



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

ECONOMICS

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR ECONOMICS

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

ECONOMICS

What is Economics?

Economics is the study of how individuals, businesses, governments and other organisations within our society choose to use scarce resources to satisfy their numerous needs and wants in a manner that is efficient and equitable.

The table below indicates the main topics in the Economics curriculum.

Weighting of curriculum	Topic
<i>Macroeconomics</i> (Weighting 25%)	1. Economics: basic concepts
	2. Basic economic problem
	3. Circular flow
	4. Quantitative elements
	5. Economic systems
	6. Business cycles
<i>Microeconomics</i> (Weighting 25%)	7. Dynamics of markets
	8. Public sector and other sectors
<i>Economic pursuits</i> (Weighting 25%)	9. Economic growth and development
	10. Money and banking
	11. Population and labour force
	12. Labour market
	13. Redress since 1994
<i>Contemporary economic issues</i> (Weighting 25%)	14. Unemployment
	15. Labour relations
	16. Globalisation
	17. Inflation
	18. Tourism
	19. Poverty
	20. Economic issues

Economics learners will be able to:

- acquire an advanced Economics vocabulary that will allow them to debate and communicate the essentials of this subject;
- apply, in a responsible and accountable manner, principles that underlie basic economic processes and practices;
- explore a variety of methods and strategies to analyse and explain the dynamics of markets;
- collect, analyse and interpret production and consumption, and exchange data as well as other information in order to solve problems and make informed decisions;
- understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation;
- analyse and assess the impact of local and global institutions on the South African economy, and
- explain the events and forecast the consequences or predict likely future outcomes.

Time allocation for Economics in the curriculum

The teaching time for Economics for Grades 10, 11 and 12 is 4 hours per week per grade on the timetable.

Requirements to offer Economics as a subject

Resources to offer Economics as a subject are the **responsibility of the school**.

1. Each learner should have:
 - a. A textbook and
 - b. Stationery.

2. The teacher should have:
 - a. A variety of textbooks for referencing
 - b. Statistics SA and SARB Quarterly Bulletin
 - c. SA Yearbook
 - d. SARS brochures
 - e. Legislation, for example, the Labour Relations Act
 - f. Business, financial and economics magazines
 - g. A television set (TV) and a radio
 - h. Access to the Internet

OVERVIEW OF THE TOPICS

Topic	Grade	Content
Economics: basic concepts	Grade 10	Methods and setting: relationships with other sciences.
	Grade 11	Factors of production: community participation.
	Grade 12	None.
Basic economic problems	Grade 10	Processes of production: consumption and exchange. Highlight promotion or violation of human rights and the environment.
	Grade 11	Economically marginalised groups.
	Grade 12	None.
Circular flow	Grade 10	Participants: markets, monetary and real flows in a closed economy.
	Grade 11	Uses of economic goods and services.
	Grade 12	Model: national account aggregates; derive and apply multiplier.
Quantitative elements	Grade 10	GDP, GNI.
	Grade 11	GDP (P), GDP (E), GDP (I).
	Grade 12	Economic indicators GDP: inflation rate, foreign trade, employment, productivity, interest rates, money supply, social indicators, health and nutrition, education, services, housing and urbanisation, international comparisons.
Economic systems	Grade 10	Traditional society.
	Grade 11	Market economy: centrally planned; mixed economy.
	Grade 12	None.
Business cycles	Grade 10	Composition: reasons and impact on the economically vulnerable.
	Grade 11	Economic sectors.
	Grade 12	Composition: features, Government policy, new economic paradigm, features regarding business cycles.
Dynamics of markets	Grade 10	Description: value, price and utility, composition, types, prices, functions, production possibility curve.
	Grade 11	Relative prices: demand and supply relationships, product and factor markets, market structures, cost concepts and analysis, elasticity of demand and supply.
	Grade 12	Perfect and imperfect markets: market failures, cost-benefit analysis.
Public sector and other sectors	Grade 10	Methods of involvement: indirect taxes, subsidies, welfare, maximum and minimum prices, production, minimum wages.
	Grade 11	Primary, secondary and tertiary sectors: transport and communication.
	Grade 12	Composition: necessity, problems, objectives of the public sector. Laffer curve. Budgets: reasons for international trade, balance of payments, foreign exchange markets, corrections of BOP disequilibria, export promotion, import substitution, protectionism, free trade, desirable mix.
Economic development	Grade 10	Stages of economic development: traditional society, development, maturity. Mass production and consumption in South Africa: animal husbandry and agriculture, agriculture and mining, mining and industry, indigenous knowledge systems.
	Grade 11	Measures: characteristics of developing countries. Strategies: South African endeavours, wealth creation, distribution and redistribution of wealth, Africa's economic demarcations, comparisons, economic integration and co-operation, indigenous knowledge systems.
	Grade 12	Reasons for international trade: balance of payments, foreign exchange markets, demand and supply approaches and evaluations, North/South divide, regional development, South African endeavours, appropriateness, indigenous knowledge systems.

