 revision. It is a group activity that covers the basics, with terms, graphs and definitions. There are three sets of cards: one with graphs relating to The Market; one with headings for each graph (terms); and one with explanations and/or examples for each graph. Suggested solutions are included.</p> <p><i>Contents: Resource Descriptor; How to Use; Graphs Relating to The Market; Headings for Each Graph (Terms); Explanations and/or Examples of Each Graph; Suggested Solutions</i></p>
<b>Producers, Resources and Production</b>	ECO 08/2/9v2	\$40.00	<p>This 14 page NCEA Level 1 Economics resource can be used as a classroom activity or a formative assessment. It is based on the Independent Financial Review Case Study (<i>Note this resource was sent free of charge in schools in 2007, to the attention Business Education Teacher – contact CETA if you require further information</i>) on Fonterra and the Fonterra website but it can be completed independently. Ideally undertaken as an end of topic revision to prepare students for their summative assessment, applying content taught to the Dairy Industry, this activity will take a week of class time to complete. Answers are provided for easy checking once the activity has been completed.</p>
<b>Economics Multiple Choice Tests PowerPoint</b>	ECO 09/1/2v2	\$60.00	<p>This resource contains computer based multiple choice tests (using PowerPoint) which allow students to work through questions at their own pace. They receive instant feedback as to whether they are correct or not, and if incorrect, they are given advice on things to consider. Each test has approximately 35 questions incorporating terminology, definitions and application of ideas. They are ideal for end of topic revision or to put on the school intranet site for students to access in their own time. They could also be used in class through a data projector for individual or team quizzes.</p> <p><i>The Multi Choice Tests come in 5 sets</i></p> <ol style="list-style-type: none"> <li>1 Consumers and Demand</li> <li>2 Producers and Supply</li> <li>3 The Market</li> </ol>

4 Production and Resources

5 Circular Flow

*Contents: Teacher Notes; Level 1 Economics Multi Choice PowerPoint*

<b>Student Group Activities</b>	ECO 05/3/35v2	\$25.00	<i>Revised 2011</i> A resource that contains two games for use when teaching Level 1 external AS 90984 (1.2) – <i>Demonstrate understanding of decisions a producer makes about production.</i> The first game, Resource Poker, is a group card game that distinguishes between renewable and non-renewable resources, and classifies human, capital and natural resources. The second game, Mix 'n' Match Production Participants, is a matching card game to identify the individuals and groups who participate in the production of goods and services. <i>Contents: Resource Descriptor; Resource Poker; Mix 'n' Match Production Participants</i>
Assessment Link AS 90984 (AS 1.2)			
<b>Pizza Demand Tasks</b>	ECO 06/3/1v2	\$40.00	<i>Revised 2011</i> This class activity provides practice questions covering all the demand concepts in AS 90983 (1.1) with tasks relating to consumer demand for pizzas. The resource covers definitions; graphing; changes in quantity demanded; changes in demand; implications of changes in demand. The pack includes: teacher instructions; printing/photocopy colour masters and answers to the tasks. It is designed to be used in stations with students collecting and completing the tasks at their own pace.
Assessment Link AS 90983 (AS 1.1)			
<b>Getting Competent with Economic Models</b>	ECO 09/2/2v2	\$60.00	This comprehensive resource has 3 goals: Demonstrate the steps to follow when adding a key competency (ies) to an existing unit of work Note this resource adds the Key Competencies – using symbols, language and text (ie economic modelling) as well an inspiration document that provides evidence of the brainstorming that underpinned the newly developed unit. Produce the unit of work that results from goal 1 and the resulting unit includes: the scheme template which describes how the key competency has been incorporated and developed by identifying the learning outcomes at each stage of the unit Note Rose Hipkins notes that “ <i>key competencies can be taught as well as caught</i> ” <sup>1</sup> so this unit includes specific teaching strategies that develop the competence of students with economic models and doesn't rely on students developing the key competency simply by being exposed to a unit of work that incorporates economic models the specific resources required to allow students to develop the key competencies including research activities, excel modelling exercises, worksheets, video and YouTube references activities that the learning needs of all students can be catered for; for example by including modelling exercises that are relatively simplistic for low ability students but can be extended to catered for gifted students as well Note a variety of assessment possibilities are also suggested as a means of engaging the greatest number of students That teachers are able to see that a unit of work developed around

the principles encompassed in the front end of the New Zealand Curriculum can be developed that prepares students for NCEA assessments without making these the focus of the unit

<sup>1</sup> = from PowerPoint presented by Rose Hipkins at the PPTA Workshop April 6 2009

<b>Economics Bingo Games</b>	ECO 07/1/8v2	\$35.00	This resource pack is designed to revise all the economic terms that students must know in three separate games. The pack contains instructions for the Bingo games along with: a set of 20 Bingo cards, definitions for the teacher to read out and a checklist. This is an excellent revision tool that can be used throughout the year as well as revision before exams.
<b>You're So Demanding</b>	ECO 14/1/6	\$40.00	<p>This resource packs aims to provide teachers with engaging activities to enhance the teaching of AS 90983 (1.1). Activities are designed to be used throughout the topic and provide students with the opportunity to apply and practice knowledge and skills they have learnt in class while working with others. This resource pack is an ideal alternative to traditional tasks and includes a variety of fun activities which incorporate the key competencies. Students will enjoy the interactive nature of the activities, from making the 'big' decisions to drawings demand curves with a difference. The competitive nature of some activities provides for excitement and engagement of your students</p> <p><i>At conclusion of this topic students should be able to:</i></p> <p>Make a choice, identify the opportunity cost and explain the concept of scarcity in context to their decisions</p> <p>Define key economic terms</p> <p>Identify reasons for a movement or shift of the demand curve</p> <p>Illustrate a shift or movement of the demand curve</p>
<i>A pack for the topic 'Demand' Achievement Standard 90983 (1.1) external</i>			
<b>Practically Producing</b>	ECO 14/1/7	\$40.00	<p>This resource pack provides teachers with practical student-centred activities to incorporate into your teaching program. Activities are interesting and interactive and give students the opportunities to learn whilst having fun. This pack provides activities which cover a range of the content from AS1.2 and is a great way of engaging students and reinforcing knowledge and skills they have learnt in class. The various activities and suggested answers are intended to be used to support the delivery of the curriculum content and help develop key competencies relevant to your students. Activities range from Rapid Resources, a race to classify resources, to fishing for sustainability.</p> <p><i>At conclusion of this topic students should be able to:</i></p> <p>Identify and classify resources</p> <p>Discuss the concept of renewable and non-renewable resources and develop ideas to make resources more sustainable</p> <p>Discuss division of labour and specialisation, and how these concepts should increase productivity</p> <p>Identify differences between vertical and horizontal integration</p>
<i>A pack for the topic 'Production' Achievement Standard 90984 (1.2) internal</i>			
<b>Sussing out Supply</b>	ECO 14/2/1	\$40.00	This resource pack aims to offer teachers with activities to enhance the teaching of Supply at this level and links with AS90985 (1.3). Activities are designed to be practical and give

*Student Activities Pack*

students the opportunity to reinforce knowledge and skills learnt in class. Included is a variety of activities which provide an interactive, fun and competitive environment. Resources in this pack are designed to be used throughout the teaching of the Supply topic and provide students with the opportunity to work with others. Students will enjoy activities such as 'I Have, Who Has', drawing curves to win the race, or 'Surviving Supply'. The various activities and suggested solutions are intended to be used to support the delivery of the curriculum content and help develop key competencies relevant to your students. All resources and activities are designed to be used as they are or adapted to meet the needs of your students and region. Resources are practical and some require preparation before using in the classroom. Detailed instructions and guidelines on how to use each activity are included.

This resource links with the New Zealand Curriculum and in particular embodies the Principles of Community Engagement and Coherence. It meets Achievement Objective: Level 6.1 - Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society. Prior Learning: To complete activities in this resource pack, students should be familiar with the content from the Supply topic. Students would benefit from the knowledge of economic terms such as choice, opportunity cost, scarcity, demand, law of demand, etc. They also need the skills and knowledge of what causes a movement or shift of the supply curve, as well as being able to illustrate the change in supply.

Specific Content:

Identify reasons for a movement or shift of the supply curve

Illustrate a shift or movement of the supply curve

Describe flow-on effects due to a change in price or non-price factors

**Market Madness**

ECO  
14/2/2

\$40.00

This resource packs aims to offer teachers with activities to enhance the teaching of the topic The Market and links with AS90986 (1.4). Activities are designed to be different from traditional classroom tasks and give students the opportunity to reinforce knowledge and skills learnt in class. Included is a variety of activities which provide an interactive and engaging environment. Resources in this pack are designed to be used throughout the teaching of the Market topic and provide students with the opportunity to work with others. Students will enjoy activities such as finding the truth of price controls and government choices in 'Deceptive Detective', working together to be an 'Effects Expert' and reviewing content in 'Revision Race'. The various activities and suggested solutions are intended to be used to support the delivery of the curriculum content and help develop key competencies relevant to your students. All resources and activities are designed to be used as they are or adapted to meet the needs of your students and region. Resources are practical and some require preparation before using in the classroom. Below are instructions and guidelines on how to use each activity.

*Student Activities Pack*

The resource links with the New Zealand Curriculum and in particular embodies the Principles of Community Engagement and Coherence. It meets Achievement Objective: Level 6.1 - Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society. Prior Learning: To complete activities in this resource pack, students should be familiar with the content from the Market topic. Students would benefit from the knowledge of market

equilibriums, market reactions to a shortage or surplus, price controls and government choices such as sales taxes and subsidies. They also need the skills and knowledge of what causes a shift of the supply curve or demand curve, as well as being able to illustrate the above on a graph.

Specific Content:

Draw a market demand and market supply curve

Identify the market equilibrium as well as a resulting surplus or shortage

Explain the market reaction to a surplus or shortage

Identify whether supply or demand is affected and draw the appropriate graph.

Draw curves to illustrate a change in supply, change in demand, minimum price, maximum price, sales tax and subsidy

<b>Circular Flow</b>	ECO 14/2/3	\$38.00	<p>This resource packs aims to offer teachers with activities to enhance the teaching of AS90988 (1.6). Included is a variety of activities to be used throughout the teaching of circular flow and are designed to be practical and provide students with the opportunity to work with others and move around. Activities are interactive and reinforce content learnt in class. Students will enjoy activities such as ‘Selecting Sectors’, ‘Circular Flow Station’ and a team revision challenge. The various activities and suggested solutions are intended to be used to support the delivery of the curriculum content and help develop key competencies relevant to your students. All resources and activities are designed to be used as they are or adapted to meet the needs of your students and region.</p> <p>Resources are practical and some require preparation before using in the classroom. Below are instructions and guidelines on how to use each activity.</p> <p>This resource could be used in support the teaching and learning for the Level One Economics Standard (AS90988) Demonstrate understanding of the interdependence of the sectors of the economy.</p> <p>Prior Learning: To complete activities in this resource pack, students should be familiar with the content from the Circular Flow topic. Students would benefit from the knowledge of the circular flow diagram, sectors, interdependence and flow-on effects.</p> <p>Specific Content</p> <p>Draw or construct the full circular flow diagram</p> <p>Identify examples of what goes in each sector</p> <p>Explain interdependence and provide examples from the circular flow diagram</p> <p>Explain impacts and flow-on effects of a scenario on each sector in the circular flow</p>
<i>Student Activities Pack</i>			
<b>Investigating the Sectors Activities Pack</b>	ECO 14/2/7	\$50.00	<p>This activity pack aims to provide teachers with student-centred research tasks incorporating the skills and knowledge taught in AS90988 – Circular Flow. The pack provides students the opportunity to investigate the sectors to gain a more comprehensive understanding. Research skills are scaffolded by providing links to websites and directed questions. These activities are an ideal tool to complement the traditional teaching and learning programme as they provide students with the opportunity to research the New Zealand economy. Activities can be completed either in class or as an out of class research activity. It is also suitable for relief lessons. Students</p>
<i>Suitable for student directed learning, online and using BYOD devices</i>			

will need to have access to the internet for research and a device to present their findings. The various activities and suggested answers are intended to be used to support the delivery of the curriculum content and help develop key competencies relevant to your students. All resources and activities are designed to be used as they are or adapted to meet the needs of your students and region.

