**CENTRAL SCHOOL**

**VSSC YEAR 12. 2020**

**ECONOMICS: FULL IA PROGRAM**

Name: Charlie Gihiala



**VSSC ECONOMICS**

**IA Summary Form**

***School:*** Central School Port Vila

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task** | **Brief Description of Task** | **Start Date** | **Finish Date** | **Weight (%)** |
| Task 1    (Investigation from Strand 1) | Students are required to investigate and determine the existence of Merit and Demerit goods in the scope of Port Vila. They collect information from primary and secondary data source, and collate their report. | 18 May | 5 June | 15% |
| Task 3    Written Assignment | Students are tasked to write answers to a list of provided topic questions which include calculations of the balance of payments accounts. They should submit their work as a written essay presented on a word file. | 15 June | 26 June | 15% |
| **Total** |  |  |  | **30%** |

**Note**: 1. be specific about dates, not just Week 3 Term 1, etc.

2. Assessment schedules for the tasks are provided in the syllabus. Teachers must use these.

3. All IA Score Capture Sheets will be provided by EQAP to schools.

**Teacher’s Name and Signature:** ………………………………………

**Principal’s Name and Signature:** ……………………………………

**1. Task title: Task 1:**

**Research on MERIT and DEMERIT GOODS**

**2. Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task**

|  |  |  |
| --- | --- | --- |
| **Task item** | **SLO Code** | **Skill Level** |
| **Describe** examples of merit goods | 12ECO2.2.2.5 | 2 |
| **Describe** examples of demerit goods | 12ECO2.2.2.6 | 2 |
| **Compare** the features of merit and demerit goods. | 12ECO2.2.3.1 | 3 |
| **Discuss** how the government would encourage the consumption of merit goods. | 12ECO2.2.4.1 | 4 |
| **Discuss** how the government would discourage the consumption of demerit goods. | 12ECO2.2.4.2 | 4 |

**3. Assessment/Task:**

**Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.**

**Formative assessments for Learning**

On the content knowledge of Merit and Demerit Goods

* Reflective essay on how they learnt about this topic

On the process of students work

* Student choice of Merit and Demerit Goods
* Objectives and Hypothesis with Plan of investigation
* Verification of data collected
* Draft 1 and Draft 2 will be scheduled for assessment. This is when the teacher evaluates the students’ work against the marking criteria suggested for final marking.

**Summative assessments of Learning**

* Final Draft submission of the students work for final marking.

**4. Resources: List materials required for completing the task (for learning & demonstrating the achievement of the SLOs.**

* Pen and pencil. Paper and rubber
* Computer and internet (access in School)
* Mobile phones
* Handouts on the content of Merit and Demerit Goods and IA instructions
* List of Goods in Port Vila/Vanuatu by VNSO

**5. Guidelines for the teacher on advance preparation requirements**

1. **2 hours (2x30minutes) in class and 3 hours of student private time** should be enough for (monitoring progress)
2. **3 weeks from 18 June to 6 June** (20 to 30 minutes on completing checks every periods of the 3 weeks)
3. Students should all by now be provided with Computer Lab login details. This will allow them to edit and submit their work. They have access to telephone in 3 specific service offices in school.

**6. Guidelines for the teacher on task completion and task control**

**The role of the teacher during the period of task completion**

* Provide handout of detailed instruction and explanation of
* Guide the students on how to use the school facilities.
* Monitor and assess students’ progress

**Teacher instructions to the students**

* IA Summary program
* IA full program
* Draft 1 due date
* Draft 2 due date
* Final Assessment due date
* Facebook post
* Scoring rubric

**Actions that are required of the teacher during task completion**

* Provide necessary print materials
* Explain the process of Investigation and assessment components
* Program reminder of due dates
* Complete checklist of individual student performance
* Provide feedback after checks
* Provide feedback after draft1 and draft2 to individual student and class.
* Provide details on method of submission
* Mark the students work
* Provide final feedback with descriptive statistics

**7. Preparation by the students beforehand**

They need to:

* have the IA handout package
* meet the list of materials
* have their login details to the computer Lab

**8. Task outline for the student**

Your task is to focus on an important economic issue regarding production of goods especially Merit and Demerit Goods. This should take you 3 weeks. After investigating Goods that you chose in Port Vila, you need to process information collected and present a report on Microsoft Word. You should suggest possible courses of action that authorities could take in your report.