Money and banking	Grade 10	Basic concepts: functions.
	Grade 11	Micro-lending, central banking, monetary policy, bank failures and consequences.
	Grade 12	None.
Population and labour force	Grade 10	Human, natural, capital resources: entrepreneurship, democratisation of economic procedures, macroeconomic adaptation.
	Grade 11	Discuss labour and other factors of production in detail.
	Grade 12	None.
Labour market	Grade 10	In the South African context: objectives of the Labour Relations Act, labour rights and conventions, labour courts.
	Grade 11	None.
	Grade 12	None.
Redress since 1994	Grade 10	Population size: South African labour force.
	Grade 11	Environmental deterioration: resource exploitation, protection, approaches to sustainability, global and local impact on South Africa.
	Grade 12	Environmental sustainability: state, measures.
Globalisation	Grade 10	Mass production and consumption.
	Grade 11	North/South divide relevance to globalisation effects on South Africa.
	Grade 12	International agreements.
Tourism	Grade 10	None.
	Grade 11	None.
	Grade 12	Importance of policies.
Economic issues of the day	Grade 10	Unemployment: approaches to solve it; economically marginalised.
	Grade 11	Poverty: types, measuring causes, effects.
	Grade 12	Inflation: reasons for growth, effects and benefits. South African profile: policy suggestions.

SECTION 3

ANNUAL TEACHING PLAN GRADE 10

TERM 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Methods and settings		Basic economic problems		Circular flow			Business cycles		
Assessment	Research project (until 2 nd quarter)		Daily assessment tasks Case study		Daily assessment tasks Class test			Assignment Term controlled test		
TERM 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Dynamics of markets			Production possibility curve		Public sector		Examination		
Assessment	Case study Worksheets Media investigation & presentation (until 3 rd quarter)			Class test Daily assessment tasks		Case study Worksheets Revision		Examination paper on topics covered		
TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Project preparation	Stages of economic development		South Africa: historical view		History of money & banking		Population & labour force		Revision test
Assessment	Media investigation & presentation	Research project Daily assessment Media investigation & presentation		Research project Media Investigation and presentation		Research project Media investigation & presentation		Research project Media Investigation & presentation		Revision Term controlled test
TERM 4										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Unemployment		Labour relations		Redress		Revision	Examination		
Assessment	Research project		Class test Research project		Data response worksheets		Revision on all topics	All topics covered during the year		

