



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT  
GRADES 10-12 (GENERAL)**

**SUBJECT ASSESSMENT GUIDELINES**

**ECONOMICS**

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## **PREFACE TO SUBJECT ASSESSMENT GUIDELINES**

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.



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## **1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

## **2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT**

### **2.1 Introduction**

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

### **2.2 Continuous assessment**

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

### **2.2.1 Daily assessment**

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

### **2.2.2 Programme of Assessment**

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.



### 2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11**

| SUBJECTS                        | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |    |
|---------------------------------|--------|--------|--------|--------|-------|----|
| Language 1: Home Language       | 4      | 4*     | 4      | 4*     | 16    |    |
| Language 2: Choice of HL or FAL | HL     | 4      | 4*     | 4      | 4*    | 16 |
|                                 | FAL    | 4      | 4*     | 4      | 4*    | 16 |
| Life Orientation                | 1      | 1*     | 1      | 2*     | 5     |    |
| Mathematics or Maths Literacy   | 2      | 2*     | 2      | 2*     | 8     |    |
| Subject choice 1**              | 2      | 2*     | 2      | 1*     | 7     |    |
| Subject choice 2**              | 2      | 2*     | 2      | 1*     | 7     |    |
| Subject choice 3                | 2      | 2*     | 2      | 1*     | 7     |    |

Note:

\* One of these tasks must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

### 2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12**

| SUBJECTS                        | TERM 1 | TERM 2 | TERM 3  | TERM 4 | TOTAL               |
|---------------------------------|--------|--------|---------|--------|---------------------|
| Language 1: Home Language       | 5      | 5*     | 4*      |        | 14                  |
| Language 2: Choice of HL or FAL | HL     | 5      | 5*      | 4*     | 14                  |
|                                 | FAL    | 5      | 5*      | 4*     | 14                  |
| Life Orientation                | 1      | 2*     | 2*      |        | 5                   |
| Mathematics or Maths Literacy   | 3      | 2*     | 2*      |        | 7                   |
| Subject choice 1**              | 2      | 2*     | (2*) 3* |        | (6 <sup>#</sup> ) 7 |
| Subject choice 2**              | 2      | 2*     | (2*) 3* |        | (6 <sup>#</sup> ) 7 |
| Subject choice 3                | 2      | 2*     | (2*) 3* |        | (6 <sup>#</sup> ) 7 |

Note:

- \* One of these tasks in Term 2 and/or Term 3 must be an examination
- \*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

### 2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

### 2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

| <b>RATING CODE</b> | <b>RATING</b>           | <b>MARKS %</b> |
|--------------------|-------------------------|----------------|
| 7                  | Outstanding achievement | 80 – 100       |
| 6                  | Meritorious achievement | 70 – 79        |
| 5                  | Substantial achievement | 60 – 69        |
| 4                  | Adequate achievement    | 50 – 59        |
| 3                  | Moderate achievement    | 40 – 49        |
| 2                  | Elementary achievement  | 30 – 39        |
| 1                  | Not achieved            | 0 – 29         |

## 2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

| LEVEL                           | MODERATION REQUIREMENTS   |
|---------------------------------|---|
| School                          | The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes.<br>Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task.<br>Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate. |
| Cluster/<br>district/<br>region | Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.  |
| Provincial/<br>national         | Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.   |

### 3. ASSESSMENT OF ECONOMICS IN GRADES 10 – 12

#### 3.1 Introduction

Assessment in Economics focuses on the knowledge, skills and values inherent in the activities of production, consumption and exchange. The study and assessment of Economics must not only cover essential knowledge, skills and principles related to how various organisations use resources to satisfy their needs, but should also promote the critical awareness of the benefits of responsible and sensitive resource utilisation.

Economics covers valuable skills such as responsibility, accountability, problem solving, analysis, interpretation and decision making that prepare learners for participation in, contribution to and survival in a complex economic society. Teachers must take all these skills into account when planning teaching, learning and assessment activities.