**9. Task detail for the student**

Instructions to the Student:

1. Follow Requirements: VSSC Economics Task 1, (RESEARCH PROJECT GUIDELINES) (a) to (d). Further Instructions will be provided by your teacher to assist you in using Microsoft Word.
2. Make sure that each item in the task details are covered in your report but you can include other relevant information that may allow a good flow of understanding.
3. Submit a hard and soft copy of your presentation to the teacher or supervisor before due date.

**10. Feedback & Support**

1. Student’s self-assessment and correction

(18 to 22 May). This includes personal planning and checklist of materials and information with tasks against completion due dates. They must to be guided by their objectives or hypothesis. They gather information from primary sources and Online.

1. Peer assessment, feedback, and time for improvement

(25 to 29 May). Students compare notes and help peers in assessing completion of tasks. They also provide help to improve their peer’s work by suggesting ideas where necessary to meet the levels prescribed in the assessment rubric.

1. Teacher assessment, feedback, and time for time improvement

(1 to 5 June Teacher will use these dates to complete checks on completion due dates. This should include assessment of hypothesis and investigation plan, information gathered from primary and secondary data verification, and also Draft 1 and Drat 2. All checks must ensure maximum score to students in reference to the scoring rubric.

**11. Final submission & scoring**

* 26 June.
* Student will submit a PowerPoint file titled to their full name for example:

IA Two Charlie Gihiala

* to the following email address: [cgihiala@centralschool.edu.vu](mailto:cgihiala@centralschool.edu.vu)
* Digital copy submitted via the school intranet system for marking.
* Oral presentation and marking in the school Hall will commence on the 26th of June.
* Marking will be done by teacher and reported on a mark capture sheet to Deputy Admin, Coordinator of VSSC.

**12. Assessment Schedule/ Scoring Rubric**

**STRAND TWO**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task item** | **SLO Code** | **Skill Level** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Describe examples of merit goods | 12ECO2.2.2.5 | 2 |  | 12ECO2.2.2.5 |  |  |
| 2 | Describe examples of demerit goods | 12ECO2.2.2.6 | 2 |  | 12ECO2.2.2.6 |  |  |
| 3 | Compare the features of merit and demerit goods | 12ECO2.2.3.1 | 3 |  |  | 12ECO2.2.3.1 |  |
| 4 | Discuss how the government would encourage the consumption of merit goods. | 12ECO2.2.4.1 | 4 |  |  |  | 12ECO2.2.4.1 |
| 5 | Discuss how the government would discourage the consumption of demerit goods. | 12ECO2.2.4.2 | 4 |  |  |  | 12ECO2.2.4.2 |
| Total |  | | | | **2x2** | **1x3** | **1x4** |
| **15%** | | |

**13. Assessment score capture sheet for the task**

Provided by Vanuatu National Assessment Unit when the task is due.

**1. Task title: Task 3:**

**Written Assignment – Aggregate Economic Activities.**

**2. Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task**

**STRAND 4**

|  |  |  |
| --- | --- | --- |
| **Task item** | **SLO Code** | **Skill Level** |
| **Identify** the components of balance of visibles (trade) and invisibles. | 12ECO4.2.1.1 | 1 |
| **Calculate** the balance on current account. | 12ECO4.2.2.2 | 2 |
| **Describe** gains from trade. | 12ECO4.1.2.3 | 2 |
| **Describe** the roles of the World Trade Organisation (WTO) on trade. | 12ECO4.1.2.6 | 2 |
| **Discuss** the effects of revaluation/ devaluation on exports, imports and  Balance of Payments on the economy of the country using specific examples. | 12ECO4.3.4.1 | 4 |
| **Define** foreign investment. | 12ECO4.2.1.4 | 1 |
| **Explain** the importance of remittances, foreign aid and foreign investment. | 12ECO4.2.3.4 | 3 |
| **Define** the concept of Gross Domestic Product (GDP) per capita. | 12ECO4.4.1.3 | 1 |

**3. Assessment/Task:**

**Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.**

**Formative assessments for Learning**

* Checks on resources used to complete the assignment

**Summative assessments of Learning**

* Final Draft submission of the students work for final marking.