Student access to resource if the tasks are put on a school network, students can access them at their own pace. This encourages student driven learning and they can set the pace for themselves (within reason). Students can then email or upload their work for it to be marked by a peer or teacher. You may choose to provide some answers on the school network to allow students to self-assess their work. There is no longer a need to print work for it to be marked. Activities and answers - Instructions and suggested answers are provided for each activity.

This resource links with the New Zealand Curriculum and in particular embodies the Principles of Community Engagement and Coherence. It meets Achievement Objective: Level 6.2 - Understand how the different sectors of the New Zealand economy are interdependent. To complete activities in this activity pack, students should have a basic understanding of each sector – what types of businesses are in each, real and money flows between the sectors and how they are interdependent.

#### Specific Content

Identify businesses/people that go in each sector of the circular flow

Identify businesses in the primary, secondary and tertiary sector of the producer sector

Explain interdependence between sectors of the NZ economy

Use excel to create bar and pie graphs

Interpret data in tables to answer questions

Calculate percentage of total imports/exports

Identify key data from tables

<b>Year 11 Graphing Skills</b>	ECO 14/4/2	\$60.00	<p>This comprehensive resource package covers the skills required for a student to revise and reinforce their understanding of demand curves, supply curves and market equilibrium. It incorporates practice activities into step by step instructions on how to construct these graphs and make changes to them. This resource is in the form of word documents that could be completed by students in class or as supplementary material for students to complete independently at home. The step by step instructions include check boxes for the students to tick once they have completed each step in the process of preparing a graph, from simple construction of a demand curve through to showing the effect of a subsidy on market equilibrium. Once completed students can submit their work to you or their peers for feedback, or they could self-review by comparing their work with the answer files.</p> <p><b>Specific Content</b></p> <p>At conclusion of this topic students should be able to:</p> <p>Skills covered include:</p> <ul style="list-style-type: none"> <li>• How to construct a fully labelled demand curve</li> <li>• Distinguish between changes in quantity demanded and demand</li> <li>• Explain the effect of changes in demand</li> <li>• How to construct a fully labelled supply curve</li> </ul>
NZC Level 6 NCEA Level 1			
<b>Assessment Link:</b> AS 1.1 (AS90983), AS 1.3 (AS90985) AS 1.4 (AS90986)			

			<ul style="list-style-type: none"> <li>• Distinguish between changes in quantity supplied and supply</li> <li>• Explain the effect of changes in supply</li> <li>• Construct market equilibrium diagrams</li> <li>• Illustrate changes to equilibrium on a diagram</li> <li>• Show the effect of price controls, excise taxes and subsidies</li> <li>• Explain the effect of these changes on equilibrium</li> </ul> <p><i>Contents: Resource descriptor &amp; Teacher Guidelines; Revision pack for demand curves, with answers; Revision pack for supply curves, with answers; Revision pack for market equilibrium, with answers</i></p>
<p><b>Comprehensive Economic Models for Level 6/Level 1</b></p> <p><b>TEMPLATES</b></p> <p>NZC Level 6 NCEA Level 1</p>	<p>ECO 19/1/5</p>	<p>\$60.00</p>	<p>This resource contains templates for all the common models needed for Level 6 of the curriculum. There are many variations of the supply and demand model showing changes in price and shifts of the curve. The Circular Flow Model is also included. This resource can be used by teachers or students. They are a series of shapes grouped together so it is easy to move curves if necessary. If students are not to show changes on the graph in an electronic document, then it is suggested that teachers use a screenshot of the final graph to share.</p>

## Teaching & Learning Packs

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<p><b>Coca Cola - It's the Demand Thing</b></p> <p><i>teaching &amp; learning pack</i></p>	<p>ECO 11/1/3</p>	<p>\$40.00</p>	<p>This resource is designed to assist in the teaching and learning of the topic of Demand. It is not a comprehensive unit. Teachers will need to use this resource in conjunction with other Year 11 Economics texts, workbooks, and activities. The main theme in this unit is for students to use the context of buying Coca Cola to construct an individual's demand schedule and demand curve based on their own consumer choices. Then using the same context they recognise how they would respond to changes in the price of Coca Cola and what non price factors affect their demand for Coca Cola. This resource uses a student centred inquiry type approach where students will learn important content/skills by considering their own responses and surveying others to determine how people respond to demand factors.</p> <p>This resource incorporates some of the key competencies and values from the New Zealand Curriculum.</p> <p><i>Contents: Resource Descriptor; Unit Overview; Student Activity Sheets; Template - Achieved - Merit – Excellence</i></p>
<p><b>Choices have Consequences</b></p> <p><i>teaching &amp; learning pack</i></p>	<p>ECO 11/1/1</p>	<p>\$48.00</p>	<p>This comprehensive resource has been prepared to support teachers in delivering the New Zealand Curriculum Social Science Achievement Objective 6.1 "Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society". In particular it explores the use of the Demand and Supply Model and Market Equilibrium to demonstrate these affects. The resource combines content material along with suggested student centred activities that will develop appropriate Learning Outcomes for the students. The resource also supports students in developing better thinking skills and techniques. Throughout the resource there are activities and templates that will assist students with this key competency. The unit has at its core the Demand and Supply Model which also requires students to develop the Key Competency, "Using language, symbols, and texts", but there is no specific learning aimed at this key competency. There is an opportunity to develop a student centred approach using the resources provided. Students tend to produce better work when they know it will be published to a broader audience than the teacher. Where work is going to be reviewed and critiqued by peers within the school, or even available to a wider audience through the internet, students are encouraged to take more care with their submissions. Greater authenticity and relevance can also be achieved provided the content is current and topical. The use of IT greatly increases the opportunity to publish students work. <a href="#">Google Documents</a> allow students to contribute collaboratively to documents and presentations. Wiki sites such as <a href="#">Wiki Spaces</a> and <a href="#">Wet Paint</a> offer free and relatively easy to use wiki pages that again allow your students to work collaboratively or publish their own work for review by an audience as wide as you choose. A third option is to use Blogging sites such as <a href="#">Blogger</a> and <a href="#">Word Press</a>. Students publish submission on topics of their choice, while also reading the contributions of their fellow students. Students who may be reluctant to contribute to discussion in the class room can find this forum less challenging with time to reflect on the content consider their answers. For teachers who are challenged by these</p>

technologies, there are often reliable students who are familiar with them who can assist with setting up and moderating wikis or blogs.

The resource is not specifically written for any achievement standard but aims to help teachers and students work towards the Achievement Objective 6.1. However, with the alignment process students who successfully complete the activities provided in this resource will significantly improve their preparation for AS AS90986 (1.4): *demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium*. The content provided is not sufficient on its own and it is assumed that it will be used in conjunction with other teaching and learning resources.

*Content: Resource Descriptor, Unit Overview; PowerPoint covering content and teaching activities; Set of formative assessment tasks; Templates of Thinking Skills tools introduced in PowerPoint*

*Key Competency Focus: Thinking*

**Teaching Resources for  
NZC Aligned Year 11  
Economics Scarcity  
Topic**

ECO  
11/1/2

\$59.00

This is a comprehensive resource. Economics programmes must be designed to deliver the New Zealand Curriculum (NZC). A key difference this will bring is that in addition to students having learning experiences that aim to give students an understanding of key economic concepts, learning experiences must also develop key competencies and give students the chance to explore and critically analyse values.

*teaching & learning pack*

This teaching pack has been designed to give students learning opportunities in the three areas demanded by the NZC. A series of learning experiences have been designed to help students enhance their understandings of:

*Includes 35 page Student  
Workbook*

The key economic concepts of *scarcity*

The Key Competency of *managing self* (focus is on helping students to establish personal goals)

The values of *excellence* and *community and participation*

A range of strategies for students working in pairs groups and individually, as well as resources to meet the needs of the diverse students in your class (es) are included in the pack. Resource examples include; a student workbook, MP3 and You Tube files, an excel weekly planning template, extension theory readings, graphic organisers that student will that if completed help students to present excellence level answers. Students are also introduced to software tools like MindGenius (to assist mind mapping) and Remember the Milk (an online task management tool). While this unit of work developed around the principles encompassed in the front end of the New Zealand Curriculum students who complete it would also have the skills and understanding necessary to complete the following newly aligned Yr 11 economics achievement standards

AS90987 *Demonstrate understanding of a government choice where affected groups have different viewpoints* (4 internal credits) Note practice examples of this assessment can be found on TKI

AS90983 *Demonstrate understanding of consumer choices, using scarcity and/or demand* (4 external credits)

Note the activities in this resource cover ONLY consumer choices related to scarcity. Students would also need to complete a study of consumer choices related to demand before they are ready to sit this external standard.

## Contents

The files included in this pack, in the order they appear in the 35 pages of the student workbook are:

Yr 11 Eco – Topic 1 Student Workbook; Answers to introductory test – Is the person sitting next to you an economist; MP3 file – The Economic Problem; Excel file – Yr 11 Eco student activity log; SMART goal worksheet; Goal setting theory reading to assist setting SMART goals; Eisenhower Matrix; Brainstorming template to organise possible solutions to an economic problem (including compromise solutions); Cost benefit graphic organisers; EDM decision-making grid (including weighted decision-making criteria); Sample 1.1 Answer schedule; Sample Student answer; Marking Tags (marker comments and grades)

Key Competency Focus: Managing self

### Producer Decisions

ECO  
16/3/3

\$45.00

*Published 2016*

*teaching & learning pack*

**Assessment Link**  
**AS 90984 (AS 1.2)**  
**internal**

This resource has been designed to support teaching and learning for developing student understanding of producer decisions. Before students can begin to evaluate producer decisions, they need to have an understanding of key producer concepts. The concepts include types of producers, resources, production and productivity, business growth and strategies for business competition. A PowerPoint is provided which covers these fundamentals, and includes some activities requiring student contribution to the learning. This is supported with a set of 5 interactive self-marking exercises contained within 1 excel spreadsheet. Each activity is on a different worksheet within the spreadsheet and is accessed using the tabs at the bottom of each page. Once students have learnt the key concepts and terminology relating to producers, they can work through the 4 case studies provided. The key information source for these case studies is the NZ Story website, a government resource that showcases successful New Zealand exporters. Each case study gives the url for both the NZ Story chapter, as well as the businesses own website. Students are required to "link detailed explanations of production decisions with detailed explanations of the consequences for the producer and/or society" and to "integrate supporting data or information into explanations of producer decisions". This is what the Achievement Standard AS90984 describes as demonstrating a comprehensive understanding. Each case study has suggested answers.