In Economics the four Learning outcomes require equal teaching focus and equal weighting in assessment.

| LEARNING OUTCOME   | WEIGHTING |
|--|-----------|
| <i>Macro-economics</i><br>The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.                            | 25%       |
| <i>Micro-economics</i><br>The learner is able to demonstrate knowledge, understanding and the appropriate skills in analysing the dynamics of markets.   | 25%       |
| <i>Economic Pursuits</i><br>The learner is able to demonstrate knowledge, understanding and critical awareness of the policies and practices underpinning the improvement of the standard of living. | 25%       |
| <i>Contemporary Economic Issues</i><br>The learner is able to demonstrate knowledge, understanding and critical awareness, and apply a range of skills in dealing with contemporary economic issues. | 25%       |

#### 3.2 Daily assessment

In Economics, daily assessment activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. Therefore, the daily assessment tasks build the foundation for a learner's performance in the Programme of Assessment in Economics. These tasks should be reflected in the teacher's lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

The criteria for ongoing assessment which guide and develop learner performance need to be aligned with the criteria of the formal Programme of Assessment. The learners' development needs to be continuously measured against these criteria to determine their progress or areas of weakness as they move towards completing the formal Programme of Assessment tasks.

Learner progress in daily Economics activities does not need to be formally recorded and is not taken into account for promotion or certification purposes. However, the Economics teacher should note the development of learners' knowledge, skills and values, learners' strengths and weaknesses and additional support required and provided during these activities.

Examples of daily assessment tasks in Economics:

***Example 1: Learning Outcome 1 – Macroeconomics***

**Case study: Economic problem of scarcity** (Grade 10) – see Appendix 1 for an example

**Assessment tools: Worksheet and checklist**

(A scenario sketching the problem in detail regarding different economic systems, e.g. communism or capitalism. Questions covering the relevant Learning Outcomes and Assessment Standards must be prepared in advance. Some answers should be found in the case study, some in the theory covered in the Learning Outcomes and others in the knowledge learners should already have mastered. After learners have completed the worksheet, different types of checklists can be used to determine the level of understanding of each learner).

***Example 2: Learning Outcome 2 – Microeconomics***

**Class test: Price elasticity** (Grade 11) – see Appendix 1 for example

**Assessment tools: Questionnaires and memoranda**

(An in-depth discussion on price elasticity. A questionnaire can serve as a test is handed out. This must include any type of question that can be asked on price elasticity, e.g. complete the sentence, multiple-choice questions on the topic, draw graphs, respond to certain matters illustrated in the graphs or write a short essay or paragraphs on the topic highlighting certain aspects of price elasticity. A memo is provided afterwards – peer assessment can be used for evaluation purposes).

**3.3 Assessment in Grades 10 and 11**

**3.3.1 Programme of Assessment in Grades 10 and 11**

The Programme of Assessment for Economics in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Economics, while the end-of-year examination is the seventh task and makes up the remaining 75%.

The suggested mark allocation for Grades 10 and 11 is as follows:

| <b>PROGRAMME FOR ASSESSMENT</b>                   | <b>MARKS</b>     | <b>TOTAL</b> |
|---|------------------|--------------|
| 2 x term tests x 100                              | 200              |              |
| Midyear examination x 200                         | 200              |              |
| 3 x formal assessment tasks x 50 (minimum)        | 150              |              |
| <b>Total for tasks undertaken during the year</b> | <b>550 ÷ 5,5</b> | <b>100</b>   |
| <b>End-of-year examination</b>                    |                  | <b>300</b>   |
|   | <b>TOTAL</b>     | <b>400</b>   |

### 3.3.2 Example of a Programme of Assessment for Grades 10 and 11

The following table provides an example of a Programme of Assessment and tasks for Grades 10 and 11:

| TERM | TASK | FORM OF ASSESSMENT  | FOCUS                       |
|------|------|---|-----------------------------|
| 1    | 1    | <ul style="list-style-type: none"> <li><b>Project:</b><br/> <b>Grade 10:</b> The economic problem – Production Possibility Frontier graphs – maximising satisfaction from limited resources<br/> <b>Grade 11:</b> South Africa’s mixed economy – The relationships between markets - graphs<br/> <b>(50 marks)</b></li> </ul> | LO 1 and LO 2               |
|      | 2    | <ul style="list-style-type: none"> <li><b>Test:</b><br/>                     Long and short questions, long answer questions<br/> <b>(100 marks – 1 hour)</b></li> </ul>  | LOs and ASs covered to date |
| 2    | 1    | <ul style="list-style-type: none"> <li><b>Project</b><br/> <b>Grade 10:</b> e.g. SA Economic development <b>(50 marks)</b><br/> <b>Grade 11:</b> e.g. Developed and developing countries <b>(50 marks)</b></li> </ul>   | LO 3                        |
|      | 2    | <ul style="list-style-type: none"> <li><b>Midyear examination</b><br/> <b>(200 marks – 2 hours)</b></li> </ul>  | LOs and ASs covered to date |
| 3    | 1    | <ul style="list-style-type: none"> <li><b>Investigation and presentation: Socio-economic issues</b><br/>                     Grade 10: e.g. Unemployment <b>(50 marks)</b><br/>                     Grade 11: e.g. Poverty <b>(50 marks)</b></li> </ul>   | LO 4                        |
|      | 2    | <ul style="list-style-type: none"> <li><b>Test:</b><br/>                     Long and short questions, long answer questions<br/> <b>(100 marks – 1 hour)</b></li> </ul>  | LOs and ASs covered to date |
| 4    | 1    | <ul style="list-style-type: none"> <li><b>End-of-year examination</b><br/>                     One paper<br/> <b>(300 marks - 3 hours)</b></li> </ul>   | LOs 1-4                     |