GRADE 10

TERM 1

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	1. Economics: basic concepts	<p>Analysis of Economics, description of its methods and setting within the field and its relationship with other sciences.</p> <ul style="list-style-type: none"> • Unpacking of Economics: <ul style="list-style-type: none"> ▪ Description and elements ▪ Branches of Economics ▪ Approaches of Economics • The methods of Economics: <ul style="list-style-type: none"> ▪ Positive and normative statements ▪ The scientific method ▪ Difficulties faced by the social sciences ▪ The use of models • The setting of Economics within the field: <ul style="list-style-type: none"> ▪ Accounting ▪ Business studies ▪ Commercial law • Mathematics of finance <p>Description of relationships with other sciences and career opportunities:</p> <ul style="list-style-type: none"> ▪ Statistics ▪ Mathematics ▪ Information Technology ▪ Law ▪ Politics ▪ Sociology ▪ Geography 	<p>Questionnaires Worksheets Newspapers Scrapbook Internet Textbooks Exemplar paper/tests Magazines Cartoons on inflation, balance of payments, unemployment Case studies Publications, for example, SA Yearbook</p>
2 weeks (Weeks 3-4)	2. Basic economic problem	<p>Identification and explanation of the problem that all economies try to solve regarding the basic processes of production, consumption and exchange, and highlighting the promotion or violation of human rights and the environment.</p> <ul style="list-style-type: none"> • The scarcity problem: <ul style="list-style-type: none"> ▪ Absolute and relative scarcity ▪ Economic and free goods ▪ Alternatives and choices ▪ Opportunity cost • The basic processes: <ul style="list-style-type: none"> ▪ Production ▪ Exchange ▪ Consumption • Promotion or violation of human rights and the environment: <ul style="list-style-type: none"> ▪ Human rights ▪ The environment 	<p>Textbooks Case studies Newspaper Cartoons on scarcity Magazines Internet Worksheets Publications, for example, SA Yearbook</p>
3 weeks (Weeks 5-7)	3. Circular flow	<p>A discussion of participants, markets, and monetary and real flows in an open economy.</p> <ul style="list-style-type: none"> • The circular flow diagram: <ul style="list-style-type: none"> ▪ The diagram ▪ The interactions • The participants: 	<p>Textbooks Various diagrams Newspapers Internet Cartoons</p>

Week/Hour	Topic	Contents	Recommended resources
		<ul style="list-style-type: none"> ▪ Households/consumers ▪ Business enterprises ▪ The public sector ▪ The foreign sector • The flows the variables • Leakages and injections 	
1 week (Week 8)	2. Quantitative elements: economic goods and services	<p>Explanation of Gross Domestic Product (GDP) and Gross National Income (GNI).</p> <ul style="list-style-type: none"> • GDP and GNI: <ul style="list-style-type: none"> ▪ Definitions ▪ Composition ▪ Importance ▪ Comparison 	Textbooks Magazines Newspapers Internet Statistics: the Department of Labour, Stats SA and SARB
2 weeks (Weeks 9-10)	5. Business cycles	<p>Reasons for business cycles: explanation and illustration of their composition and noting their impact on the economically vulnerable.</p> <ul style="list-style-type: none"> • The phenomenon: <ul style="list-style-type: none"> ▪ Indicators ▪ South African business cycles • Time seriesComposition: <ul style="list-style-type: none"> ▪ Cyclical patterns ▪ Measuring business cycles • Reasons: <ul style="list-style-type: none"> ▪ Exogenous reasons ▪ Endogenous reasons • Effects: <ul style="list-style-type: none"> ▪ Changes in aggregate supply and aggregate demand ▪ Changes in economic growth ▪ Changes in employment ▪ Changes in price levels ▪ Changes in exchange rates 	Textbooks SARB Quarterly Bulletin Economic magazines Internet TV news bulletins Newspaper articles Cartoons on economic growth/decline, depression, inflation (topics related to business cycles)

Term 1: Formal assessment		
Form of assessment	Assignment	Test
Total marks	50	100
Converted to %		

For the purpose of a term test it is compulsory to cover the entire term content.

Daily assessment is important to monitor teaching and learning.

Formal assessment for Term 2:

Teachers should give a project to learners in the 1st term in order for them to start on their research. This will give learners ample time to complete the project in Term 2. The project content is covered in Term 2.

Economic issues of the day:

This needs to be incorporated across all the topics during the year.