Theory overview is provided with a PowerPoint covering key concepts relating to producers. The main areas covered include types of producers, types of resources, production and productivity, business growth and competition strategies. Four case studies tasks are provided which are based on resources made available through the NZ Story website. Each case study relates to a particular business, and requires students to link detailed explanations of production decisions with detailed explanations of the consequences for the producer and/or society. An interactive self-marking spreadsheet resource provides 5 separate matching exercises to support student learning of key producer concepts.

#### **Specific Content**

At conclusion of this topic students should be able to demonstrate a comprehensive understanding of producer decisions by:

- linking detailed explanations of production decisions

			<p>with detailed explanations of the consequences for the producer and/or society</p> <ul style="list-style-type: none"> <li>integrating supporting data or information into explanations of producer decisions.</li> </ul>
<p><b>Making a Million (cents) in the School Ball Industry Producer Choice &amp; Supply</b></p> <p><i>teaching &amp; learning pack</i></p> <p><b>Assessment Link AS 90985 (AS 1.3) external</b></p>	<p>ECO 13/4/1</p>	<p>\$45.00</p>	<p><i>Achievement Objective 6.1 Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.</i></p> <p>This teaching and learning package offers a relevant and interactive student activity addressing/revising the concepts needed to understand how producer choices are made using supply. It can be used to extend excellence students by applying supply concepts to the future. Alternatively, it could be used as a novel new way of introducing students to supply. It features and is designed to stimulate creative thinking skills and has a strong future focus. It addresses supply issues not just across different products, but in the future as well. When preparing students now for jobs that do not yet exist, this is a valuable resource. The resource leads to and links with Achievement Standard 1.3. Full instructions are included and it involves at least four hours of classroom activity. Templates are included as well as a schedule of Key Terms &amp; Concepts related to the topic.</p> <p><i>Contents: Resource Descriptor &amp; Teacher Guidelines; PowerPoint (60 slides) – How To: using group game to experience supply concepts; Appendix 1 – Key Terms &amp; Concepts; Appendix 2 - Student Questionnaire Template; Appendix 3 Suggested Answers to Student Questionnaire; Game board Template</i></p>
<p><b>Market Equilibrium, including Supply &amp; Demand</b></p> <p><i>teaching &amp; learning pack</i></p> <p><b>Assessment Link AS 90986 (AS 1.4) external</b></p>	<p>ECO 16/2/1</p>	<p>\$50.00</p>	<p><i>Published 2016</i></p> <p>This comprehensive resource package covers the skills required for a student to improve their understanding of market equilibrium, including supply and demand. It incorporates detailed PowerPoint slides with step by step instructions on how to construct these graphs and make changes to them. The slides cover everything from horizontally adding individual supply curves through to the effects of a subsidy. Each series of slides has accompanying activities for students to practice the skills they have learned, and model answers. This resource is in the form of PowerPoint and Word documents that could be completed by students in class or as supplementary material for students to complete independently at home. The resource includes a checklist for the students to tick once they have completed each skill. Once completed students can submit their work to you or their peers for feedback, or they could self-review by comparing their work with the answer files.</p> <p>Specific Content:</p> <p>At the conclusion of this topic students should be able to:</p> <ul style="list-style-type: none"> <li>Construct market supply and demand curves</li> <li>Draw market equilibrium diagrams</li> <li>Explain market forces</li> <li>Illustrate and explain changes to equilibrium on a diagram</li> <li>Show and explain the effect of price controls, sales taxes and subsidies</li> <li>Explain flow on effects of changes to equilibrium</li> </ul>

<b>Consider my View</b>	ECO 14/1/4	\$50.00	<i>Achievement Objective 6.1 Understand how, as a result of scarcity, consumers, producers, and government makes choices that affect New Zealand society.</i>
<i>teaching &amp; learning pack</i>			<p>This teaching and learning pack covers Government choice considering differing viewpoints (Internal AS 90987). It includes a PowerPoint covering key teaching ideas with a detailed example through the decision-making process. Student activities cover all aspects of the decision-making process and provide opportunities for students to practise their skills throughout the unit of work. Students are encouraged to consider viewpoints of others and reach compromises in order to maximise the gain. The activities are varied; some are individual tasks, some in pairs and some in groups. Students will have opportunities to discuss viewpoints and practise justifying their point of view. It provides a variety of contexts for students to investigate prior to assessment in this topic.</p>
<b>Assessment Link AS 90987 (AS 1.5) internal</b>			<p>Specific Content</p> <p>At conclusion of this topic students should be able to:</p> <ul style="list-style-type: none"> <li>Consider differing viewpoints</li> <li>Explain how scarce resources require us to make choices</li> <li>Evaluate costs and benefits of decisions</li> <li>Give weighting to factors influencing decisions</li> <li>Suggest compromises</li> <li>Justify a recommendation</li> </ul>
<b>Interdependence of Sectors in the NZ Economy</b>	ECO 12/4/1	\$45.00	<i>Achievement Objective: Understand how the different sectors of the New Zealand economy are interdependent</i>
<i>teaching &amp; learning pack</i>			<p>This is a comprehensive teaching and learning pack has been designed to support the exploration of interdependence in Year 11 Economics. The content and activities will prepare students for the Internally Assessed Achievement Standard 90988. The key resource is a 60 slide PowerPoint which includes both content and student-centred activities that will facilitate student learning and understanding of the concept of interdependence. Students will also use the circular flow model to demonstrate their understanding. The focus of the unit is primarily interdependence between sectors, and the PowerPoint builds this one sector at a time, while the circular flow model is the secondary focus and is developed towards the end of the unit. Several templates for student activities are also included, including a writing frame to aid student planning for detailed explanations of the impact of an event on a sector and the resulting flow on effects. A second PowerPoint demonstrates how animations can be used by students to show the Circular Flow Model dynamically.</p>
<b>Assessment Link AS 90988 (AS 1.6) internal</b>			<p><i>Contents: Teacher Guidelines; 60 slide PowerPoint – content and student activity; Teaching And Learning; Checklist; 5 slide PowerPoint – using motion paths to show circular flow model; Templates or student; Activities; Writing frame resource</i></p>

## Mini-progress Packs

Title and Keywords	Code	Price	Description/Contents
Supply	ECO 20/2/1	\$60.00	<p>This resource is a one stop resource that students can use to independently check their understanding as they progress through a Supply Unit of Work. The resource is not designed to be instructional and would only be used once the learning for each aspect of a supply unit is completed. It is envisaged that the resource would be used at different stages of a Supply unit. There is a lot of work involved to complete the entire pack, so students will handle this better if done in stages. The resource would be saved after each visit on the student's personal device or folder on a network, and then reopened when ready to complete the next exercise. Additional CETA resources that would provide appropriate instructional material would be ECO 13/4/1 and another interactive resource ECO 19/2/3. The excel pack has 5 different sheets, labelled exercise 1 through to 5. The first has two sheets relate to graphing supply and explaining the Law of Supply in context. Another sheet focuses on students being able to distinguish between demand and supply, changes in demand or supply vs changes in quantity demanded or quantity supplied. Obviously, this would require that students have already completed learning related to demand. The remaining two sheets focus on non-price changes and the impact of these on supply. Graphing is facilitated through students moving and resizing objects within the sheet to accurately illustrate the various changes. The sheet is designed for independent use with students able to check their work as they complete different tasks within each sheet. This is either through green light indications as students select options within a cell or through "hover buttons" which pop up correct graphical answers or suggested written answers. All of the activities are accessed in the one excel pack with five different sheets which students can explore using the tabs displayed along the bottom of the <i>Screen shot from the workbook, showing the tabs along the bottom, the green light cell with a correct selection, a graph with elements for students to place to illustrate the type of shift, and the hover buttons student can use to display model graphs or suggested answers.</i></p> <p>Contents: The pack is made up of 5 different sheets which are exercise sets, each with multiple tasks.</p> <ul style="list-style-type: none"> <li>• Exercise set 1 and 2 Law of Supply tasks related to graphing supply and explaining the Law of Supply in different contexts</li> <li>• Exercise set 3 involves tasks that require students to identify the difference between demand and supply, changes of demand vs changes of quantity demanded and changes in supply vs changes in quantity supplied</li> <li>• Exercise set 4 is based around supply and changes to prices of related goods</li> <li>• Exercise set 5 explores various other non-price changes impacting on supply</li> </ul>
NZC Level 6 NCEA Level 1			
<b>Assessment Link</b> <b>AS 90985 (1.3)</b> <b>external</b>			

<b>Circular Flow Model</b>	ECO 20/2/2    \$60.00	<p>This resource is designed to help students gain confidence and check progress with their knowledge and application of the Circular Flow Model. The activities are useful for both Level 1 and Level 2 Economics courses. Parts of this are a pick-up-and-go resource that can immediately be uploaded for students to use and other parts are suited to being printed out. Students are able to self-check their answers in the Excel documents and suggested solutions are provided for the Word activities. The Excel documents provide activities covering all concepts related to the Circular Flow model at each level. The Powerpoint files are self-checking Quizzes. The Word documents are complementary activities that are useful if students want to cut and paste to assemble the model and provide graphic organisers for students to guide students thinking for paragraph answers.</p>
<b>NOTE;</b> <b>NZC Level 6/7</b> <b>NCEA Level 1/2</b>		<p>This resource has been developed to assist the teaching and formative assessment for various Achievement Objectives and Achievement Standards at Level 1 and Level 2.</p>
<b>Assessment Link</b> <b>AS 90988 (1.6)</b> <b>AS 91224 (2.3)</b> <b>AS 91227 (2.6)</b>		<p>The Level 1 activities would also be suitable for teaching and learning at Level 2.</p>
		<p><b>Specific Content</b>          At conclusion students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the sectors and flow of the circular flow model</li> <li>• Be able to describe interdependence in the context of the circular flow model</li> <li>• Use the circular flow model in the context of contemporary economic issues.</li> </ul>
		<p><b>Contents:</b>          Resource Descriptor; Excel Spreadsheet with 4 L1 Activities; Excel Spreadsheet with 5 L2 Activities          PowerPoint Quizzes (1 L1, 1 L2); Word Activities (4 L1, 1 L2)</p>