**Examples of the Assessment Standards that can be used in research projects/ assignments:**

| Learning Outcome | Grade | Assessment Standards |  |
|------------------|-------|----------------------|--|
| 1                | 10    | 1                    | Analyse Economics, describe its methods and setting within the field and relationships with other sciences, and investigate career opportunities.                            |
| 3                | 10    | 1                    | Investigate and outline the stages of economic development in broad historical context, and relate them to evidence from Africa, where relevant.                             |
| 3                | 10    | 2                    | Investigate and outline economic development in South Africa in historical context, highlighting indigenous knowledge systems and the impact of colonialism and imperialism. |
| 3                | 10    | 3                    | Investigate and outline the history of money and banking in South Africa.  |
| 4                | 10    | 1                    | Investigate and explain unemployment and debate the various approaches to solve it, taking cognisance of the economically marginalised.                                      |
| 4                | 10    | 3                    | Investigate and outline the reconstruction of the South African economy after 1994, as an effort to redress the inequalities of the past.                                    |
| 1                | 11    | 1                    | Analyse the factors of production and their remunerations, and investigate community participation initiatives and access of economically marginalised groups.               |
| 4                | 11    | 1                    | Analyse and investigate poverty, its characteristics, causes and possible solutions in the South African context.  |

**Examples of the Assessment Standards that can be used for debating:**

| Learning Outcome | Grade | Assessment Standards |  |
|------------------|-------|----------------------|--|
| 4                | 10    | 1                    | Investigate and explain unemployment and debate the various approaches to solve it, taking cognisance of the economically marginalised.    |
| 4                | 11    | 3                    | State and debate the problems of environmental deterioration and insensitive resource exploitation with special reference to South Africa. |
| 4                | 11    | 2                    | Examine and debate globalisation, its relevance to the North/South divide, and its effects (negative and positive) on South Africa         |

Note:

- Presentations can be infused into **any Assessment Standards**, e.g. some of the Assessment Standards indicated above are suitable for the task. Teachers, in collaboration with learners can select any suitable other Assessment Standards to use as a topic to monitor over a period in the media and then do a presentation on the topic.
- If a debate is not covered in the programme of assessment, it should be covered informally in the daily assessment.



### 3.3.3 Examination papers for Grades 10 and 11

The tables below provide a suggested outline of the midyear and end-of-year examination papers for Grade 10 and 11:

|             | NUMBER OF PAPERS | TIME    | MARKS | FOCUS                       |
|-------------|------------------|---------|-------|-----------------------------|
| Midyear     | 1                | 2 hours | 200   | LOs and ASs covered to date |
| End-of-year | 1                | 3 hours | 300   | LO 1 - 4                    |

| SECTION DESCRIPTION |   | MARKS AND TIME GUIDE |                 |             |                 |
|---------------------|---|----------------------|-----------------|-------------|-----------------|
|                     |   | Midyear              | Time guide      | End-of-year | Time guide      |
| <b>A</b>            | Short questions (multiple-choice; true or false; matching; choose correct one)  | 50                   | 30 min.         | 50          | 30 minutes      |
| <b>B</b>            | Long and short questions (data responses, short items and single items)<br>Give five questions – candidates must answer three.  | 100                  | 60 min.         | 150         | 90 minutes      |
| <b>C</b>            | Long answer questions<br>Including minutes, memos, project outlines, sketches, problem solving, short essays<br>MIDYEAR: (1 X 50)<br>Give two questions – candidates must answer one.<br>END-OF-YEAR: (2 X 50)<br>Give four questions – candidates must answer two. | 50                   | 30 min.         | 100         | 60 minutes      |
| <b>TOTAL</b>        |   | <b>200</b>           | <b>120 min.</b> | <b>300</b>  | <b>180 min.</b> |

Note:

- The mid-year examination should follow the same structure as the end-of-year examination, but the mid-year examination will be set on the Learning Outcomes covered to date.