GRADE 10

TERM 2

Week/Hour	Topic	Contents	Recommended resources
3 weeks (Weeks 1-3)	1. Dynamics of markets	<p>Explanation of the market as a phenomenon. Use graphs to illustrate the establishment of prices and quantities.</p> <ul style="list-style-type: none"> • Description • Value, price and utility • Composition • Kinds of markets: <ul style="list-style-type: none"> ▪ Perfect markets ▪ Imperfect markets ▪ World markets (the effects of electronics) • Prices: <ul style="list-style-type: none"> ▪ Demand ▪ Supply ▪ Price formation • Functions of markets: <ul style="list-style-type: none"> ▪ Bringing supply and demand together ▪ Allocating resources ▪ Self-regulatory 	<p>Textbooks Graphic papers Posters on topic Newspapers Magazines TV and radio news bulletins Publications, for example, SA Yearbook Cartoons on scarcity</p>
3 weeks (Weeks 4-6)	2. Production possibility curve	<p>Description of the production possibility curves (reflecting on efficiencies), and explaining how they reconcile choice and scarcity.</p> <p>Rationale:</p> <ul style="list-style-type: none"> • The position of the production possibility curve: <ul style="list-style-type: none"> ▪ determined by internal factors ▪ determined by external factors • Maximising satisfaction from limited resources by means of indifference curves • Effects of inefficiencies 	<p>Textbooks Graphs Posters Magazines Newspaper articles Cartoons</p>
2 weeks (Weeks 7-8)	3. Public sector	<p>Explanation of the effects (in terms of prices and quantities) of the public sector's involvement and intervention in the market, with the aid of graphs.</p> <p>Methods of involvement:</p> <ul style="list-style-type: none"> • Indirect taxes • Subsidies • Welfare • Maximum and minimum prices • Production • Minimum wages 	<p>Budget speech Textbooks Newspapers Applicable Government publications, for example, the Department of Labour, and Stats SA Cartoons on the Government, taxes, prices, production</p>
2 weeks (Weeks 9-10)	Revision exercises and examination	Revision of all topics covered during the first two terms.	Textbook exercises
Mid-year examination			

Term 2: Formal assessment		
Form of assessment	Project	Mid-year examination
Marks	50	200
Converted to %		

Note: Project -Term 2:

This project was given in Term 1. Learners should complete the project for Term 2 and submit.

The content dealt with for Terms 1 and 2 should be revised for the mid-year examination.

GRADE 10

TERM 3

Week/Hour	Topic	Contents	Recommended resources
3 weeks (Weeks 1- 3)	1. Stages of economic development	<p>Investigation and an outline of the stages of economic development in a broad historical context; should be related to evidence from Africa where relevant.</p> <ul style="list-style-type: none"> • The self-sufficient stage: <ul style="list-style-type: none"> ▪ The agricultural nature of the economy ▪ Absence of markets ▪ Negligible labour specialisation ▪ Limited freedom of choice ▪ Wealth and power ▪ In Africa • Take-off stage: <ul style="list-style-type: none"> ▪ Feudalism ▪ Travelling merchants ▪ Urbanisation ▪ Guilds ▪ Specialisation of labour ▪ Markets ▪ Money • Transition stage: <ul style="list-style-type: none"> ▪ The rise of the 'Great Powers' ▪ The voyages of discovery ▪ Mercantilism ▪ In Africa • Maturity stage: <ul style="list-style-type: none"> ▪ Industrial development ▪ Mechanisation ▪ Urbanisation ▪ Markets ▪ In Africa • Mass production and consumption: <ul style="list-style-type: none"> ▪ Electronic inventions ▪ Cost reduction ▪ Labour unions ▪ Markets ▪ In Africa • Globalisation 	Textbooks Graphs Posters Magazines Newspapers
3 weeks (Weeks 4-6)	2. South Africa in historical context	<p>Investigation and an outline of economic development in South Africa in a historical context; highlighting indigenous knowledge systems and the impact of colonialism and imperialism.</p> <ul style="list-style-type: none"> • Animal husbandry and agriculture: <ul style="list-style-type: none"> ▪ Characteristics ▪ Factors promoting economic development ▪ Factors hampering economic development ▪ Consequences • Agriculture and mining: <ul style="list-style-type: none"> ▪ Characteristics ▪ Factors promoting economic development ▪ Factors hampering economic development ▪ Economic consequences • Mining and industry: 	Budget speech Textbooks Newspapers Applicable Government publications /institutions, for example, the Department of Labour and Stats SA

