

NZQA Approved

Internal Assessment Resource

Economics Level 1

This resource supports assessment against Achievement Standard 90987 version 3

Standard title: Demonstrate understanding of a government choice where affected groups have different viewpoints

**Credits:** 4

Resource title: The funding of New Zealand Football (soccer)

**Resource reference:** Economics 1.5C

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| 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 | February 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90987-01-9003 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to demonstrate comprehensive understanding of an economic decision (current or historical) that Sport New Zealand (NZ) needs to make. In this context the students undertake a detailed examination of the research funded by Sport NZ, identify options and compromises by collecting information from groups with different viewpoints, and make a justified recommendation to Sport NZ explaining by providing detailed explanations of the weightings given to different costs and benefits of the best option relating to the funding of New Zealand Football.

You could adapt the activity to examine any economic decision that Sport NZ makes that involves limited means or scarce resources, and affects a sport or sportspeople in New Zealand. The Sport NZ organisation has several divisions to choose from such as young people, communities and clubs, recreation and high performance.

If possible arrange for a local community person involved with New Zealand Football to talk to the students about the issues they face and what they believe is a solution to these issues.

By considering the different viewpoints of affected groups and making a recommendation, students can meet the requirements of the standard and participate in an authentic decision-making process.

Add key groups and/or add or adapt existing questions to ensure students gather all the information they need, within your context. Discuss with students the main factors involved in making the decision (for example, the number of people benefiting, benefits and the opportunity cost to taxpayers if Sport NZ funding is used and government sport and recreation goals.)

Conditions

While you can identify the key affected groups, students must collect the viewpoints themselves. They could do this in a variety of ways, see Student Resource A.

The students will work in groups to gather their information but will be assessed individually. They will work independently to collate and present their findings.

Students need to collate the information according to the views of the different affected groups, ensuring that people who are surveyed twice have their viewpoint counted only once.

Students may collate results using statistical methods or as a list of viewpoints. They could present it as a printout from the online bulletin board, as graphs or tables, as a summary of results in written, visual, or electronic form, or through another appropriate method.

Monitor the method of collection to ensure that the responses are returned within reasonable time. (This may mean organising the affected groups beforehand, so that they are prepared for the survey/s.)

Resource requirements

Students will need access to the internet and computers.

Additional information

None.

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Student instructions

Introduction

This assessment activity requires you to demonstrate understanding of a Sport New Zealand (NZ) decision about the funding of New Zealand Football. You will collect information from affected groups with different viewpoints in your community, and identify the costs and benefits of the options involved in making the economic decision.

You are going to be assessed on how comprehensively you demonstrate understanding of the economic decision Sport NZ needs to make. The following instructions provide you with a way to structure your work to demonstrate what you have learnt and achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Complete all three parts in the task.

Part 1: Gather information

Design a survey/questionnaire based on the Sport NZ research findings done on the state of New Zealand Football. See Resource A for further guidance. The purpose of the survey/questionnaire is to elicit views about how best to resource New Zealand Football.

Working in groups, collect information from affected groups with different viewpoints.

Examples of groups include parents, students, teachers, coaches, football/soccer players and club members.

Part 2: Process and collate the information

Work by yourself to complete this part. Refer to the information your group collected.

* Identify three options that groups with different viewpoints have put forward regarding funding New Zealand Football clubs and the compromises they are prepared to make.
* Identify the main factors you will consider when evaluating each option (as discussed in class), and consider the weightings (relative importance) of these factors.

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

Part 3: Present your findings

* Describe the economic decision Sport NZ must make about New Zealand Football.
* Identify the limited means and/or scarce resources in this situation.
* Fully explain how the economic decision is affected by these limited means and/or scarce resources.
* Evaluate the three options and compromises identified in Part 2 by identifying the major costs and benefits (positive and negative) for each of the options and by explaining the compromises.
* Consider the main factors identified in Part 2 and apply weightings to the costs and benefits.
* Rank the options based on the weighted costs and benefits.
* Recommend a decision to Sport NZ.
* Justify your recommendation by fully 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 presentation in the form you have agreed with your teacher.