Teachers should use the levels in Bloom's taxonomy as guidance when setting the different questions for the papers. See Appendix 2 for the verbs associated with Bloom's taxonomy and an indication of how these relate to the Assessment Standards in Economics.

#### ***Cognitive levels***

Each examination must cater for a range of cognitive levels and ability of learners. The following is used as a guideline to compile examinations for using cognitive levels:

| <b>COGNITIVE LEVEL</b>   | <b>Grade 10</b> | <b>Grade 11</b> |
|--|-----------------|-----------------|
| Introductory: Levels 1 and 2<br>State; Identify; Describe; Show              | 30%             | 30%             |
| Medium: Levels 3 and 4<br>Explain; Discuss; Illustrate; Illuminate           | 40%             | 40%             |
| Top: Levels 5 and 6<br>Analyse; Calculate; Assess; Debate; Evaluate; Examine | 30%             | 30%             |

### 3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Economics and an external examination which makes up the remaining 75%. The Programme of Assessment for Economics comprises seven tasks which are internally assessed. The external examination is externally set and moderated.

The following table suggests the allocation of marks in Grade 12:

| <b>ASSESSMENT COMPONENTS</b>                           | <b>MARKS</b>     | <b>TOTAL</b> |
|--|------------------|--------------|
| <b>PROGRAMME OF ASSESSMENT</b>                         |                  |              |
| 2 x term tests (100 marks each)                        | 200              |              |
| Midyear examination x 300                              | 300              |              |
| 3 x formal assessment tasks (minimum of 50 marks each) | 150              |              |
| Trial examination x 300                                | 300              |              |
| <b>Total converted to 100</b>                          | <b>950 ÷ 9,5</b> | <b>100</b>   |
| <b>EXTERNAL ASSESSMENT</b>                             |                  |              |
| External examination                                   |                  | <b>300</b>   |
|  | <b>TOTAL</b>     | <b>400</b>   |

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

#### 3.4.1 Programme of Assessment in Grade 12

The Programme of Assessment for Economics in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two tasks are examinations and two are tests. The remaining three tasks can be an assignment, a project and an investigation.

The following table provides an example of the Programme of Assessment and tasks for Grade 12:

| TERM | TASK | FORM OF ASSESSMENT  | FOCUS                       |
|------|------|---|-----------------------------|
| 1    | 1    | <ul style="list-style-type: none"> <li>• <b>Project:</b><br/>e.g. Budget (<b>50 marks</b>)</li> </ul>   | LO 1                        |
|      | 2    | <ul style="list-style-type: none"> <li>• <b>Test:</b><br/>Long and short questions, long answer questions (<b>100 marks</b> – 1 hour)</li> </ul>                      | LOs and ASs covered to date |
| 2    | 1    | <ul style="list-style-type: none"> <li>• <b>Assignment:</b> e.g. Compiling graphs (<b>50 marks</b>)</li> </ul>  | LO 2                        |
|      | 2    | <ul style="list-style-type: none"> <li>• <b>Midyear examination</b> (<b>300 marks</b>)</li> </ul>   | LOs and ASs covered to date |
| 3    | 1    | <ul style="list-style-type: none"> <li>• <b>Investigation and presentation:</b> Socio-economic issues Inflation (<b>50 marks</b>)</li> </ul>                          | LO 4                        |
|      | 2    | <ul style="list-style-type: none"> <li>• <b>Test:</b><br/>Objective questions, long and short questions, long answer questions (<b>100 marks</b> – 1 hour)</li> </ul> | LOs and ASs covered to date |
|      | 3    | <ul style="list-style-type: none"> <li>• <b>Trial examination</b> (same format as final exam – <b>300 marks</b>)</li> </ul>   | LOs 1- 4                    |

**Examples of the Assessment Standards that can be used in research projects/ assignments:**

| Learning Outcome | Grade | Assessment Standards |   |
|------------------|-------|----------------------|---|
| 4                | 12    | 1                    | Analyse and investigate inflation, and explain the policies that are used to combat it.   |
| 4                | 12    | 3                    | Analyse environmental sustainability and investigate recent international agreements in this regard (e.g. Rio de Janeiro and Johannesburg Summits).       |
| 4                | 12    | 2                    | Debate the economic importance of tourism to South Africa and suggest policies to promote it, referring to the importance of indigenous knowledge systems |
| 1                | 12    | 1                    | Present the circular flow model as a macroeconomic model, deduce and analyse the national account aggregates, and derive and apply the multiplier         |