## Interactive Resources

<b>Title and Keywords</b>	<b>Code</b>	<b>Price</b>	<b>Description/Contents</b>
<b>Interactive Resource Pack to Support External Assessment for NCEA Level 1 Economics</b>  NZC Level 6 NCEA Level 1	ECO L1 SDL3	\$160.00 for pack of three	<b>A pack of ANY THREE of the Level 1 Interactive Resources which are detailed below</b>
	ECO L1 SDL2	OR  \$100.00 for a pack of two	<b>OR</b>  <b>A pack of ANY TWO of the Level 1 Interactive Resources which are detailed below</b>
<p><b>NOTE: If you purchase either of these packs which generate a purchase discount you cannot also claim a member's discount</b></p>			
<b>Interactive Resource Supporting Demand</b>  NZC Level 6 NCEA Level 1  <b>Assessment Link AS 90983 (1.1) external</b>	ECO 16/1/1/1	\$70.00	<p>This resource provides a series of activities that can be used independently by students to either develop or reinforce their understanding of the concepts that are essential for the external examination of AS 90983. This resource pack includes a series of interactive activities designed to improve the student's ability to demonstrate understanding of consumer demand. It uses the concept of the flipped classroom, or student centred learning where students can choose their own pace and the order in which they learn. . The resource provides a series of activities that can be used independently by students to either develop or reinforce their understanding of the concepts that are essential for the external examination of AS 90983, It covers three key areas; sales taxes, subsidies and trade. The resources are either PowerPoints or Excel spread sheets, and all have elements of interactivity allowing students to work at their own pace and check their understanding at each stage. These could be shared with the students using your schools Learning Management System or shared folders so students can access them as needed.</p> <p>All PowerPoints have been duplicated to open straight into presentation mode. These are the "ppsx" files. The originals "pptx" are included so teachers can edit if they choose.</p> <p>All are office files. If at a google school then get students to use or create their own Microsoft account and then use the online apps for PowerPoint and Excel.</p> <p>Contents</p> <p>Demand curve – practicing construction of a demand schedule and curve and explaining the law of demand</p> <p>Change in price A – practising an increase in the quantity demanded</p> <p>Change in price B – practising a decrease in the quantity demanded</p> <p>1.1 Demand vs quantity demanded A – practising the difference between a change in demand and a change in quantity demanded.</p> <p>1.1 Demand vs quantity demanded B – practising the difference between a change in demand and a change in quantity demanded.</p> <p>1.1 Demand vs quantity demanded C – practising the difference between a change in demand and a change in quantity demanded.</p>

			1.1 Multi-choice – multi-choice questions covering everything from scarcity to luxury goods.
<b>Interactive Resource Supporting Producer Decisions</b>	ECO 19/2/3	\$70.00	<p>This is a revision resource, Gains in Production using the theme TeamGym, can be used to reinforce students understanding of the producer choices related to goals, resource use, productivity, business expansion and price and non-price marketing.</p> <p>The resource contains a variety of independent and interactive activities that can be used for revision of the producer decisions related to: goals, resource use, productivity, business expansion, and price and non-price marketing, in the context of a gym. It is divided into five parts, one for each of the producer decisions. Each section is its own powerpoint file with self-marking activities. They can be completed in any order, but assume the student has some prior knowledge of each topic.</p> <p>The resource follows on from the Teaching &amp; Learning Pack – ECO 16/3/3, the Revision Pack ECO 17/3/6, and can lead on to the Practice Assessment Pack ECO 14/1/1</p> <p>This resource is designed to be used for revision at NZC Level 6. Each section could be used for revision after teaching each topic or used in its entirety at the end of teaching all topics. The suggested answers are provided within each Powerpoint so students are able to check their knowledge throughout the tasks. It is recommended that the files are provided to students as Powerpoint Shows (ppsx) and that they click through rather than using the arrow keys</p> <p><b>Specific Content</b></p> <p>Describe, in context, the concepts of</p> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Resource Use</li> <li>• Productivity</li> <li>• Business Expansion</li> <li>• Price and Non-Price Market</li> </ul> <p>Explain the consequences of producer decisions for:</p> <ul style="list-style-type: none"> <li>• Producers</li> <li>• Consumers</li> </ul>
NZC Level 6 NCEA Level 1			
<b>Assessment Link AS 90984 (1.2) external</b>			
<b>Interactive Resource Supporting Supply</b>	ECO 16/1/1/2	\$70.00	<p>This resource provides a series of activities that can be used independently by students to either develop or reinforce their understanding of the concepts that are essential for the external examination of AS 90985. This resource pack includes a series of interactive activities designed to improve the student’s ability to demonstrate understanding of supply. It uses the concept of the flipped classroom, or student centred learning where students can choose their own pace and the order in which they learn. .</p> <p>The resource provides a series of activities that can be used independently by students to either develop or reinforce their understanding of the concepts that are essential for the external examination of AS 90985, It covers three key areas; sales taxes, subsidies and trade. The resources are either PowerPoints or Excel spread sheets, and all have elements of interactivity allowing students to work at their own pace and check their understanding at each stage. These could be shared with the students using your schools Learning Management System or shared folders so students can access them as needed.</p> <p>All PowerPoints have been duplicated to open straight into</p>
NZC Level 6 NCEA Level 1			
<b>Assessment Link AS 90985 (1.3) external</b>			

presentation mode. These are the “ppsx” files. The originals “pptx” are included so teachers can edit if they choose.

All are office files. If at a google school then get students to use or create their own Microsoft account and then use the online apps for PowerPoint and Excel.

Contents

1.3 Supply curve – practicing construction of a supply schedule and curve and explaining the law of supply

1.3 Change in price A – practising an decrease in the quantity supplied

1.3 Change in price B – practising an increase in the quantity supplied

1.3 Supply vs quantity supplied A – practising the difference between a change in supply and a change in quantity supplied.

1.3 Supply vs quantity supplied B – practising the difference between a change in supply and a change in quantity supplied.

1.3 Supply vs quantity supplied C – practising the difference between a change in supply and a change in quantity supplied.

1.3 Multi-choice – multi-choice questions covering everything from the law of supply to effects of a change in price of related goods.

**Interactive Resource Supporting Graphing & Explaining Supply & Demand**

ECO 18/1/1 \$70.00

NZC Level 6  
NCEA Level 1

**Assessment Link**  
**AS 90983 (1.1) &**  
**AS 90985 (1.3)**  
**external**

This resource is a student centred learning activity pack to support the graphical and explanatory requirements of both demand and supply, and is appropriate for supporting learning for the achievement standard 1.1 Demonstrate understanding of consumer choices, using scarcity and/or demand **and** 1.3 Demonstrate understanding of producer choices using supply.

For each of consumer choice, choice and values, law of demand, changes in demand – substitutes and compliments, changes in demand- change in income, law of supply, changes in supply, changes in supply –related goods there is an instructional video (.MP4) giving step by step instructions for the students to carry out the required graphing, and formulate detailed and contextual explanations. While the focus of the videos is on the graphing skills, the worksheets also provide the opportunity to complete formative work relating to fully explaining the market situations. Accompanying each video is a worksheet for students to complete while they watch the video. Upon completion of this worksheet, there are suggested answers at the end of each video for students to check their work against. Students are encouraged to pause the video at different stages to complete the worksheet, and to replay parts of the video they need further clarification on. After completing this task there is another worksheet for the students to complete independently. They will model their answers to this sheet based on their answer to the previous sheet.

Two additional PowerPoint presentations are provided for each topic. One is the same as the video but students can work at their own pace. The second is a traditional PowerPoint file without any audio. Teachers could use this to aid their teaching of the topic, record their own audio or get the students to record their own audio in order to create

their own  
 Contents:  
 Student centred resources on graphing and explaining key content for both demand and supply. For each of consumer choice, choice and values, law of demand, changes in demand – substitutes and compliments, changes in demand- change in income, law of supply, changes in supply, changes in supply –related goods there is:  
 An instructional video  
 A worksheet to accompany video  
 Model answers  
 An additional task for each lesson  
 A PowerPoint presentation with audio  
 A PowerPoint presentation without audio

<b>Interactive Resource Supporting Understanding the Market</b>	ECO 16/1/1/3	\$70.00	<p>This resource provides a series of activities that can be used independently by students to either develop or reinforce their understanding of the concepts that are essential for the external examination of AS 90986. This resource pack includes a series of interactive activities designed to improve the student’s ability to demonstrate understanding the market. It uses the concept of the flipped classroom, or student centred learning where students can choose their own pace and the order in which they learn. . The resource provides a series of activities that can be used independently by students to either develop or reinforce their understanding of the concepts that are essential for the external examination of AS 90986, It covers three key areas; sales taxes, subsidies and trade. The resources are either PowerPoints or Excel spread sheets, and all have elements of interactivity allowing students to work at their own pace and check their understanding at each stage. These could be shared with the students using your schools Learning Management System or shared folders so students can access them as needed.</p> <p>All PowerPoints have been duplicated to open straight into presentation mode. These are the “ppsx” files. The originals “pptx” are included so teachers can edit if they choose.</p> <p>All are office files. If at a google school then get students to use or create their own Microsoft account and then use the online apps for PowerPoint and Excel.</p> <p>Contents</p> <ul style="list-style-type: none"> <li>1.4 Changes in supply and demand – recognising the effects on the market of changes in supply and demand</li> <li>1.4 Market forces – explaining how market forces return the market to equilibrium</li> <li>1.4 Maximum price control – practising the effects of a maximum price control on the market</li> <li>1.4 Minimum price control – practising the effects of a minimum price control on the market</li> <li>1.4 Excise tax – practising the effects of an excise tax on the market</li> <li>1.4 Subsidy – practising the effects of an subsidy on the market</li> </ul>
NZC Level 6 NCEA Level 1			
<b>Assessment Link AS 90986 (1.4) external</b>			
<b>Interactive Resource Supporting Market Equilibrium</b>	ECO 17/2/1	\$70.00	<p>This resource is a student centred learning activity pack to address the graphing requirements of the market equilibrium topic, and is appropriate for supporting learning for the achievement standard 1.4, Demonstrate understanding of how consumer, producer and/or</p>

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NZC Level 6  
NCEA Level 1

**Assessment Link**  
**AS 90986 (1.4)**  
**external**

government choices affect society, using market equilibrium.

For each of market equilibrium, market equilibrium calculating market supply, increased demand, decreased demand, increased supply, decreased supply, indirect tax, subsidy, maximum price, minimum price there is an instructional video (.MP4) giving step by step instructions for the students to carry out the required graphing. While the focus of the videos is on the graphing skills, the worksheets also provide the opportunity to complete formative work relating to fully explaining the market situations. Accompanying each video is a worksheet for students to complete while they watch the video. Upon completion of this worksheet there are QR codes for students to check their explanations against. It is expected that students will have access to a phone or other device to scan these codes.

After completing this task there is another worksheet for the students to complete independently. They will model their answers to this sheet based on their answer to the previous sheet.

Additionally, there are two PowerPoint files. One is the same as the video but students can work at their own pace. The second is a traditional PowerPoint file without any audio. Teachers could use this to aid their teaching of the topic, record their own audio or get the students to record their own audio in order to create their own video file of the topic.

This resource could be used to “flip the classroom”. Students could watch the video and complete the example worksheet in their own time. Then, when they come to class, they can complete the exercise worksheet under your guidance as well as any tasks that you already use, giving you more time to help students who may be struggling. OR.....After you have taught the topic yourself, the video and accompanying worksheet could be used to reinforce what you have already taught. It could also be used as revision or additional learning for this topic.

