

ACT Board of Senior Secondary Studies

Public Consultation Report 2022

Shape Paper: Economics A/T/M

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

B S S S

Survey Question	Feedback	Responses to Feedback
1. Which school are you from?	1 ED, 1 AIS, 1 CE	
2. The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students	5 stars No comment 5 stars	noted
3. Any comments on rationale.	None None Good overview to set the basis of the course.	noted
4. The course goals, drawn from the Framework, are clear about the intended learning but allow flexibility.	5 stars 4 stars 5 stars	noted
5. The unit description for 'Macroeconomic Foundations' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	3 stars 1 star 5 stars	noted
6. The specific unit goals for 'Macroeconomic Foundations' are clearly outlined and appropriate to the	3 stars 2 stars	noted

unit.	5 stars	
7.The content descriptions for 'Macroeconomic Foundations' clearly elaborate on the unit description and the specific unit goals.	3 stars 2 stars 5 stars	noted
8.The content descriptions for 'Macroeconomic Foundations' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	3 stars 2 stars 5 stars	noted
9.Any comments on the unit 'Macroeconomic Foundations'.	<p>9.1 Almost all schools would start with Microeconomics - price mechanism etc. I would think this should be listed first rather than Macro. Even though we can teach the units in various orders, having this first would assume teachers would start with Macro. The content descriptors are vague, I understand most courses are heading this way but a brand new teacher would not have a clue where to start.</p> <p>9.2 In the unit description, it says "evaluate theories" and "Students evaluate explanations of macroeconomic phenomena provided by</p>	<p>9.1 Courses are written with the expectation that teachers are able to teach their subject. Schools will assist new teachers with existing programs of learning and the advice of senior teachers.</p> <p>Units can be completed in any order.</p> <p>Developers will reorder units in the course document to have Micro before Macro.</p> <p>9.2 Students in all subjects with theoretical components are expected to evaluate the validity</p>

	<p>economists". This is unrealistic in an entry level unit. The students just start learning the theories and can only apply the theories. Similarly , in the unit goal and content descriptions, it is impossible to evaluate theories for T students or analyse theories for A students.</p> <p>9.3 Excellent essential unit. Reads as first unit in sequence but not a foundation unit, despite name.</p>	<p>of theories in of themselves, and by testing them against phenomena found in the world. Economic theory is contestable and contested in debates between economists in its application to events and phenomena and should be presented as such from the beginning so that students have a sound understanding of their discipline. Any article on economics in newspapers and current affairs magazines engages in debate about possible causes and solutions to socio-economic events and trends. Such articles are commonly critiqued as a part of existing work in BSSS economics, so this expectation isprecedented.</p> <p>9.3 Teachers can deliver units in any order, so there is no foundation unit as such. Teachers will develop a program of learning suitable for their class.</p>
10.The unit description for 'Issues in Macroeconomics' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	<p>3 stars</p> <p>1 star</p> <p>5 Stars</p>	noted
11.The specific unit goals for 'Issues in Macroeconomics' are clearly outlined	<p>3 stars</p> <p>1 star</p>	noted

and appropriate.	5 Stars	
12.The content descriptions in 'Issues in Macroeconomics' clearly elaborate on the unit description and the specific unit goals.	3 stars 1 star 5 Stars	noted
13.The content descriptions of 'Issues in Macroeconomics' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	3 stars 1 star 3 stars	noted
14.Any comments on the unit 'Issues in Macroeconomics'.	<p>14.1 None</p> <p>14.2 In the draft course, this unit is called "Debates in Macroeconomics" which is inconsistent with the unit title in the content page or the questions here. The use of "debates" throughout unit goals and descriptions is very confusing, especially "evaluate debates". Can it be changed back to issues? Or can the title be "Advanced Macroeconomics"</p> <p>14.3 Unit is 'debates in Macroeconomics' . Good unit, some specifics in content descriptors like Sri Lankan Economic Crisis, may be a little</p>	<p>14.2 Apologies. The document has been amended to use Debates consistently. Debates was settled on to communicate the contested nature of knowledge in Economics. It positions students as participants in the ongoing debates in Economics.</p> <p>14.3 The examples provided are not prescriptive and none must be taught. They are provided to give some ideas for teachers and to illuminate the Content Descriptions.</p>

	limiting than allowing teacher choice or student direction.	
15.The unit description of 'Microeconomic Foundations' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	3 stars 1 star skipped	noted
16.The specific unit goals of 'Microeconomic Foundations' are clearly outlined and appropriate.	3 stars 2 stars 5 stars	noted
17.The content descriptions of 'Microeconomic Foundations' clearly elaborate on the unit description and the specific unit goals.	3 stars 2 stars 5 stars	noted
18.The content descriptions of 'Microeconomic Foundations' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	3 stars Skipped 5 stars	noted

<p>19.Any comments on the unit 'Microeconomic Foundations'.</p>	<p>19.1 none</p> <p>19.2 In the unit description, it says "evaluate theories" and "Students evaluate explanations of microeconomic phenomena provided by economists". This is unrealistic in an entry level unit. The students just start learning the theories and can only apply the theories. Similarly , in the unit goal and content descriptions, it is impossible to evaluate theories for T students or analyse theories for A students.</p> <p>19.3 Excellent unit</p>	<p>19.2 Students in all subjects with theoretical components are expected to evaluate the validity of theories in of themselves, and by testing them against phenomena found in the world. Economic theory is contestable and contested in debates between economists in its application to events and phenomena and should be presented as such from the beginning so that students have a sound understanding of their discipline. Any article on economics in newspapers and current affairs magazines engages in debate about possible causes and solutions to socio-economic events and trends. Such articles are commonly critiqued as a part of existing work in BSSS economics, so this expectation is precededented.</p> <p>19.3 Noted</p>
<p>20.The unit description for 'Issues in Microeconomics' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>3 stars</p> <p>1 star</p> <p>5 stars</p>	<p>noted</p>
<p>21.The specific unit goals for 'Issues in Microeconomics' are clearly outlined</p>	<p>3 stars</p> <p>1 star</p>	<p>noted</p>

and appropriate.	5 stars	
22.The content descriptions for 'Issues in Microeconomics' clearly elaborate on the unit description and the specific unit goals.	3 stars Skipped 5 stars	noted
23.The content descriptions for 'Issues in Microeconomics' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	3 stars 1 star 5 stars	noted
24.Any comments on the unit 'Issues in Microeconomics' .	<p>24.1 None</p> <p>24.2 In the draft course, this unit is called "Debates in Microeconomics" which is inconsistent with the unit title in the content page or the questions here. The use of "debates" throughout unit goals and descriptions is very confusing, especially "evaluate debates". Can it be changed back to issues?</p> <p>24.3 Really like the debates idea in content descriptions. A little more versatile than Debates Macro.</p>	<p>24.2 Apologies. The document has been amended to use Debates consistently. Debates was settled on to communicate the contested nature of knowledge in Economics. It positions students as participants in the ongoing debates in Economics</p> <p>24.3 Noted</p>

25.The specific unit goals and content descriptions of the 'Independent Study' unit allow flexibility for a student and teacher to plan a study that addresses the learning needs and interests of the student.	5 Stars 4 stars 5 Stars	noted
26.Any comments on the Independent Study unit.	None None Use this for student interest. Good option	noted