**Examples of the Assessment Standards that can be used for presentations:**

| Learning Outcome | Grade | Assessment Standards |   |
|------------------|-------|----------------------|---|
| 1                | 12    | 1                    | Present the circular flow model as a macroeconomic model, deduce and analyse the national account aggregates, and derive and apply the multiplier |

**Examples of the Assessment Standards that can be used for debating:**

| Learning Outcome | Grade | Assessment Standards |   |
|------------------|-------|----------------------|---|
| 4                | 12    | 2                    | Debate the economic importance of tourism to South Africa and suggest policies to promote it, referring to the importance of indigenous knowledge systems |

### 3.4.2 External assessment

External assessment in Grade 12 comprises one three-hour examination paper which is externally set, marked and moderated.

**The suggested outline for the midyear and year-end examination paper in Grade 12 is as follows:**

|          | NUMBER OF PAPERS | TIME    | MARKS | FOCUS    |
|----------|------------------|---------|-------|----------|
| External | 1                | 3 hours | 300   | LO 1 - 4 |

| SECTION      | DESCRIPTION  | MARKS      | TIME               |
|--------------|--|------------|--------------------|
| A            | Short questions (multiple-choice; true or false; matching; choose correct one)   | 50         | 30 minutes         |
| B            | Long and short questions (data responses, short items and single items)<br>Give five questions – candidates must answer three.   | 150        | 90 minutes         |
| C            | Long answer questions (2 x 50 marks)<br>Including minutes; memos; project outlines; sketches; problem solving; essays<br><br>Give four questions – candidates must answer two. | 100        | 60 minutes         |
| <b>TOTAL</b> |  | <b>300</b> | <b>180 minutes</b> |

Note:

- The midyear and trial examination should be compiled according to the same structure as the end-of-year examination.

Teachers should use the levels in Bloom's taxonomy as guidance when setting the different questions for the papers. See Appendix 2 for the verbs associated with Bloom's taxonomy and an indication of how these relate to the Assessment Standards in Economics.

#### *Cognitive levels*

Each examination must cater for a range of cognitive levels and ability of learners. The following is used as a guideline to compile examinations for using cognitive levels:

| COGNITIVE LEVEL                               |  | Grade 12 |
|---|--|----------|
| Knowledge and Comprehension<br>Levels 1 and 2 | Introductory: State; Identify;<br>Describe; Show             | 30%      |
| Application and Analysis<br>Levels 3 and 4    | Medium: Explain; Discuss;<br>Illustrate; Illuminate; Analyse | 40%      |
| Synthesis and evaluation<br>Levels 5 and 6    | Top: Calculate; Assess; Debate;<br>Evaluate; Examine         | 30%      |

### **3.5 Promotion and certification**

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Economics.

### **3.6 Moderation**

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head for Economics or head of department for the Business, Commerce and Management subjects at the school will generally manage this process.

## APPENDIX 1: EXAMPLE OF TASKS FOR DAILY ASSESSMENT

### TASK 1: CLASS TEST

#### GRADE 12

Learning Outcome 2

Assessment Standard 3

#### PRICE ELASTICITY

Complete the following questions with the help of your textbook:

1. Define the concept price elasticity. (2)
2. The table represents the price elasticity of demand of a loaf of white bread:

| <i>PRICE</i> | <i>QUANTITY DEMANDED</i> |
|--------------|--------------------------|
| <i>R3,00</i> | <i>10 000 units</i>      |
| <i>R2,20</i> | <i>10 000 units</i>      |

- 2.1 Which form of price elasticity of demand is illustrated by the table? (3)
  - 2.2 Calculate the price elasticity of demand of the above form of elasticity. (3)
  - 2.3 Why is the quantity of bread demanded not influenced by the change in price? (3)
3. Refer to the following passage and answer the questions that follow:

#### **Rockets, Slides and Roller Coasters**

Rockets, Slides and Roller Coasters – sound like Disneyland rides? No. These are terms commonly used to describe the behaviour of prices.