Week/Hour	Topic	Contents	Recommended resources
		<ul style="list-style-type: none"> ▪ Characteristics ▪ Factors contributing to economic development ▪ Factors hampering economic development ▪ Consequences • Manufacturing and services: <ul style="list-style-type: none"> ▪ Characteristics ▪ Factors contributing to economic development ▪ Factors hampering economic development ▪ Consequences 	
2 weeks (Weeks 7-8)	3. History of money and banking	<p>Investigating and outlining the history of money and banking in South Africa.</p> <ul style="list-style-type: none"> • History of money in South Africa: <ul style="list-style-type: none"> ▪ Early African money ▪ Indigenous money ▪ Colonial money ▪ Imperial money ▪ South African money • History of banking in South Africa: <ul style="list-style-type: none"> ▪ Early development ▪ Private banks ▪ Imperial banks ▪ Decreasing importance ▪ Consolidation of banking 	Textbooks Newspapers Cartoons on money, banks Old coins Internet
2 weeks (Weeks 9-10)	4. Population & labour force	<p>Composition of the South African population and labour force; explanation of the factors (such as HIV/AIDS) that impact on them.</p> <ul style="list-style-type: none"> • The population size: <ul style="list-style-type: none"> ▪ Population growth ▪ Natural growth rate ▪ The demographic cycle ▪ Projected growth rates ▪ Migration • The South African labour force: <ul style="list-style-type: none"> ▪ Age composition ▪ Labour force numbers ▪ Unemployment ▪ Employment ▪ Geographic distribution • Note: Infuse factors impacting on the population and labour force growth and composition, for example, HIV/AIDS. 	Textbooks Newspapers, for example, the Sunday Press Magazines, e.g. the Financial Mail TV and radio news bulletins Publications, for example, SA Yearbook, Internet Statistics: the Department of Labour, SARB and Stats SA

Term 3: Formal assessment		
Form of assessment	Presentation	Test
Total marks	50	100
Converted to %		

A test should cover the content dealt within a term. Note that the content that has been assessed in another formal task, must not be repeated in the test.

GRADE 10

TERM 4

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	1. Unemployment	<p>Investigation and explanation of unemployment and the various approaches to solve the problem. Take cognisance of the economically marginalised.</p> <ul style="list-style-type: none"> • The nature of unemployment: <ul style="list-style-type: none"> ▪ The numbers ▪ The unemployment rates ▪ Characteristics of South Africa's unemployment ▪ Causes of unemployment ▪ Effects of unemployment • Approaches to solve unemployment: <ul style="list-style-type: none"> ▪ Growth of production ▪ Public works programmes ▪ Unemployment insurance • Economically marginalised groups 	Textbooks Cartoons on unemployment Magazines Newspapers Posters
2 weeks (Weeks 3-4)	2. Labour relations	<p>A discussion on labour relations, dispute resolutions and dispute resolution mechanisms. Include labour rights and conventions within the context of the South African labour market.</p> <ul style="list-style-type: none"> • The labour market in the South African context: <ul style="list-style-type: none"> ▪ Demand for labour ▪ Supply of labour ▪ Interaction of supply and demand • The objectives of the Labour Relations Act: <ul style="list-style-type: none"> ▪ Self-government ▪ Majorification ▪ Consultation • Labour rights and conventions: <ul style="list-style-type: none"> ▪ Conventions ▪ Labour rights ▪ Labour rights in South Africa ▪ The Labour Relations Act ▪ Basic Conditions of the Employment Act ▪ The Occupational Health and Safety Act • The collective bargaining/dispute resolution process: <ul style="list-style-type: none"> ▪ Labour unions ▪ Workplace forums ▪ Bargaining councils ▪ Commission for Conciliation Mediation and Arbitration (CCMA) • The labour courts 	Textbooks Magazines Newspapers TV coverage on strikes and rights Posters Internet Statistics: Department of Labour and Stats SA
2 weeks (Weeks 5-6)	3. The composition of the South African population and the labour force	<p>The reconstruction of the South African economy after 1994 as an effort to redress the inequalities of the past.</p> <ul style="list-style-type: none"> • Human resources: <ul style="list-style-type: none"> • Education • Training 	Textbooks Magazines Newspapers Cartoons on population,