Resource A: Designing a survey/questionnaire

Consider the key findings of the research done for Sport NZ on New Zealand Football.

“*Key Findings: The greatest risk facing football is its high dependence on external sources in a market where availability of external grant and sponsorship funds is very tight. This may mean that clubs have to think about increasing funding from members (for example by raising their membership subscriptions). The potential impact on the number of members attracted to the sport should also be considered.*

*Football is a growth sport, with consistently more people participating since 1996. The need for volunteers as membership grows and the lack of availability of suitable people with the time to commit is another area of high risk.”*

Source: [Research Report 2: Football Clubs (Summary Report) (2012)](http://www.srknowledge.org.nz/wp-content/uploads/2013/11/Research-Report-2-Football-Clubs-summary.pdf)

Consider asking people the questions as listed:

* Should clubs have to fund themselves solely from membership subscriptions?
* Should taxpayer money through Sport NZ be used to fund ‘grass roots’ sport like New Zealand Football?
* Should volunteers be used instead of employees to cut administration costs? If so, how and where are the clubs going to find them?
* Should clubs work together and share administration services?
* Should rate-payers’ money, through local councils, be used to support local New Zealand football clubs?
* Should clubs work together, run national fundraising programmes and sell national merchandise?

Gathering information

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

* whether Sport NZ should fund New Zealand Football or not
* why they have this viewpoint
* how they could be affected by this decision and other decisions
* what other funding options they are proposing
* what compromises they are willing to make?

Methods of collecting information

Methods of collecting information from affected individuals/groups could include:

* use of a social networking site on the internet to collect viewpoints of affected individuals/groups
* a survey where students can vote by sending a text to different numbers for the various projects
* a postal or phone survey/questionnaire
* individual interviews conducted by students.

Websites

<http://www.sportnz.org.nz/> - home page of Sport NZ

<http://www.srknowledge.org.nz/researchproject/cash-sinkholes-and-sources-research-into-critical-financial-issues-in-grassroots-sports-clubs/> - Sport and Recreation Knowledge Library

Dr Carolyn J. Cordery and Professor Rachel F. Baskerville (2012). How are community sport and recreation organisations funded and what are the implications for their future viability? <http://www.srknowledge.org.nz/wp-content/uploads/2013/11/Research-Report-2-Football-Clubs-summary.pdf>

Assessment schedule: Economics 90987 - The funding of New Zealand Football (soccer)