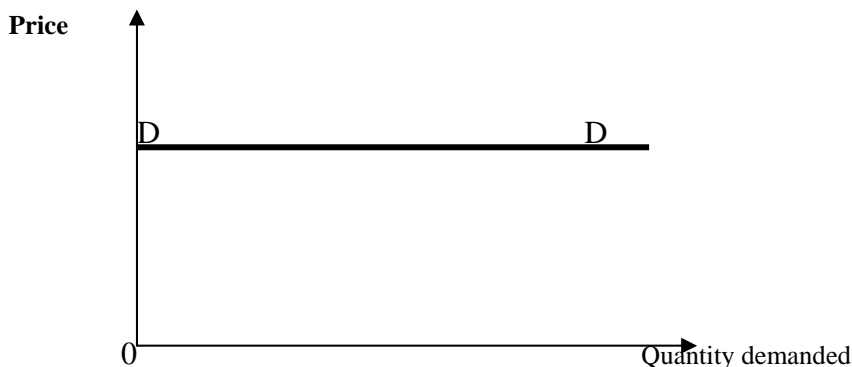
There are loads of examples of price slides. One example is Sony Walkmans. In 1979, Sony began to market a pocket-sized tape-recorder that delivered its sound through small earphones. Sony named the new product a Walkman and gave it a price tag of around \$300 (the equivalent of more than \$500 in today's prices). Many other producers have joined Sony in producing similar products and today you can purchase a Walkman (or its equivalent) of much better quality than the 1979 prototype for less than one tenth the original price. Why has the price of this product continued to slide even though the quantity traded has steadily increased?

Rocketing prices are also a common phenomenon. An example is the dramatic increase in the price of residential property in the Cape Town city centre. The high prices of these properties have not discouraged people from wanting to live in the city centre – on the contrary, the demand for these properties has continued to rise year after year.

There is no shortage of examples of price roller coasters – prices that rise and fall from season to season or year to year. The price of coffee, strawberries and loads of other agricultural products fit this description. Why does the price of coffee roller coaster even though the demand for it remains relatively constant?

- 3.1 List any **THREE** factors that influence the demand for Walkmans. (6)
- 3.2 List any **THREE** factors that influence the supply of coffee. (6)
- 3.3 Use your knowledge of supply and demand to explain why the price of residential property in Cape Town centre has 'rocketed'. (12)

- 3.4 With the aid of a diagram, use your knowledge of supply and demand to explain why the price of Walkmans has fallen even though the demand has increased. (12)
- 3.5 Which product has **the highest price elasticity of demand**: a Walkman, coffee or residential property? Explain your answer. (4)
- 3.6 Explain why it is important for producers to have information about price elasticity of demand for the goods that they are supplying. (6)
- 3.7 Do you expect bread to have a higher or lower price elasticity of demand than Walkmans? Motivate your answer. (6)
4. Indicate whether the following statements are TRUE or FALSE:
- 4.1 In a perfect market there is an inelastic demand for the product. (2)
- 4.2 The price elasticity of cars is perfectly elastic. (2)
5. Choose the correct alternative:
- 5.1 Knowledge of the elasticity of demand is important to trade unions when
- privatisation is considered.
  - increases in state income are being considered.
  - production is considered.
  - strikes are considered. (2)
- 5.2 What type of price elasticity does the following graph represent?



- Perfect elasticity
  - Relatively elastic
  - Unitary elasticity
  - Relatively inelastic (2)
- 5.3 What type of price elasticity does the following table represent?

| PRICE        | QUANTITY DEMANDED |
|--------------|-------------------|
| <b>R1,00</b> | <b>100</b>        |
| <b>80c</b>   | <b>120</b>        |

- Perfect elasticity
- Relatively elastic
- Unitary elasticity
- Relatively inelastic (2)

5.4 The demand curve for milk is inelastic because ...

- (a) it is not purchased regularly.
- (b) it is an essential product.
- (c) it is cheap.
- (d) it is an expensive item. (2)

6. Complete the following sentences by writing down only the answers next to the question numbers:

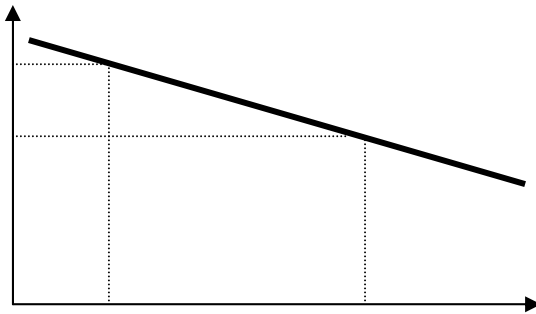
6.1 The demand for habit-forming goods like cigarettes tends to be relatively \_\_\_\_\_.

6.2 When a percentage change in price leads to a bigger percentage change in quantity demanded, it is called \_\_\_\_\_.

7. 'Price elasticity of demand is the sensitivity of demand to a price change'.