**4. Resources: List materials required for completing the task (for learning & demonstrating the achievement of the SLOs.**

* Pen and pencil. Paper and rubber
* Calculator
* Computer and internet (access in School)
* Student notes
* Mobile phones
* Handouts on the content of Aggregate Economic Activities and IA instructions

**5. Guidelines for the teacher on advance preparation requirements**

1. **3 hours (5x30minutes) in class and 6 hours of student private time** should be enough for (monitoring progress)
2. **2 weeks from 15 May to 26 June** (20 to 30 minutes on completing checks every periods of the 2 weeks)
3. Students should all by now be provided with Computer Lab login details. This will allow them to edit and submit their work. They have access to telephone in 3 specific service offices in school.

**6. Guidelines for the teacher on task completion and task control**

**The role of the teacher during the period of task completion**

* Provide handout of detailed instruction and explanation of the assignment
* Guide the students on how to use the school facilities.
* Monitor and assess students’ progress

**Teacher instructions to the students**

* IA Summary program
* IA full program
* Draft 1 due date
* Draft 2 due date
* Final Assessment due date
* Facebook post
* Scoring rubric

**Actions that are required of the teacher during task completion**

* Provide necessary print materials
* Explain the process of assignment and assessment components
* Program reminder of due dates
* Complete checklist of individual student performance
* Provide feedback after checks
* Provide feedback after draft1 and draft2 to individual student and class.
* Provide details on method of submission
* Mark the students work
* Provide final feedback with descriptive statistics

**7. Preparation by the students beforehand**

They need to:

* have the IA handout package
* meet the list of materials
* have their login details to the computer Lab
* learn to use Google operator (optional)

**8. Task outline for the student**

Your task is to focus on an important strand of the economics prescription that is Aggregate Economic Activities. This must be completed within the duration of 2 weeks. You need to answer each questions provided in the task instruction on print handout. You have to specify the numbering of the questions as you complete each of them. It is strongly advised that you use a word file to complete and submit this assignment. You must submit both print and digital copies to your teacher.

**9. Task detail for the student**

It is expected that students have basic level of competency in Microsoft Word

1. Carefully read and understand the provided task questions.
2. Open the word template file in the computer Lab or on your home computers
3. Complete the questions in the space provided by using internet search on Investopedia Webpage.
4. Insert bibliography page
5. Save your work as your name e.g Y12CO Charlie Gihiala Task 3 in 2020
6. Print a copy at the school secretary offices
7. Submit a print and digital copy

**10. Feedback & Support**

1. Student’s self-assessment and correction

(15, 16 and 27 June). This includes personal planning and checklist of materials and information system with tasks against completion due dates. They must be guided by their SLO and marking rubric to ensure maximum score.

1. Peer assessment, feedback, and time for improvement

(21 and 22 May). This is the opportunity in class times for students to compare notes and help peer in assessing completion of tasks. They also provide help to improve their peer’s work by suggesting ideas where necessary to meet the levels prescribed in the assessment rubric.

1. Teacher assessment, feedback, and time for time improvement

(24, 25 and 26 June) Teacher will use these dates to complete checks on completion due dates. This should include ICT capacity of the students in using MS Word and assist especially with insert citations and reference page. All checks must ensure maximum score to students in reference to the scoring rubric.

**11. Final submission & scoring**

* 29 May.
* Student will submit a Word File saved in their full name to the following email address: [cgihiala@centralschool.edu.vu](mailto:cgihiala@centralschool.edu.vu)
* Or use the E-Shared Drive to submit their work in the provided folder

**12. Assessment Schedule/ Scoring Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strand No.** | **Item No.** | **Skill Level** | **Specific Learning Outcome codes** | | | | **Weighting** |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| 4 | 1a | 1 | 12ECO4.2.1.1 |  |  |  | 16 |
|  | 1b | 2 |  | 12ECO4.2.2.2 |  |  |
|  | 1c | 2 |  | 12ECO4.1.2.3 |  |  |
|  | 2 | 2 |  | 12ECO4.1.2.6 |  |  |
|  | 3 | 4 |  |  |  | 12ECO4.3.4.1 |
|  | 4a | 1 | 12ECO4.2.1.4 |  |  |  |
|  | 4b | 3 |  |  | 12ECO4.2.3.4 |  |
|  | 5 | 1 | 12ECO4.4.1.3 |  |  |  |
| Total | 8 Questions |  | 3x1 | 3x2 | 1x3 | 1x4 |

**13. Assessment score capture sheet for the task**

Provided by Vanuatu National Assessment Unit when the task is due.