

Southern Cross College

Economics Level 1

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| This resource supports assessment against:  Achievement Standard 90987  Demonstrate understanding of a government choice where affected groups have different viewpoints |
| Resource title: Gym Versus Library |
| 4 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | November 2012 Version 2  To support internal assessment from 2013 |

Internal Assessment Resource

Economics Achievement Standard 90987: Demonstrate understanding of a government choice where affected groups have different viewpoints

Resource reference: Economics 1.5Av2

Resource title: Gym versus Library

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Demonstrate understanding of a government choice where affected groups have different viewpoints. | Demonstrate in-depth understanding of a government choice where affected groups have different viewpoints. | Demonstrate comprehensive understanding of a government choice where affected groups have different viewpoints. |

Student instructions

Introduction

This assessment activity requires you to demonstrate your understanding of a government economic choice where affected groups have different viewpoints.

The Manukau-Otahuhu community board has received an unrestricted donation of $50,000 from a rich philanthropist who grew up in the suburb. The Community Board has been instructed that the money must be used to benefit the **local Youth**. The Board is thinking about how to spend the money. Two ideas have been put forward, but the Board is open to other ideas. The ideas provided so far are:

* A new state of the art Gymnasium
* A new library for exclusive use of school going students.

The Community Board has asked your class to carry out an investigation to find the best way to use the $50,000. You will collect relevant information from the affected groups, collate your results and present them as a summary in a written or electronic form that you have confirmed with your teacher. You have 2 weeks for this project.

You have 2 weeks to complete the task and what processes you need to follow.

You will be assessed on your individual contribution to gathering relevant information and on how well you understand the government choice, as demonstrated in your presentation.

Task

Gather information

* Work in a group to complete this work. See Student Resource A for guidance.
* Identify the limited means and/or scarce resources in this situation.
* Describe the economic decision the Manukau–Otahuhu Board must make, and explain how the economic decision is affected by limited means and/or scarce resources.

Collect information about how the $50,000 could be spent from groups with differing viewpoints affected by the decision. Examples include: parents, students, teachers, health professionals, and the community.

Process and collate the information

* Work by yourself to complete this work. Refer to the information your group collected.
* Identify two or more options that groups with different viewpoints have put forward and the compromises that they are prepared to make.
* Identify the main factors you will consider when evaluating each option, and consider the weightings for these factors.
* Identify and explain the compromises made by affected individuals and/or groups, and the major costs and benefits (positive and negative) of all your options, by considering the factors and how each group feels about them.
* Rank the options based on their costs and benefits.
* Recommend a decision to the Board.
* Justify your recommendation by explaining the weightings you gave to the different costs and benefits. Refer to the idea that some costs and benefits are more significant than others.

Submit your collated results in the form you have agreed with your teacher.

Student Resource A: Further guidance

Gathering information

For each person or group you collect information about, identify:

* what they believe the $50,000 should be spent on
* why they have this viewpoint
* how they could be affected by this decision and other decisions
* what options they are proposing
* what compromises they are willing to make.

Methods of collecting information

Methods of collecting information from affected groups could include:

* Use of a social networking site on the Internet to collect viewpoints of affected students. This could be published in school newsletters so those who feel affected could reply.
* a survey where students can vote by sending a text to either of 2 numbers, one for Gymnasium and one for Library;
* A postal or phone survey;
* individual surveys conducted by the students.