7.1 Discuss **FOUR** factors which influence this sensitivity of demand. (16)

8. What type of price elasticity does the following graph represent? Label the component elements of the graph and explain its slope. (10)





## TASK 2: CASE STUDY

### GRADE 11

Learning Outcome 1

Assessment Standard 1 and 4

### ECONOMIC MARGINALISATION

Read the following case study and answer the questions that follow:

The Disability Empowerment Concerns Trust's (DEC) company Sceptre has acquired a 25,1 percent stake for an undisclosed amount in investment and advisory company I Capital. The DEC represents an estimated 4,8 million disabled people in South Africa, the majority of whom are historically disadvantaged South Africans and women. 'The inclusion of a truly broad-based empowerment shareholder in the deal was important to the directors and founders of the company and we believe we have more than fulfilled that aim with the DEC as a shareholder in the company,' said director David Smollan.

Sceptre is a black-owned and managed investment company headed by Wanda Shuenyane. Shuenyane has operations management and strategy consulting experience and has worked for highly established companies. He has also been appointed to the board of I Capital investee company, inforWave Holdings limited, as non-executive director. DEC Investment Holdings is a financial sustainability strategy for beneficiary NGOs and an innovative programme to promote the economic empowerment of people with disabilities.

Several strategies have been developed by the government to ensure that the economically marginalized communities are given opportunities to prosper in the business sector to redress past experiences. Land ownership is also encouraged as a majority of the poor were disadvantaged and could not afford a decent place to stay.

*Adapted from "Disabled get stake in investment and advisory company"  
City Press, Business, page 3. July, 10<sup>th</sup>, 2005.*

1. Explain what is meant by the 'economically marginalized groups'. (6)
2. Why do you think it was necessary to include a truly broad-based empowerment shareholder in the deal mentioned in the above case study? (6)
3. Do you think it is the government's responsibility to protect the economically marginalized groups? Justify your answer. (6)

## APPENDIX 2: VERBS ASSOCIATED WITH BLOOM'S TAXONOMY AND HOW THESE RELATE TO THE ASSESSMENT STANDARDS IN ECONOMICS

### 1. Verbs associated with the 6 levels of questioning in Bloom's taxonomy

| LEVEL 1   | LEVEL 2  | LEVEL 3   | LEVEL 4   | LEVEL 5  | LEVEL 6   |
|---|--|---|---|--|---|
| Knowledge   | Understanding  | Application   | Analysis  | Synthesis  | Evaluation  |
| define<br>describe<br>identify<br>label<br>locate<br>name<br>recognise<br>select<br>state | compare<br>define<br>describe<br>distinguish<br>explain<br>generalise<br>illustrate<br>infer<br>interpret<br>match<br>paraphrase<br>restate<br>select<br>summarise | adapt<br>compute<br>discover<br>draw<br>gather<br>graph<br>modify<br>operate<br>prepare<br>revise<br>show<br>solve<br>survey<br>use | categorise<br>classify<br>compare<br>contrast<br>decipher<br>deduce<br>differentiate<br>distinguish<br>explain<br>generalise<br>infer<br>predict<br>relate<br>solve | combine<br>compose<br>create<br>depict<br>design<br>develop<br>incorporate<br>integrate<br>invent<br>organise<br>plan<br>predict<br>produce<br>structurise | appraise<br>critique<br>decide<br>evaluate<br>judge<br>justify<br>recommend |

### 2. Following Bloom's taxonomy, examples of assessment of **Learning Outcomes** can be used in the following manner:

#### ***Learning Outcome 1: Macroeconomics***

*The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.*

- The **Grade 10** learner should be able to demonstrate knowledge, comprehension and application of basic concepts, the circular flow and business cycles, by producing written evidence in the form of drawings, tables, summaries, notes and answers to questions.
- The **Grade 11** learner must demonstrate comprehension, analysis and evaluation of an elaboration on topics such as the circular flow and socio-economic service delivery. This can be achieved by individual, pair or group work activities such as speeches, debates, interviews, etc.
- The **Grade 12** learner should be able to demonstrate application, synthesis and evaluation of the circular flow, national account aggregates, business cycle forecasting and public and foreign sectors. This can be done by critical demonstrations, evaluation and presentation of data, etc.

