

How to assess Financial Sustainability in Social sciences

Formative assessment is an ongoing process throughout teaching and learning. The assessment rubric can be downloaded, and learning outcomes highlighted and/or hyperlinked to evidence.

Level 4

Assess: Where am I? What am I doing? What do I do next?

Refer to the [assessment guide](#) to see the types of learning outcomes that can be gathered as evidence of learning.

Social sciences achievement objective

Students will gain knowledge, skills, and experience to understand how people participate individually and collectively in response to community challenges.

Prestructural	Unistructural	Multistructural Need it/Know it	Relational	Extended Abstract
I need help to list how people individually and collectively respond to community challenges.	I can list ways in which people individually and collectively respond to community challenges.	I can list ways in which people individually and collectively respond to community challenges.	I can describe ways in which people individually and collectively respond to community challenges.	I can evaluate ways in which people individually and collectively respond to community challenges.

Formative Assessment

Where am I? What am I doing? What do I do next?	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Spending	I can provide examples of my own spending choices, but I need help to connect these to other situations or stages of life.	I can list important spending choices at different stages of life but the examples I provide are not always relevant.	I can describe and compare individual spending choices and priorities at different stages of life.	I can compare individual spending choices at different stages of life and can analyse these choices in terms of their priority.	I can compare individual spending choices and priorities at different stages of life and can justify the priority I have ascribed to these choices.
Income Explain how income contributes to the wellbeing of individuals, whānau and groups.	I can list ways of earning income.	I can list different sources of income and I can describe what type of income they are.	I can compare sources of income and describe the differences between them.	I can compare sources of income and I can explain the need for diversification.	I can compare differences in income from various sources and I can justify the need to diversify funds, providing evidence from a “real life” situation.
	I can list benefits of income but only with regard to my own situation.	I can explain how income contributes to the wellbeing of individuals but not its connection to the wellbeing of whānau and other groups.	I can explain how income contributes to the wellbeing of individuals, whānau and groups, and I can provide examples that support my explanation.	I can explain how income contributes to the wellbeing of individuals, whānau and groups and I can explain challenges faced at different decades of people’s lives.	I can explain how income contributes to the wellbeing of individuals, whānau and groups and I can generalise the importance of having diverse sources of income in the later stages of life.
Identifying and managing risk	I need help to identify potential financial risks.	I can identify at least one or two potential financial risks, but I need help to describe ways to manage these risks.	I can identify and discuss different types of financial risk for individuals, whānau and groups, and I can describe one way to manage these risks.	I can discuss different types of financial risk for individuals, whānau and groups and I can explain ways to manage these risks.	I can discuss different types of financial risk for individuals, whānau and groups and I can reflect on the benefits of ways to manage these risks.

Level 5

Assess: Where am I? What am I doing? What do I do next?

Refer to the [assessment guide](#) to see the types of learning outcomes that can be gathered as evidence of learning.

Social sciences achievement objectives

Students will gain knowledge, skills, and experience to understand how economic decisions impact on people, communities and nations

Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
I need help to list ways in which economic decisions impact on people, communities and nations.	I can list ways in which economic decisions impact on people, communities and nations.	I can describe ways in which economic decisions impact on people, communities and nations.	I can explain ways in which economic decisions impact on people, communities and nations.	I can reflect on ways in which economic decisions impact on people, communities and nations.
Students will gain knowledge, skills, and experience to understand how systems of government in New Zealand operate and affect people's lives and how they compare with another system				
I need help to list ways in which systems of government in New Zealand operate and affect people's lives, and how they compare with another system.	I can list ways in which systems of government in New Zealand operate and affect people's lives, and how they compare with another system.	I can describe ways in which systems of government in New Zealand operate and affect people's lives, and how they compare with another system.	I can analyse ways in which systems of government in New Zealand operate and affect people's lives, and how they compare with another system.	I can evaluate ways in which systems of government in New Zealand operate and affect people's lives compared with another system.

Formative Assessment

Where am I? What am I doing? What do I do next?	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Spending	I can identify spending choices and priorities	I can list spending choices and priorities of individuals, whānau and	I can compare spending choices and priorities of	I can compare spending choices and priorities of	I can compare spending choices and priorities of

	relevant to my age group.	groups in relation to their life stage and circumstances, but the examples I provide are not always relevant.	individuals, whānau and groups in relation to their life stage and circumstances, and I can describe what these are.	individuals, whānau and groups in relation to their life stage and circumstances and I can analyse these choices.	individuals, whānau and groups in relation to their life stage and circumstances, and I can justify these choices.
Credit and Debt					
Different investment/whakangao products as a way of saving. e.g. KiwiSaver and the different fund schemes, bonds, property and shares.	I need help to understand that investment/whakangao is a way of saving.	I can list several different investment/whakangao products.	I can describe different investment/whakangao products as a way of savings over time.	I can describe different investment/whakangao products as a way to grow savings, and I can explain how they work.	I can describe different investment/whakangao products as a way of saving, and I can explain how they work. I can justify what types of investment/whakangao products are best suited to different life stages.
Income					
Explain how income contributes to wellbeing of individuals, whānau and groups. e.g. NZ Super payments and services used by the elderly, active and passive income.	I need help to identify how income contributes to the wellbeing of individuals, whānau and groups.	I can list ways that income contributes to the wellbeing of individuals, whānau and groups.	I can explain how income contributes to the wellbeing of individuals, whānau and groups and I can provide examples.	I can explain how income contributes to the wellbeing of individuals, whānau and groups and I can analyse the impacts of having or not having an income.	I can make predictions about what would happen to individuals, whānau and groups if sources of income such as NZ Super no longer exists.
Identifying and managing risk					
	I am unaware that you need to seek financial advice to assist in budgeting and financial management.	I can discuss the need to seek financial advice, but I need help to find more than one source of financial advice.	I can compare different sources of financial advice, and I can describe the options offered.	I can compare different sources of financial advice, and I can analyse the best option for different times and circumstances.	I can compare different sources of financial advice, and I can evaluate and be discerning of advice given.