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of a government choice where affected groups have different viewpoints by:   * collecting information from affected groups with at least two differing viewpoints * describing the economic decision that Sport NZ must make   For example:  Sport NZ has to decide how much they can invest in New Zealand Football and also meet the other government goals for sport and recreation, considering how the greatest number of people will benefit from the government funds.   * identifying at least two options from the collected viewpoints for how New Zealand Football should be funded   For example:  Sport NZ fully funds New Zealand Football; fund New Zealand Football through member subscriptions; local councils help fund local football clubs.   * identifying costs and benefits for at least two options, giving evidence for each cost and benefit   For example:  *If Sport NZ fully funds New Zealand Football: Taxpayers may not be happy with their money funding New Zealand Football instead of the sport they want funded (cost). ‘Grass roots’ sport is being fully supported and this would help clubs to reach the mission goal of wanting to see more New Zealanders participate in and play sport (benefit) …*  Fund New Zealand Football through increased member subscriptions: People may refuse to join the clubs so they don’t have to pay money (cost) …  More funding available for other projects (benefit) …   * presenting a recommendation based on their costs and benefits   For example:  I would recommend that Sport NZ fully funds New Zealand Football because it meets the government goal of getting more people involved in playing sport and it supports a growing sport at the ‘grass roots’ level. If member subscriptions were increased it would lead to more people leaving clubs and not playing sports because they couldn’t afford to pay the fee. Even though there would be some taxpayers who are unhappy with this decision it would benefit a lot of people and encourage more people to play football because …  The examples above are indicative samples only. | The student demonstrates in-depth understanding of a government choice where affected groups have different viewpoints by:   * collecting information from affected groups with at least two differing viewpoints * identifying the limited means and/or scarce resources, explaining in detail how these affect the economic decision that Sport NZ must make   For example:  They only have limited funds to invest in all types of New Zealand sport and recreation so they have to decide how much they can invest in New Zealand Football based on meeting the criteria of spending taxpayer money wisely. Funding New Zealand Football might mean less or no money for rugby clubs, an opportunity cost …  “Sport NZ *directly invests more than $70 million in the sport and recreation sector to help achieve our mission of creating an environment where more New Zealanders participate, support and play. Sport NZ uses an investment rather than a grants approach to provide funds for the sport and recreation sector. It is important that taxpayer money is spent strategically and that it makes an actual impact.”* <http://www.sportnz.org.nz/>   * identifying at least two options and at least one compromise from the collected viewpoints for how New Zealand Football should be funded   For example:  Sport NZ fully funds New Zealand Football; fund New Zealand Football through member subscriptions; local councils help fund local football clubs.  A compromise example:  Some investment from Sport NZ and the rest funded from member subscriptions, national fundraising and selling merchandise.   * identifying costs and benefits for at least two options and any feasible compromise option(s), giving evidence for each cost and benefit in sufficient depth to allow ranking of the options to be considered   For example:  Sport NZ fully funds New Zealand Football: Rugby clubs might also demand investment from Sport NZ as they are also struggling at the ‘grass roots’ level, an opportunity cost of fully funding New Zealand Football …  ‘Grass roots’ sport is being fully supported and this would help clubs to reach the mission goal of wanting to see more New Zealanders participate in and play sport (benefit). Removes the pressure and sometimes the waste of time involved in getting external funding and sponsorship (benefit) …  Fund New Zealand Football through increased member subscriptions: People may refuse to join the clubs so they don’t have to pay money (cost). Lessens the chance of meeting the goal of getting more New Zealanders to participate in and play sport (cost) …  More funding available for other projects (benefit). Taxpayers’ money is not being used to fund just one sport (benefit) …  Compromise:  Some funding from Sport NZ and the rest from New Zealand football clubs.  People actively involved with New Zealand Football feel supported and acknowledged with investment from Sport NZ (benefit). National fundraising and selling merchandise would raise awareness of New Zealand Football and they would be seen to be active in helping meet their own expenses (benefit). Clubs working together would encourage a more cooperative and collaborative sport (benefit). Taxpayers may not be happy with their money funding New Zealand Football instead of the sport they want funded (cost). Less Sport NZ funding available for other sport and recreation projects (cost) …   * ranking the options in a way that is consistent with their cost-benefit analysis   For example:  Compromise (first); Sport NZ fully funds New Zealand Football (second); increase member subscriptions (third).   * presenting a recommendation based on their ranking and justifying it, by referring to the cost-benefit analysis   For example:  Sport NZ should support New Zealand Football with some investment, and the clubs can meet the rest of their expenses in various other ways. This is the best decision, as although the viewpoint of taxpayers is important the benefits of having New Zealand Football partly funded by Sport NZ include ... Overall the benefits of this compromise outweigh the negatives because …  The examples above are indicative samples only. | The student demonstrates comprehensive understanding of a government choice where affected groups have different viewpoints by:   * collecting information from affected groups with at least two differing viewpoints * identifying the limited means and/or scarce resources, explaining in detail how these affect the economic decision that Sport NZ must make   For example:  They only have limited funds to invest in all types of New Zealand sport and recreation so they have to decide how much they can invest in New Zealand Football based on meeting the criteria of spending taxpayer money wisely. Funding New Zealand Football might mean less or no money for rugby clubs, an opportunity cost …  “Sport NZ directly invests more than $70 million in the sport and recreation sector to help achieve our mission of creating an environment where more New Zealanders participate, support and play. Sport NZ uses an investment rather than a grants approach to provide funds for the sport and recreation sector. It is important that taxpayer money is spent strategically and that it makes an actual impact.” <http://www.sportnz.org.nz/>   * identifying at least two options and at least one compromise from the collected viewpoints for how New Zealand Football should be funded   For example:  Sport NZ fully funds New Zealand Football; fund New Zealand Football through member subscriptions; local councils help fund local football clubs.  A compromise example:  Some investment from Sport NZ and the rest funded from member subscriptions, national fundraising and selling merchandise.   * identifying costs and benefits for at least two options and any feasible compromise option(s), applying weightings to each cost and benefit to allow for ranking of the options to be considered   For example:  Sport NZ fully funds New Zealand Football: Rugby clubs might also demand investment from Sport NZ as they are also struggling at the ‘grass roots’ level, an opportunity cost of fully funding New Zealand Football and could be considered going against factor 3 – a strategic use of taxpayers’ money. Less Sport NZ funding available for other sport and recreation projects, a cost that goes against factor 2.  ‘Grass roots’ sport is being fully supported and this would help clubs to reach the mission goal of wanting to see more New Zealanders participate in and play sport and stay fit, a benefit - also part of the government goal (factor 1). Removes the pressure and sometimes the waste of time involved in getting external funding and sponsorship, a benefit - part of factor 2.  Fund New Zealand Football through increased member subscriptions: People may refuse to join the clubs so they don’t have to pay money, a cost that goes against factor 1. Lessens the chance of meeting the goal of getting more New Zealanders to participate in and play sport (factor 1).  More funding available for other projects (benefit - part of factor 2). Taxpayers’ money is not being used to fund just one sport (benefit, part of factor 3).  Compromise:  Some funding from Sport NZ and the rest from New Zealand football clubs.  People actively involved with New Zealand Football feel supported and acknowledged with investment from Sport NZ, a benefit weighted important because the number of people playing football is steadily growing and this investment would benefit a large number of people (factor 2). ‘Grass roots’ sport is being fully supported and this would help clubs to reach the mission goal of wanting to see more New Zealanders participate in and play sport, a benefit weighted highly as it meets one of the government’s goals (factor 1).  National fundraising and selling merchandise would raise awareness of New Zealand Football and they would be seen to be active in helping meet their own expenses, a benefit weighted highly as it lessens the pressure on the taxpayer to have to fully fund New Zealand Football (factor 3). Clubs working together would encourage a more cooperative and collaborative sport a benefit – (factor 2). Taxpayers may not be happy with their money funding New Zealand Football instead of the sport they want funded, a cost and not being viewed as a strategic use of taxpayers’ money (factor 3). Less Sport NZ funding available for other sport and recreation projects, a cost that goes against factor 2.   * ranking the options in a way that is consistent with their weighted cost-benefit analysis   For example:  Compromise (first), Sport NZ fully funds New Zealand Football (second), increase member subscriptions (third).   * presenting a recommendation based on their ranking and justifying it, by referring to the weighted cost-benefit analysis and explaining the weightings in detail   For example:  Sport NZ should support New Zealand Football with some investment, and the clubs can meet the rest of their expenses in various other ways. This is the best option as benefiting a great number of people is the second most important factor because …  This option is the best at supporting government goals of creating an environment where more New Zealanders participate, support and play, deemed the most important factor with the highest weighting because obesity is a major issue in New Zealand and getting people into sports is a very good way of dealing with this problem when people are young and still at school or because … Therefore, this is also a strategic use of taxpayers’ money that could make an actual impact. This is the third most important factor because whatever decision is made some people will not be happy with it so the other factors were weighted more highly and considered more important because …  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.