You may need to talk to your IT people at school as to how to load the video onto your school LMS (Learning Management System), google/onedrive etc, if you do not already know how to do this

The PowerPoint with audio could be used by students instead of the video if they prefer that medium. The advantage of the video format is that they do not need to have PowerPoint installed on their devices to play it.

The PowerPoint without audio could be used by the students to record their own audio, instead of the presenter's audio, thus giving them more ownership of this topic and as a reference/notes for themselves. They could do this individually or in groups.

Contents: Graphing instructional resources for the market. For each market equilibrium, market equilibrium calculating market supply, increased demand, decreased demand, increased supply, decreased supply, indirect tax, subsidy, maximum price, minimum price,

- Instructional video
- Worksheet to accompany video including QR codes for students to check their answers
- Additional task for each lesson
- PowerPoint presentation with voiceover

- PowerPoint presentation without voiceover file name end with x)

<p><b>Interactive Resource Supporting Evaluating Government Decisions</b> <i>What Were They Thinking</i></p>	<p>ECO 19/1/8 \$70.00</p>	<p>This is a student centred learning package that supports individual research and evaluation of government decisions. While this resource is not designed as an assessment task for AS90987 (1.5), Demonstrate understanding of a government choice where affected groups have different viewpoints, it allows students to explore issues that are relevant to that assessment. The Teaching and Learning Guide states that for government choice key indicators of student performance would be:</p> <ul style="list-style-type: none"> <li>• Describe a government decision and explain how it is affected by scarcity/limited means.</li> <li>• Collect information from groups with differing viewpoint to show options and compromises related to the government decision.</li> <li>• Identify the costs and benefits of the options and compromises.</li> <li>• Rank options uses weighted cost and benefit criteria.</li> <li>• Justify a recommendation by explaining why specific costs or benefits have higher and or low weightings.</li> </ul> <p>The presentation overviewing central and local government covers the concept of scarcity in relation to government. Students are required to research the differences between central and local government in terms of the roles and resources. As students carry out research into roles of the different branches of government, they test their findings using the self-making interactive spread sheet. In this spread sheet they match government activities with either central or local government and select appropriate approximate percentages of local and central government revenue and spending. This will give them a better understanding of the different branches of government, and how scarcity can be explained in relation to them.</p> <p>The research activity requires students to identify and explain 3 examples of recent government decisions. An example is provided which looks at a news report regarding the government's decision to fully fund the SkyPath. To explain the decision students are required to;</p> <ol style="list-style-type: none"> <li>1. Give a Summary of the decision and its cost</li> <li>2. Identify if it is a central or local government decision</li> <li>3. Explain 2 viewpoints that people might have for or against the decision</li> <li>4. Suggest a possible opportunity cost of this decision and explain this in terms of scarcity</li> <li>5. Explain different options relating to the decision</li> <li>6. Explain a possible compromise that might satisfy both viewpoints stated in 3.</li> </ol> <p>The example includes suggested responses. Once the exempla had been explored, student work independently to research and record information relating to three other government decisions.</p> <p>A key tool for evaluating government decision is the application of the decision making model. This is often confusing for students, as the model itself must build on a series of assumptions and evaluations. The step by step presentation sets out the various stages of using the model, and is based on the SkyPath Exempla. Students can be given the spreadsheet with the exempla data already entered, and then change some of the variables to see how</p>
<p>NZC Level 6 NCEA Level 1</p>		
<p><b>Assessment Link</b> <b>AS 90987 (1.5)</b> <b>external</b></p>		

it impacts on the overall result.

Finally, students can use the decision making template to evaluate the government decisions they have researched. Alternatively, they could select one of the three researched decisions to evaluate for the summative assessment task

**Specific Content**

At conclusion of this topic students should be able to fully evaluate a government decision in terms of the costs and benefits, and the importance of various factors according to the students' weightings.

## Student Activities for Reinforcing Understanding & for Consolidation & Review

<b>Supply &amp; Demand Student Activities for Consolidation &amp; Review</b>	ECO 18/2/1	\$50.00	<p>This comprehensive activity pack covers the skills required for a student to improve their understanding of supply and demand. It incorporates multiple activities for students to practice their understanding of the supply and demand topic, from the basic law of demand through to complicated explanations of shifts of the supply curve. The pack includes model answers for each activity. This resource is in the form Word documents that could be completed by students in class or as supplementary material for students to complete independently at home. Once completed students can submit their work to you or their peers for feedback, or they could self-review by comparing their work with the answer files. There are 11 different comprehensive activities and answers are provided.</p> <p><b>Specific Content</b></p> <p>At the conclusion of these activities students should be able to</p> <ul style="list-style-type: none"> <li>• Constructing supply and demand curves and schedules</li> <li>• Using context to explain the laws of supply and demand</li> <li>• Explaining the implications of changes in price and non-price factors</li> </ul>
NZC Level 6 NCEA Level 1			
<b>Independence &amp; Circular Flow Student Activities for Consolidation &amp; Review</b>	ECO 18/2/2	\$50.00	<p>This resource has been designed for consolidation and revision of material related to interdependence and the Circular Flow Model. It assumes this material has already been taught and students should have already have an understanding of the concepts and terminology. The resources are either self-marking or a suggested answer has been provided. This will allow students to work independently at a pace that suits them. Some will be able to complete the early resources quickly as they involve lower order skills such as naming or identifying, while the case studies will develop higher order skills such as analysing real examples and applying the interdependence concept and the Circular Flow model. Students will need to explain the impacts of an event through identifying flow on effects and probable consequences in different sectors. The conclusion involves a justification of the multiplied impacts of an events beyond the sector initially impacted.</p> <p>The suggested approach is to use these resources for independent student work. The numbering of the resources reflects a progression using the SOLO Taxonomy from uni-structural activities such as naming and identifying, through to relational activities as students use case studies to apply their learning. Ideally the resources would be provided digitally through padlet, google classroom or office 365 for students to use on devices (see note about padlet below). The spreadsheet activity is locked, with the password 'ceta', and the students can select options in cells from pull down lists. The cell will display green when the student has made the 'correct' solution. At times there may be some debate over the 'correct' solution and discussion on this should be encouraged, e.g. is Meridian a primary, secondary or tertiary producer? While 2 case studies have been provided, students could be encouraged to approach a local producer and interview them to find out how they are interdependent and contribute to the economy. A template for this has been provided. There has in the past been discussion on the treatment of the Financial Sector in the Circular Flow Model. Clearly savings is a leakage from the model, causing a contraction, while investment is an injection resulting in expansion. However, are these a money flow in that the ownership of the deposit remains with the household, and ownership of the loan principal remains with the financial entity.</p>
NZC Level 6 NCEA Level 1			

To provide consistency with transactions between other sectors, where there is typically a 2-way interdependence reflected in a real flow and a money flow, this resource treats the financial sector as a provider of financial services, a real flow, in return for payment of fees and interest, a money flow.

Case study reports could be created within as presentations or written reports. A template presentation and along with an exemplar has been provided. If students were creating a written report, a writing frame has also been included, along with an exemplar.

**Specific Content**

At the conclusion of these revision and consolidation exercises students should be better able to:

- Identify and name different sectors, flows and flow on effects
- Integrating the concept of interdependence and the Circular Flow Model into Real Case Studies to
  - Identify and explain the initial impact on an economic event
  - Identify and explain probable flow on effects to other sectors in the economy

Justify that an economic event will result in a wider impact across the economy, despite initially impacting on one producer/sector

<p><b>Reinforcing the Understanding of Consumer Choices, using Scarcity and/or Demand supporting Achievement Standard 90983 (1.1) NO 1</b></p>	<p>ECO 15/2/1</p>	<p>\$50.00</p>	<p><i>Achievement Standard 1.1 (AS90983) Demonstrate understanding of Consumer choices, using scarcity and/or demand</i>          This resource has been designed to reinforce the student’s ability to demonstrate an understanding of consumer choice and demand. It follows the established structure shown in the external AS 1.1 exam with 4 question types based on scarcity and choice, demand, changes in demand due to non-price factors and finally changes in demand due to changes in income. Students need to be able to use the concepts of scarcity, choice and opportunity cost to explain a consumer decision within a provided context. They also need to be able to demonstrate and fully explain changes in demand due to price and non-price factors and integrate the demand model into their answers. In each section, two possible scenarios are provided to allow students to become familiar with applying the skills and concepts within a given context. The first question provides a scaffold suggesting the structure of the answer that is required. Each section also has a checklist of skills and concepts the students need to be proficient in applying. Finally, two revisions warm up activities have been added, a crossword and mix and match template. The suggested approach is to use these resources to provide additional practice activities that model the style of questions students will see in the external examination. This could be combined with a short review of the earlier learning, then allowing the students to work through the two practice questions. Resources provided in the CETA teaching and learning packs ECO 11/1/3 and ECO 11/1/1 would be ideal for this. Students should be allowed to peer assess these tasks as well, so they can evaluate their answers against others in the class. The suggested answers provide a clear demonstration of answers that show a comprehensive understanding and fully integrate the economic model into the answer. On the completion of each question, students should also self-review their understanding using the skills checklist.  <b>Specific Content</b>          At conclusion of these reinforcement exercises students should</p>
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			<p>be better able to:</p> <ul style="list-style-type: none"> <li>• Fully explain consumer choice using concepts of scarcity and values</li> <li>• Construct demand curves or schedules, and fully explain the impact of a price change in a given context</li> <li>• Use demand curves in a full explanation of a demand change due to change in the price of another product in a given context</li> <li>• Use demand curves in a full explanation of a demand change due to a change in income in a given context.</li> </ul>
<p><b>Reinforcing the Decisions a Producer Makes about Production supporting Achievement Standard 90984 (1.2) NO 1</b></p>	<p>ECO 17/3/6</p>	<p>\$50.00</p>	<p>This pack is designed to provide a selection of revision tasks for reinforcement of the content for Achievement Standard 1.2 (AS90984) Demonstrate understanding of decisions a producer makes about production.</p> <p>The questions cover; vocabulary of production, producer goals, resource use, productivity, business expansion and price and non-price marketing.</p> <p>Each set of questions has solutions and most of the questions and answers are structured to work from achieved to excellence. The questions are divided into 5 parts: resource use, productivity, business expansion, price and non-price competition and goals.</p> <p>The <b>key concept indicators</b> for this topic are: For producer choices related to at least two of the following: goals, resource use, productivity, business expansion, price and non-price marketing:</p> <ul style="list-style-type: none"> <li>• Present information related to producer choices (for example, after doing research presents the price and non-price strategies used by a firm) and use this to support explanations of production decisions.</li> <li>• Explain production decisions made by a firm (for example, explains the reason for a firm choosing to horizontally integrate).</li> <li>• Explain consequences of production decisions for the producer (for example, explains the impact of a decision that improves productivity on the firm making the decision).</li> <li>• Explain consequences of production decisions for the producer (for example, explains the impact of a decision to set a goal of profit maximization for society).</li> </ul> <p>To complement this pack NZCETA also has a Teaching and Learning pack covering a selection of topics from this standard (reference ECO 16/3/3) and a Practice Assessment pack for AS 90988 (reference ECO 14/1/1)</p>
<p><b>Reinforcing Producer Goals supporting Achievement Standard 90984 (1.2) NO 2</b></p>	<p>ECO 20/1/2</p>	<p>\$50.00</p>	<p>Whilst there are many types of producers that exist in New Zealand in many different forms, they all fall under one generic definition. "A producer is any business, firm or individual who takes a variety of inputs (raw materials, human, capital and natural resources) in order to produce some type of output that meets society's needs or wants". Therefore, every producer must make informed decisions in order to achieve certain goals. These differ amongst all producers and change due to time and a variety of internal and external economic conditions. This resource will help students understand the different goals that producers have when operating their businesses in a NZ context. This resource aims to introduce students to the Commercial and Non-Commercial goals producers make when operating their businesses and understand how these goals can have consequences on a wide variety of groups in the NZ economy. The pack includes a PowerPoint, a variety of student activities, and a selection of suggested solutions. It is designed</p>

for you to work through the teaching and learning material, which will assist students in completing the associated activities, some of which require online access. These activities will focus on further developing each producer goal in the NZ context. This resource is designed to be used to teach NZC Level 6, Year 11 Economics, as part of the internal assessment. In particular, it focuses on Commercial Goals, Non-Commercial Goals and the consequences of implementing these goals. The majority of the activities included are based on student research and require online access. It is suggested that the theory and activities would take approximately two weeks (8hrs) of teaching and learning time. However, this is dependent on how you chose to use the resource.