Week/Hour	Topic	Contents	Recommended resources
		<ul style="list-style-type: none"> • Employment equity • Natural resources: <ul style="list-style-type: none"> ▪ Land ▪ Minerals and energy ▪ Fishing ▪ Forestry • Capital: <ul style="list-style-type: none"> ▪ Capital to acquire businesses ▪ Capital to acquire properties ▪ Working capital needs • Entrepreneurship: <ul style="list-style-type: none"> ▪ Ntsika/Khula/Business partners ▪ Government departments ▪ Formal education ▪ The private sector • Democratisation of economic procedures: <ul style="list-style-type: none"> ▪ Labour legislation ▪ Public hearings ▪ Nedlac ▪ Self-regulating bodies • Macroeconomic adaptations: <ul style="list-style-type: none"> ▪ Economic performance ▪ Employment ▪ Income inequality ▪ Poverty ▪ Stability 	unemployment and migration Internet Statistics: the Department of Labour and Stats SA
<i>To be incorporated across all the topics</i>	<i>Economic issues of the day</i>	<i>Economic issues of the day - quantitative elements of Economics and other essentials.</i> <ul style="list-style-type: none"> • <i>Economic issues of the day</i> • <i>The quantitative elements of economics:</i> <ul style="list-style-type: none"> ▪ <i>Derive and apply mathematical expressions</i> ▪ <i>Calculate and apply co-efficient</i> ▪ <i>Interpret tables and graphs</i> • <i>Other essentials:</i> <ul style="list-style-type: none"> ▪ <i>Engage in citizenship and life skills essentials</i> • <i>Participants in subject-related competitions and other practical activities</i> 	<i>Textbooks</i> <i>Magazines</i> <i>Newspapers</i> <i>Cartoons on population, unemployment and migration</i> <i>Internet</i> <i>Statistics:</i> <i>Department of Labour and Stats SA</i>
2 weeks (Weeks 7-8)	Revision exercises	Revise all topics in preparation for final examination.	
2 weeks (Weeks 9-10)		NCS year-end examination	

Term 4: Formal assessment		
Year mark	End-of-the- year examination	Total
550	400	950
Converted to 100	Converted to 300	400

GRADE 11

TERM 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Factors of production poverty		Economic goods & services			Mixed economy		Economic structures		Revision Term test
Assessment	Baseline assessment Media investigation & presentation Research project		Test Case study Daily assessment South African national budget Media investigation			Daily assessment Media investigation		Case study Questionnaire Daily assessment Media investigation		Assessment tasks completed Project Term test 1
TERM 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Markets	Cost & revenue		Price elasticity		Economic growth		Revision	Mid-year examination	
Assessment	Assignment Daily assessment Media investigation	Daily assessment Media investigation Data response		Data response Daily assessment Media investigation		Daily assessment Media investigation Data response		All topics covered	Assignments handed in Mid-year examination	
TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Economic development		Poverty		Money & banking		The role of South Africa and economic importance		Revision	Term test
Assessment	Daily assessment Case study Investigation & presentation		Research project Daily assessment Investigation & presentation		Investigation & presentation		Daily assessment Investigation & presentation		Tasks completed Term test 2	
TERM 4										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Globalisation		Environmental deterioration		Revision & consolidation		Final examination: macroeconomics, microeconomics, economic pursuits, contemporary economic issues.			
Assessment	Daily assessment Class debate Investigation & presentation		Daily assessment Class debate Investigation & presentation		All topics		Examination paper			