### ***Learning Outcome 2: Microeconomics***

*The learner is able to demonstrate knowledge, understanding and the appropriate skills in analysing the dynamics of markets.*

- The **Grade 10** learner should be able to demonstrate knowledge, comprehension and application of markets, production possibility curves and the effects of government's intervention and involvement in the market on prices and quantities. The learner must be able to define, identify and draw different curves and be able to interpret statistical data being supplied by, for example the monetary policy committee.
- The **Grade 11** learner should be able to demonstrate knowledge, comprehension, application and analysis of the relationships between markets, deriving prices and quantities from graphs and price elasticities. This can be done by preparing and comparing data and/or graphs from information learners have gathered.
- The **Grade 12** should be able to demonstrate comprehension, application and analysis of the dynamics of perfect and imperfect markets, market failure and cost-benefit analysis. This can be done by classifying, differentiating, comparing, contrasting and solving the problems of imperfect markets.

### ***Learning Outcome 3: Economic Pursuits***

*The learner is able to demonstrate knowledge, understanding and critical awareness of the policies and practices underpinning the improvement of the standard of living.*

- The **Grade 10** learner should be able to demonstrate knowledge and understanding of economic development in general, South African money and banking in an historical context and the composition of the South African population and labour force. The learner must investigate and outline economic development of society and present findings in oral or written form.
- The **Grade 11** learner should be able to demonstrate knowledge, comprehension and synthesis of the wealth-creation process, characteristics of developing countries, the South African monetary system and South Africa's role in Africa. The learner must be able to achieve this by identifying existing economic problems, recommending solutions and evaluating South Africa's role in Africa.
- The **Grade 12** learner should be able to demonstrate comprehension, analysis and evaluation of South Africa's growth, development and international trade policies and economic and social performance indicators. The learner must be able to critically evaluate policies and debate different economic and social indicators derived from newspapers, TV interviews, etc.

#### **Learning Outcome 4: Contemporary Economic Issues**

*The learner is able to demonstrate knowledge, understanding and critical awareness and apply a range of skills in dealing with contemporary economic issues.*

- The **Grade 10** learner should be able to demonstrate knowledge and comprehension of contemporary issues of unemployment, labour relations and redress. The learner must be able to explain the different concepts of unemployment and labour issues and explain their effects and suggest solutions to these issues.
- The **Grade 11** learner should be able to demonstrate knowledge, comprehension and analysis of the contemporary issues of poverty, globalisation and environmental deterioration. The learner must gather information on these topics, compare data and try to recommend solutions through oral and written presentations, debates, interviews or talk shows.
- The **Grade 12** learner should be able to demonstrate analysis and evaluation of the contemporary issues of inflation, tourism and environmental sustainability. The learner should gather information on the importance of tourism in their areas and how inflation will be combated through certain measures and investigate the sustainability of their environment. For example, how will the World Soccer Cup affect tourism in the area?

**3. Verbs which appear in the Assessment Standards of Economics and how they relate to Bloom's taxonomy:**

| <b>VERBS USED IN ECONOMICS ASSESSMENT STANDARDS</b> | <b>SKILLS</b> | <b>KNOWLEDGE</b> | <b>VALUES</b> | <b>ATTITUDES</b> | <b>LEVEL OF BLOOM'S TAXONOMY</b> |
|---|---------------|------------------|---------------|------------------|----------------------------------|
| Analyse   | X             | X                | X             |                  | 4                                |
| Assess  | X             | X                | X             |                  | 6                                |
| Calculate   | X             | X                | X             |                  | 4                                |
| Compare   | X             | X                | X             |                  | 2                                |
| Communicate   | X             | X                |               |                  | 2                                |
| Debate  | X             | X                | X             | X                | 4                                |
| Describe  | X             | X                |               |                  | 1                                |
| Deduce  | X             | X                | X             |                  | 4                                |
| Discuss   | X             | X                |               |                  | 2                                |
| Engage  | X             | X                | X             | X                | 5                                |
| Evaluate  | X             | X                | X             |                  | 6                                |
| Examine   | X             | X                | X             |                  | 6                                |
| Explain   | X             | X                |               |                  | 2                                |
| Highlight   | X             | X                |               |                  | 3                                |
| Identify  | X             | X                |               |                  | 1                                |
| Illustrate  | X             | X                |               |                  | 2                                |
| Investigate   | X             | X                |               |                  | 3                                |
| Mention   | X             | X                |               |                  | 1                                |
| Outline   | X             | X                |               |                  | 3                                |
| Present   | X             | X                |               |                  | 3                                |
| Relate  | X             | X                | X             |                  | 4                                |
| Research  | X             | X                |               |                  | 3                                |
| State   | X             | X                |               |                  | 1                                |