

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated Achievement Standards for **Economics Level 2**. NZQA will update their website with the registered standards in December. For external assessment specifications, refer to the NZQA website.

Subject: Economics Level 2

Standard	What's changed?
AS91227	Explanatory Note 3 - ambiguous wording addressed to be more specific.

Achievement Standard

Subject Reference		Economics 2.6			
Title		Analyse how government policies and contemporary economic issues interact			
Level	2	Credits	6	Assessment	Internal
Subfield	Economic Theory and Practice				
Domain	Economics				
Status	Registered		Status date	December 2026	
Planned review date	31 December 2028		Date version published	December 2026	

This achievement standard involves analysing how government policies and contemporary economic issues interact.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse how government policies and contemporary economic issues interact.	Analyse in depth how government policies and contemporary economic issues interact.	Analyse comprehensively how government policies and contemporary economic issues interact.

Explanatory Notes

- This achievement standard is derived from the second Level 7 Economics achievement objective of the Social Sciences learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007 and is related to the material in the *Teaching and Learning Guide for Economics*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

Further clarification of the knowledge, concepts and skills relevant to this achievement standard can be found in the *Teaching and Learning Guide*.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Analyse* involves:

 - identifying, stating or describing government policies that achieve specific policy objectives relating to one contemporary economic issue
 - providing an explanation of the direct impact of government policies on one contemporary economic issue using an economic model(s)
 - providing an explanation of the flow-on effects of government policies on two other contemporary economic issues using an economic model(s).

Analyse in depth involves:

- providing a detailed explanation of the direct impact of government policies on one contemporary economic issue using an economic model(s)
- providing a detailed explanation of the flow-on effects of government policies on two other contemporary economic issues using an economic model(s).

Analyse comprehensively involves:

- justifying a combination of government policies that achieves specific policy objectives relating to one contemporary economic issue and minimises any negative flow-on effects on two other contemporary economic issues
- integrating changes shown on economic models into detailed explanations of direct impacts and flow-on effects of government policies.

- 3 For the purpose of this achievement standard, *government policies* refer to two or more types of policies. Policy types must be selected from:
 - monetary policy
 - fiscal policy
 - regulation/deregulation policy
 - free trade and protection policy.
- 4 *Contemporary economic issues* refer to issues such as inflation, international trade, economic growth, unemployment or another issue of special interest involving the allocation of scarce resources.
- 5 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Replacement Information

This achievement standard replaced AS90798.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233