The resource includes:

**PowerPoint**

- **Commercial Goals:** This topic is designed to introduce students to the commercial goals of profit maximisation, cost reduction, sales maximisation, producing goods of high quality, and increasing market share. This topic will enable the learner to investigate these concepts further in a NZ specific context.
- **Non-Commercial Goals:** This topic is designed to introduce students to the non-commercial goals of providing employment opportunities, environmental impacts, providing a community service, and satisficing. This topic will enable the learner to investigate these concepts further in a NZ specific context.
- **Consequences of Goals:** This topic is designed to allow student to link ZN Businesses to their respective goals and understand how these in turn can lead to intended and unintended consequences for a number of different groups in NZ.
- **Student Activities**
  - 1a Winners and Losers
  - 1b GABB Cost Reduction Specialists
  - 1c SKY NZ Case Study
  - 1d Manuka Honey
  - 1e NZ Airline Domestic Routes
  - 2a Karma Cola
  - 2b NZ Government ban on plastic bags
  - 2c Here for life
  - 2d Your future
  - 3 Cause and Effect

**Specific Content**

At conclusion of this topic, students should be able to: Understand the concept of producer goals, in particular commercial and non-commercial goals and the consequences of these goals on different groups in NZ.

<p><b>Reinforcing the Understanding of Producer Choices using Supply supporting Achievement Standard 90985 (1.3) NO 1</b></p>	<p>ECO 15/4/1</p>	<p>\$50.00</p>	<p>This resource has been designed to reinforce the student’s ability to demonstrate an understanding of producer choice using supply. It follows the established structure shown in the external 1.3 exam with 4 question types based on the law of supply, and supply changes due to internal factors, related goods and external factors. Students need to be able demonstrate and fully explain changes in supply due to price and non-price factors and integrate the supply model into their answers. In each section, two possible scenarios are provided to allow students to become familiar with applying the skills and concepts within a given context. The first question provides a scaffold suggesting the structure of the answer that is required. Each section also has a checklist of skills and concepts the students need to be proficient</p>
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in applying.

The suggested approach is to use these resources to provide additional practice activities that model the style of questions students will see in the external examination. This could be combined with a short review of the earlier learning, then allowing the students to work through the two practice questions. Resources provided in the CETA such as Year 11 Graphing Skill ECO 14/4/2 and the teaching and learning pack ECO 11/1/1 would be ideal for this. Students should be allowed to peer assess these tasks as well, so they can evaluate their answers against others in the class. The suggested answers provide a clear demonstration of answers that show a comprehensive understanding and fully integrate the economic model into the answer. On the completion of each question, students should also self-review their understanding using the skills checklist. This is a revision resource that can be used to reinforce students understanding of the graphs and concepts that are essential for the external examination of AS 90985, understanding of producer choices, using supply. It covers four key areas; supply and price, supply changes due to internal factors other than price, supply changes due to related goods and supply changes due to external factors. Each topic includes a student checklist of the skills required, two sample exam questions and a set of suggested answers in companion PowerPoint presentations. The first question in each set provides a scaffold to guide the structure of the answers. The pack includes a video lesson showing the technique for plotting a supply curve and illustrating the impact of a price change, based on the style of question 1 for the external paper. There is a summary sheet of exam “Do’s and Don’ts” based on the examiner’s report. Finally, there is a shortlist on online resources and videos you can share with your students.

<p><b>Reinforcing the Understanding of Producer Choices using Supply supporting Achievement Standard 90985 (1.3) NO 2</b></p>	<p>ECO 17/3/2</p>	<p>\$50.00</p>	<p>This is a revision resource that can be used to reinforce students understanding of the graphs and concepts that are essential for the external examination of AS 90985, understanding producer decisions relating to supply. It covers the four key areas; law of supply, shifts of the supply curve vs movements along, changes in supply due to non-price factors, and the flow-on effects of producer decisions. The resource includes a theory overview presentation which includes step by step guides for graphing and explaining supply decisions. There are 5 separate task sheets, which provide a range of revision activities aimed to reinforce learning and prepare the students using exam style questions. These all include model answers.</p> <p>Specific Content</p> <p>At conclusion of this revision exercise students should be better able to:</p> <ul style="list-style-type: none"> <li>• Use the Supply model to demonstrate understanding of the impact of price changes and changes in non-price factors on producer decisions.</li> <li>• Be able to explain the producer decisions and their flow on effects for producers.</li> </ul>
<p><b>Reinforcing the Market - Revision Activities supporting Achievement Standard 90986 (1.4) NO 1</b></p>	<p>ECO 14/4/1</p>	<p>\$50.00</p>	<p><i>Achievement Standard 1.4 (AS90986) Demonstrate understanding of how consumer ,producer and/or government choices affect society, using market equilibrium</i></p> <p>Have you run out of “past papers” for students to work on in the exam preparation period? This pack is designed to provide a selection of revision tasks for students who are preparing for Achievement Standard 1.4 (AS90986) Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium. The questions cover; graphing, shortages and surpluses, changes in supply</p>

and demand, price controls, indirect taxes and subsidies and follow a similar format to NCEA exam style questions. Each set of questions has a tips and reminder page for how to achieve at the highest level and then supplementary questions to allow students to practise the skills. Students are required to graph, illustrate changes, extract information and discuss the effect of events on different groups. There are 14 exam style questions in the pack.

The activities in this pack are designed as a tool for revision prior to assessment.

There are 5 major areas;

- graphing,
- shortages/surpluses,
- changes in supply and demand,
- price controls and
- subsidies and indirect taxes.

The key concept indicators for this topic are;

- Recognise that consumer choices affect the demand for a good or service.
- Calculate and illustrate market demand which is the sum of the individual consumer demand (schedules) in the market.
- Recognise that producer choices affect the supply of a good or service.
- Calculate and illustrate market supply which is the sum of the individual producers supply (schedules) in the market.
- Recognise government choices (such as, price controls, direct and indirect taxes, and subsidies) affect market equilibrium.
- Identifies market equilibrium, excess supply and excess demand on a supply and demand model.
- Illustrate the effect of consumer, producer, and government choices on the supply and demand model and use this information to support explanations of how these choices affect market equilibrium and the flow on effects for different sectors of society.
- Explain how consumer, producer, and government choices affect the market equilibrium and the flow on effects of this for different sectors of society.

To complement this pack NZCETA also has a Practise Assessment pack for AS 90986 (reference ECO12/2/2) and Teaching and Learning pack covering a selection of topics from this standard (reference ECO 11/1/1).

<p><b>Reinforcing the Understanding of how consumer, producer and/or government choices affect society, using market equilibrium supporting Achievement Standard 90986 (1.4) NO 2</b></p>	<p>ECO 17/3/3</p>	<p>\$50.00</p>	<p>This is a revision resource that can be used to reinforce students understanding of the graphs and concepts that are essential for the external examination of AS 90986, understanding of how consumer, producer and/or government choices affect society, using market equilibrium. It covers the five key areas; market forces, changes in the market, price controls, sales tax and subsidies. The resource includes a theory overview presentation which includes step by step guides for graphing and explaining supply decisions. There are 5 separate task sheets, which provide a range of revision activities aimed to reinforce learning and prepare the students using exam style questions. These all include model answers</p> <p>Specific Content</p> <p>At conclusion of this revision exercise students should be better able to:</p> <ul style="list-style-type: none"> <li>• Use the Demand and Supply model to demonstrate understanding of the impact of price changes and changes in non-price factors on producer decisions.</li> <li>• Be able to explain how consumer, producer and/or government choices affect society, using market equilibrium.</li> </ul>
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<b>Consolidation of Effects of Consumer, Producer &amp; Government Choices &amp; their Impact on Markets</b>	ECO 18/4/2	\$60.00	<p>This comprehensive resource package provides a variety of presentations, interactive activities and worksheets which allow students to identify and select areas of revision they feel are needed to further consolidate understanding and skills relating to market equilibrium and the impact of choices by consumers, producers and the government. The resource includes an overview of key understandings and skills required broken down into the key areas of market equilibrium, changes in the market and typical government interventions into the market. For each area there are topical worksheets provided which include suggested answers. Extension questions invite the students to identify possible causes or alternative policies, which should stimulate thought and discussion, rather than rote learning for examination style questions. Videos demonstrating an alternative approach to graphing both a Sale Tax and Subsidy have been included. These give step by step instructions which the students can follow at their own pace on a separate worksheet which can be printed from the presentation. This would be useful for students who have found this skill difficult to master conventionally. Since all the activities either self-mark, or have suggested answers, the resource could be totally student centred, with students either self or peer assessing the answers. It is expected that this resource would be used at the end of a teaching unit to allow further consolidation of learning. Alternatively, it would be useful as revision later in the year. It is not intended to be the sole resource for teaching market equilibrium. The teaching and learning pack Market Equilibrium, including Supply &amp; Demand ECO 16/2/1 or the interactive student-centred resources in ECO 16/1/1/3 or ECO 17/2/1 would be better suited to initial delivery of this topic. Students could self-select areas to focus on using the overview, which is basically a checklist of skills and knowledge they should have acquired by the end of this topic. Ideally the resources would be made available through your school network, google classroom or LMS. All the activities include suggested answers for the students allowing them the review their work and assess their own progress. Alternatively, the work could be submitted for teacher marking and used as formative activities. The activities are not meant to be practice exam questions and extend beyond the level expected in the external examination in order give more authentic scenarios to engage the students. Ideally you should encourage the students to discuss a wide range of consequences and identify similar scenarios that they can relate the activities too. Finally, the PowerPoint presentations that were used for creating the instructional videos have also been provided, both with and without audio so they can be played in class, or for you or your students to add your own voice-overs. Teachers may also wish to consider other CETA resources relating to this topic: a teaching and learning pack ECO 16/2/1; interactive learning resources ECO 16/1/1/3 and ECO 17/2/1; revision pack ECO 14/4/1 and ECO 17/3/3 and Achievement Standards Assessment pack ECO 12/2/2</p>
NZC Level 6 NCEA Level 1			
<i>Student Based Activities Pack for Consolidation or Revision</i>			
<i>Ideal for student directed learning and also for use on BYOD devices</i>			
Assessment Link: AS 90986 (1.4)			
<b>Reinforcing Evaluating Government Decisions : What Were They Thinking supporting Achievement Standard 90987 (1.5) NO 1</b>	ECO 19/1/8	\$50.00	<p>This is a student centred learning package that supports individual research and evaluation of government decisions. While this resource is not designed as an assessment task for AS90987 (1.5), Demonstrate understanding of a government choice where affected groups have different viewpoints, it allows students to explore issues that are relevant to that assessment. The Teaching and Learning Guide states that for government choice key indicators of student performance would be:</p> <ul style="list-style-type: none"> <li>Describe a government decision and explain how it is</li> </ul>

- affected by scarcity/limited means.
- Collect information from groups with differing viewpoint to show options and compromises related to the government decision.
- Identify the costs and benefits of the options and compromises.
- Rank options uses weighted cost and benefit criteria.
- Justify a recommendation by explaining why specific costs or benefits have higher and or low weightings.

The presentation overviewing central and local government covers the concept of scarcity in relation to government. Students are required to research the differences between central and local government in terms of the roles and resources. As students carry out research into roles of the different branches of government, they test their findings using the self-making interactive spread sheet. In this spread sheet they match government activities with either central or local government and select appropriate approximate percentages of local and central government revenue and spending. This will give them a better understanding of the different branches of government, and how scarcity can be explained in relation to them.

The research activity requires students to identify and explain 3 examples of recent government decisions. An example is provided which looks at a news report regarding the government's decision to fully fund the SkyPath. To explain the decision students are required to;

7. Give a Summary of the decision and its cost
8. Identify if it is a central or local government decision
9. Explain 2 viewpoints that people might have for or against the decision
10. Suggest a possible opportunity cost of this decision and explain this in terms of scarcity
11. Explain different options relating to the decision
12. Explain a possible compromise that might satisfy both viewpoints stated in 3.

The example includes suggested responses. Once the exempla had been explored, student work independently to research and record information relating to three other government decisions. A key tool for evaluating government decision is the application of the decision making model. This is often confusing for students, as the model itself must build on a series of assumptions and evaluations. The step by step presentation sets out the various stages of using the model, and is based on the SkyPath Exempla. Students can be given the spreadsheet with the exempla data already entered, and then change some of the variables to see how it impacts on the overall result. Finally, students can use the decision making template to evaluate the government decisions they have researched. Alternatively, they could select one of the three researched decisions to evaluate for the summative assessment task

Contents: Resource Descriptor; Overview of Central and Local Government operating with scarcity; Interactive spreadsheet for recording and self-marking research results; Government

decision research activity with exempla; Decision making model step by step instructions; Interactive decision making model exempla; Interactive decision making model template

**Reinforcing the Interdependence of Sectors of the New Zealand Economy supporting**

ECO \$50.00  
15/4/2

This pack is designed to provide a selection of revision tasks for reinforcement of the content for Achievement Standard 1.6 (AS90988) *Demonstrate understanding of the interdependence of sectors of the New Zealand economy.*  
The activities in this pack are designed as tools for revision prior

**Achievement  
Standard 90988 (1.6)  
NO 1**

to assessment and reinforces the concepts required for AS90988 – Demonstrate understanding of the interdependence of sectors of the New Zealand economy.

There are 3 major areas;

- Circular Flow Model and Interdependence
- Primary, Secondary and Tertiary Producers
- Impact of an Event

The questions cover; the circular flow model, interdependence between sectors, interdependence between primary, secondary and tertiary producers, impact of an event, flow-on effects from an event.

Each set of questions has solutions and the questions and answers are structured to work from achieved to excellence. The questions are divided into 3 parts: The circular flow model and interdependence, different producer sectors, and impact of an event.

The key concept indicators for this topic are:

- Describe the sectors of the economy (that is, household, producer, financial, government, and overseas).
- Describe the different producer sectors (that is, primary, secondary, and tertiary).
- Describe real and money flows.
- Construct or use a circular flow diagram or model that includes at least three sectors, shows real and money flows between the sectors and use this to support explanations of interdependence.
- Explain the interdependence between households and producers sectors and the interdependences between at least two other sectors (for example, government and overseas, producers and overseas, household and financial).
- Explain the impact of an event on a sector and its flow-on effects to at least two other sectors.

To complement this pack NZCETA also has a Teaching and Learning pack covering a selection of topics from this standard (reference ECO 12/4/1) and a Practice Assessment pack for AS 90988 (reference ECO14/1/3)

<p><b>Reinforcing the Interdependence of Sectors of the New Zealand Economy supporting Achievement Standard 90988 (1.6) NO 2</b></p>	<p>ECO 17/3/1</p>	<p>\$50.00</p>	<p>This pack is designed to provide a selection of revision tasks for reinforcement of the content for Achievement Standard 1.6 (AS90988) Demonstrate understanding of the interdependence of sectors of the New Zealand economy.</p> <p>The questions cover; the circular flow model, interdependence between sectors, interdependence between primary, secondary and tertiary producers, impact of an event, flow-on effects from an event.</p> <p>Each set of questions has solutions and many of the questions and answers are structured to work from achieved to excellence. The questions are divided into 4 parts: The circular flow model, interdependence, the producer sector, and impact of an event. The activities in this pack are designed as a tool for revision prior to assessment and reinforces the concepts required for AS90988 – Demonstrate understanding of the interdependence of sectors of the New Zealand economy.</p> <p>There are 4 major areas;</p> <ul style="list-style-type: none"> <li>• Circular Flow Model</li> <li>• Interdependence</li> <li>• The Producer Sector</li> </ul>
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- Impact of an Event

The key concept indicators for this topic are:

- Describe the sectors of the economy (that is, household, producer, financial, government, and overseas).
- Describe the different producer sectors (that is, primary, secondary, and tertiary).
- Describe real and money flows.
- Construct or use a circular flow diagram or model that includes at least three sectors, shows real and money flows between the sectors and use this to support explanations of interdependence.
- Explain the interdependence between households and producers sectors and the interdependences between at least two other sectors (for example, government and overseas, producers and overseas, household and financial).
- Explain the impact of an event on a sector and its flow-on effects to at least two other sectors.

## Achievement Standards Assessments

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>Assessment Pack for external Achievement Standard 90983 (1.1) NO 1</b>	ECO 12/2/1	\$45.00	<p><b><i>Demonstrate understanding of consumer choices using scarcity and/or demand</i></b></p> <p><i>Achievement Objective(s): Understand how, as a result of scarcity consumers make choices that affect New Zealand Society</i></p> <p>This resource is a practice external assessment activity designed to address the requirements of Achievement Standard 90983. The resource has split Achievement Standard 90983 into four separate parts. Each part consists of a list of key terms, a student checklist plus a practice assessment activity. The resource can be used either as a revision practice activity prior to a summative assessment or as a formative assessment which indicates to the teacher what additional teaching or learning needs to take place before the summative assessment occurs. Suggestions have been given as to what assessment conditions could be used for each question. It is assumed that some teaching and learning has taken place before the students complete the activities. Suggested solutions have been provided as well as an assessment schedule which details the requirements of each grade level. Teachers should use the solutions as a guide and add to them as it is not possible to cover all examples of student responses. Included in the pack are a set of flash cards.</p> <p><b>Contents:</b> Resource Descriptor; Teacher Guidelines; Key ideas; Student Checklist; Assessment Activities for each section; Assessment Schedule ; Flashcards; PowerPoint of key points and student checklist</p>
<b>Assessment Pack for external Achievement Standard 90983 (1.1) NO 2</b>	ECO 16/3/1	\$45.00	<p><b><i>Demonstrate understanding of consumer choices using scarcity and/or demand</i></b></p> <p><i>Achievement Objective(s): Understand how, as a result of scarcity consumers make choices that affect New Zealand Society</i></p> <p>This resource, Tony's Demand is an assessment activity to address the requirements of Achievement Standard 90983; Demonstrate understanding of consumer choices, using scarcity and/or demand. The assessment and evidence statement are of the same style used by NZQA for their external examinations.</p> <p>Additionally provided are a set of model answers. In this document you will find examples of the type of answers you would expect at each level of achievement. They can be used as a guide in your marking, and can be shown to student's post assessment. This would allow students to see the level of detail required at each level of achievement.</p> <p>Sometimes students will void papers they deem to be too difficult. They may be put off by the difficulty of comprehensively understanding all the content (getting excellence). In seeing the level of detail required for achieved they may become more confident in their ability to obtain these credits.</p> <p><b>Specific Content</b></p> <ul style="list-style-type: none"> <li>• Identify the means (time, money, skills) of the individuals or family, whānau, hapū (extended kinship group) and iwi.</li> <li>• Recognise that scarcity occurs when unlimited wants exceed limited means.</li> <li>• Explain how as a result of scarcity choices have to be</li> </ul>

made which incur an opportunity cost.

- Understand that opportunity cost is the next best alternative foregone when a choice is made.
- Explain how different values (personal beliefs) result in different consumer choices.
- Construct an individual's demand schedule (after research or with given data).
- Draw a demand curve for an individual.
- Recognise that consumers will respond to changes in the price of a good / service and to non-price factors affecting demand (such as, changes in the price of substitutes or complements, changes in taste, and changes in income, including the impact of a change in income on the demand for luxuries, necessities and inferior goods / services).
- Illustrate a change in price as a movement along a demand curve (that is, a change in quantity demanded) and using this to support explanations of consumer responses.
- Illustrate a change in a non-price factor as a shift of a demand curve (i.e. a change in demand) and using this to support explanations of consumer responses.
- Explain how a consumer will respond to a change in price of a good / service in a market and the flow on effects of this response for the consumer.

Explain how a consumer will respond to a change in a non-price factor affecting demand and the flow on effects of this response for the consumer.

**Assessment Pack for internal Achievement Standard 90984 (1.2) NO 1**

ECO  
14/1/1

\$45.00

*Demonstrate understanding of decisions a producer makes about production*

This resource is aimed at assisting students in their preparation for internal AS90984. It covers all the key producer decision making focus areas namely price and non-price competition, productivity, resource use, business expansion and goals. The resource provides an opportunity for students to apply their knowledge contextually. It could be conducted as either an open or closed book assessment. Answers in the schedule provided are suggestions only.

*Contents: Resource Descriptor; Teacher Guidelines; Practice Assessment Questions; Assessment Answers & Schedule*

**Assessment Pack for external Achievement Standard 90985 (1.3) NO 1**

ECO  
14/1/2

\$45.00

*Demonstrate understanding of producer choices using supply*

This resource is an assessment activity to address the requirements of Achievement Standard 90985 (1.3). It includes teacher guidelines, a content checklist, the practice assessment, suggested answers and an assessment schedule. This assessment pack is designed to be used at the conclusion of the supply topic, in the form of a topic test. The assessment is graded using the NZQA grade score marking process.

Specific Content:

Construct a supply schedule for an individual firm.

Draw a supply curve for a firm.

Recognise that producers will respond to internal factors (such as, changes in the price of the good/service itself, changes in the price of other goods/services produced by the firm, changes in production costs, changes in technology and productivity).

Recognise that producers will respond to external factors (such as, environmental issues - for example, acts of nature, sustainability; political decisions - for example, subsidies, sales taxes; trade restrictions - for example, quotas, tariffs; cultural obligations - for example, resource ownership).

Illustrate a change in price as a movement along a supply curve (that is, a change in quantity supplied) and using this to support explanations of producer responses.

Illustrate a change in a non-price (internal or external) factor as a shift of a supply curve (that is, a change in supply) and using this to support explanations of producer responses.

Explain how a producer will respond to a change in price of a good/service in a market and the flow on effects of this response for the producer.

Explain how a producer will respond to a change in a non-price (internal or external) factor affecting supply and the flow on effects of this response for the producer.

**Assessment Pack for external Achievement Standard 90985 (1.3) NO 2**

ECO  
16/3/2

\$45.00

***Demonstrate understanding of producer choices using supply***

*Achievement Objective: Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society*

This resource, Nico's Knives, is an assessment activity to address the requirements of Achievement Standard 90985; Demonstrate understanding of producer choices using supply. The assessment and evidence statement are of the same style used by NZQA for their external examinations.

Additionally provided are a set of model answers. In this document you will find examples of the type of answers you would expect at each level of achievement. They can be used as a guide in your marking, and can be shown to student's post assessment. This would allow students to see the level of detail required at each level of achievement.

Sometimes students will void papers they deem to be too difficult. They may be put off by the difficulty of comprehensively understanding all the content (getting excellence). In seeing the level of detail required for achieved they may become more confident in their ability to obtain these credits.

**Specific Content**

- Construct a supply schedule for an individual firm.
- Draw a supply curve for a firm.
- Recognise that producers will respond to internal factors (such as, changes in the price of the good/service itself, changes in the price of other goods/services produced by the firm, changes in production costs, changes in technology and productivity).
- Recognise that producers will respond to external factors (such as, environmental issues - for example, acts of nature, sustainability; political decisions - for example, subsidies, sales taxes; trade restrictions - for example, quotas, tariffs; cultural obligations - for example, resource ownership).
- Illustrate a change in price as a movement along a supply curve (that is, a change in quantity supplied) and using

this to support explanations of producer responses.

- Illustrate a change in a non-price (internal or external) factor as a shift of a supply curve (that is, a change in supply) and using this to support explanations of producer responses.
- Explain how a producer will respond to a change in price of a good/service in a market and the flow on effects of this response for the producer.
- Explain how a producer will respond to a change in a non-price (internal or external) factor affecting supply and the flow on effects of this response for the producer.

<b>Assessment Pack for external Achievement Standard 90986 (1.4) NO 1</b>	ECO 12/2/2	\$45.00	<p><i>Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium</i></p> <p><i>Achievement Objective(s): Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.</i></p> <p><i>Indicator: Uses the supply and demand model to demonstrate how the choices of consumers, producers, and government affect society.</i></p> <p>This resource is a practice external assessment pack to address the requirements of Achievement Standard 90986, <i>demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium</i> (AS 1.4). The 31 page pack contains a content guideline of what students need to know before attempting the assessment, a practice assessment, assessment schedule and judgement statement. Additionally, there is added help on how to easily remodel the assessment questions to gain additional practice activities for your students. The activities can be completed as individual tasks after teaching and learning has occurred or can be used as a summative topic test just prior to the formal assessing of Achievement Standard 90986. Suggested solutions have been provided as well as an assessment schedule which details the requirements of each grade level. Teachers should use the solutions as a guide and to add to them as it is not possible to cover all examples of student responses.</p> <p><i>Contents: Resource Descriptor; Teacher Guidelines; Assessment Activities; Suggested Solutions and Assessment Schedule</i></p>
<b>Assessment Pack for external Achievement Standard 90986 (1.4) NO 2</b>	ECO 19/2/2	\$45.00	<p><i>Achievement Objective(s): Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.</i></p> <p>This resource is an assessment activity to address the requirements of Achievement Standard 90986; <i>Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium.</i></p> <p>The theme is Kanuka Honey and the assessment has three questions that cover market forces and the return to equilibrium, a maximum price control and a subsidy. The assessment has answers as well as a judgement statement. This resource could be used during the year as a summative topic test or at the end of the year to help students reinforce their understanding of the market in preparation for the final examination.</p> <p><b>Specific Content</b></p> <ul style="list-style-type: none"><li>• Recognise that consumer choices affect the demand for a good or service.</li><li>• Calculate and illustrate market demand which is the sum of the individual consumer demand (schedules) in the market.</li></ul>

- Recognise that producer choices affect the supply of a good or service.
- Calculate and illustrate market supply which is the sum of the individual producers supply (schedules) in the market.
- Recognise government choices (such as, price controls, direct and indirect taxes, and subsidies) affect market equilibrium.
- Identifies market equilibrium, excess supply and excess demand on a supply and demand model.
- Illustrate the effect of consumer, producer, and government choices on the supply and demand model and use this information to support explanations of how these choices affect market equilibrium and the flow on effects for different sectors of society.
- Explain how consumer, producer, and government choices affect the market equilibrium and the flow on effects of this for different sectors of society.

*Contents: Resource Descriptor; Teacher Guidelines, Assessment Activities and Assessment Schedule*

**Assessment Pack for Internal Achievement Standard 90988 (1.6) NO 1**

ECO  
14/1/3

\$45.00

***Demonstrate understanding of the interdependence of sectors of New Zealand economy***

This resource is an assessment activity to address the requirements of Achievement Standard 90988 (1.6). It includes a teacher guideline, content checklist, practice assessment, suggested answers and evidence statement. This assessment pack is designed to be used at the conclusion of your teaching of the interdependence topic and is in the form of a topic test. It is envisioned that this practice assessment could be used first and then adapted for the actual assessment.

**Specific Content**

Describe the sectors of the economy (that is, household, producer, financial, government, and overseas).

Describe the different producer sectors (that is, primary, secondary, and tertiary).

Describe real and money flows.

Construct or a use circular flow diagram or model that includes at least three sectors, shows real and money flows between the sectors and use this to support explanations of interdependence.

Explain the interdependence between households and producers sectors and the interdependences between at least two other sectors (for example, government and overseas, producers and overseas, household and financial).

Explain the impact of an event on a sector and its flow-on effects to at least two other sectors.

**Practice Assessment Pack for internal Achievement Standard 90988 (1.6) NO 2**

ECO  
16/2/2

\$45.00

***Demonstrate understanding of the interdependence of sectors of New Zealand economy***

This resource is an assessment activity to address the requirements of Achievement Standard 90988, "Demonstrate understanding of the interdependence of sectors of the New Zealand economy". The assessment task requires students to create a portfolio submission which explain the impact of an economic event on an industry, and the flow-on effects of this event through the economy. Based on teacher feedback, the students select one submission to investigate further and create a final report which integrates economic models in explaining the flow-on effects throughout the economy. An

*Portfolio Task*

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exemplar of a final report is included with the resource.

It is expected that the students will have prior learning relating to the Interdependence and the Circular Flow Model. The Teaching and Learning Guide TLG identifies the following Key Concept Indicators of appropriate learning for interdependence:

- Describe the sectors of the economy (that is, household, producer, financial, government, and overseas).
- Describe the different producer sectors (that is, primary, secondary, and tertiary).
- Describe real and money flows.
- Construct or use a circular flow diagram or model that includes at least three sectors, shows real and money flows between the sectors and use this to support explanations of interdependence.
- Explain the interdependence between households and producers sectors and the interdependences between at least two other sectors (for example, government and overseas, producers and overseas, household and financial).
- Explain the impact of an event on a sector and its flow-on effects to at least two other sectors.

The TLG also suggests students “could be introduced to models as simplifications of the real world and then, after a variety of teaching and learning episodes, be challenged to create their own to show the interdependence of sectors in the New Zealand economy.” While the Achievement Standard does not require the use of more than one model, this activity still requires the students to create a second model to show the interdependent relationship between producer sectors.

Additional NZCETA resources relevant to interdependence and circular flow are;

- Teaching and learning pack ECO 12/4/1
- Reinforcing content pack ECO 15/4/2

## CETA Practice Exams

2020 NCEA Level 1	EE L1 2020	CETA Members \$98.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4)). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>
		Non CETA Members \$130.00	Individual Achievement Standards can be purchased at a cost of \$55 per achievement standard for CETA Members and \$87 per achievement standard for Non CETA Members – state the standard number when ordering
2019 NCEA Level 1	EE L1 2019	CETA Members \$98.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4)). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>
		Non CETA Members \$130.00	Individual Achievement Standards can be purchased at a cost of \$55 per achievement standard for CETA Members and \$87 per achievement standard for Non CETA Members – state the standard number when ordering
2018 NCEA Level 1	EE L1 2018	\$98.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4)). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>
	Q		Individual Achievement Standards can be purchased at a cost of \$55 per achievement standard – state the standard number when ordering
2017 NCEA Level 1	EE L1 2017	\$98.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4)). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>
			Individual Achievement Standards can be purchased at a cost of \$55 per achievement standard – state the standard number when ordering
2016 NCEA Level 1	EE L1 2016	\$98.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4)). <i>Includes Teacher Notes; Assessment Tasks, Assessment Schedule for each of the Achievement Standards</i>
			Individual Achievement Standards can be purchased at a cost of \$55 per achievement standard – state the standard number when ordering
2015 NCEA Level 1	EE L1 2014	\$98.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4)). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>
			Individual Achievement Standards can be purchased at a cost of \$40 per achievement standard – state the standard number when ordering
2014 NCEA Level 1	EE L1 2014	\$90.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4)). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>
			Individual Achievement Standards can be purchased at a cost of \$40 per achievement standard – state the standard number when ordering

<b>2013 NCEA Level 1</b>	EE L1 2013	\$90.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>  Individual Achievement Standards can be purchased at a cost of \$40 per achievement standard – state the standard number when ordering
<b>2012 NCEA Level 1</b>	EE L1 2012	\$90.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>  Individual Achievement Standards can be purchased at a cost of \$40 per achievement standard – state the standard number when ordering
<b>2011 NCEA Level 1</b>	EE L1 2011	\$90.00	An examination that covers the three external Achievement Standards 90983 (1.1), 90985 (1.3), 90986 (1.4). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards</i>
<b>2010 NCEA Level 1</b>	EE L1 2010	\$80.00	An examination that covers the five external Achievement Standards 90195 (1.1), 90196 (1.2), 90197 (1.3), 90198 (1.4), and 90199 (1.5). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards.</i>
<b>2009 NCEA Level 1</b>	EE L1 2009	\$80.00	An examination that covers the five external Achievement Standards 90195 (1.1), 90196 (1.2), 90197 (1.3), 90198 (1.4), and 90199 (1.5). <i>Includes Assessment Tasks, Assessment Schedule and Assessment Sheet for each of the Achievement Standards.</i>