GRADE 11

TERM 1

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	1. Economics. Basic concept: factors of production and its remuneration	<ul style="list-style-type: none"> • Principles, processes and practices of economy • Analysis of the factors of production and their remuneration: <ul style="list-style-type: none"> ▪ Characteristics ▪ Importance ▪ Remuneration • Investigation of community participation in local economic planning and activities • Accessibility of the economically marginalised groups: <ul style="list-style-type: none"> ▪ Empowerment ▪ Procurement procedures 	Textbooks Magazines Newspapers Cartoons on factors of production Internet Statistics: the Department of Labour
3 weeks (Weeks 3-5)	2. Economic goods and services	<p>Analysis of the uses of economic goods and services in relation to the Gross Domestic Product (GDP). GDP/GNI:</p> <ul style="list-style-type: none"> • Final consumption expenditure (C) • Consumption expenditure by Government (G) • Gross fixed capital formation (I): <ul style="list-style-type: none"> ▪ Definition ▪ Composition ▪ Importance • The main aggregates: <ul style="list-style-type: none"> ▪ Gross value added (GDP) ▪ Gross National Expenditure ▪ Gross National Income 	Textbooks Magazines Newspapers Internet Statistics: the Department of Labour, Stats SA & SARB Quarterly Bulletin
2 weeks (Weeks 6-7)	3. Mixed economy	<p>Explanation of the characteristics and foundations of South Africa's mixed economy, and assessing its efficiency in terms of socio-economic services.</p> <ul style="list-style-type: none"> • Market, centrally planned and South Africa's mixed economy: <ul style="list-style-type: none"> ▪ Economic characteristics ▪ Advantages ▪ Disadvantages • Efficiency in delivering socio-economic services 	Textbooks Magazines Newspapers TV coverage on strikes, market tendencies Posters Internet Statistics: the Department of Labour
3 weeks (Weeks 8-10)	4. Economic structure	<p>Analysis of the economic structure of South Africa.</p> <ul style="list-style-type: none"> • Primary, secondary and tertiary sectors: <ul style="list-style-type: none"> ▪ Composition ▪ Importance • South Africa's infrastructure: <ul style="list-style-type: none"> ▪ Communication ▪ Transport ▪ Energy ▪ Exclusion • Note: Infuse in the analysis: <ul style="list-style-type: none"> ▪ Exclusion and ▪ discrimination in service provision and access to economic opportunity 	Textbooks Magazines Newspapers TV coverage on market tendencies Posters Internet Statistics: the Department of Labour & Stats SA

Term 1: Formal assessment		
Form of assessment	Presentation	Test
Total marks	50	100
Converted to %		

For the purpose of a term test it is compulsory to cover the entire term content.

Daily assessment is important to monitor teaching and learning.

Formal assessment for Term 2:

Teachers should give a project to learners in the 1st term in order for them to start with their research. This will give learners ample time to complete the project in Term 2.

Economic issues of the day:

This topic needs to be incorporated across all the topics in a year.

GRADE 11

TERM 2

Week/Hour	Topic	Content	Recommended resources
2 weeks (Weeks 1-2)	1. Relationship between markets	<p>Analysis of the relationships between markets. Illuminate them with the aid of graphs.</p> <ul style="list-style-type: none"> • Relative prices • Demand and supply relationships: <ul style="list-style-type: none"> ▪ Substitutes ▪ Compliments • Relationships between product and factor markets • Market structure: <ul style="list-style-type: none"> ▪ Perfect markets ▪ Imperfect markets 	<p>Textbooks Magazines Newspapers TV coverage on market tendencies Posters Internet Statistics: the Department of Labour</p>
2 weeks (Weeks 3-4)	2. Effects of cost & revenue	<p>Explain and illustrate by means of graphs the effects of cost and revenue on prices and the levels of production.</p> <ul style="list-style-type: none"> • Objectives of businesses • Short-run costs: <ul style="list-style-type: none"> ▪ Total, average and marginal ▪ Cost schedules ▪ Curves • Long-run costs: <ul style="list-style-type: none"> ▪ Revenue calculations ▪ Changes in revenue ▪ Profits and losses • Note: Application of revenue and costs analysis should include production and the pricing of factors 	<p>Textbooks Magazines Newspapers TV coverage on Gautrain Posters Internet Statistics: the Department of Labour & Stats SA</p>
2 weeks (Weeks 5-6)	3. Price elasticity	<p>Explanation of price elasticities and calculating their values. Use graphs in presentation for illustration.</p> <ul style="list-style-type: none"> ▪ Marginal utility ▪ Price elasticity of demand ▪ Price elasticity of supply ▪ Factors determining the elasticity of demand ▪ Income elasticity of demand ▪ Cross elasticity of demand 	<p>Textbooks Magazines Newspapers Posters Internet</p>
2 weeks (Weeks 7-8)	4. Economic growth	<p>Wealth creation process and patterns of distribution</p> <ul style="list-style-type: none"> • Wealth creation process • Distribution: <ul style="list-style-type: none"> ▪ Income ▪ Wealth ▪ How much inequality? • Redistribution methods • Economic growth: <ul style="list-style-type: none"> ▪ Meaning and importance ▪ Methods ▪ Constraints on growth ▪ South Africa's recent growth experience ▪ Standard of living 	<p>Textbooks Magazines Newspapers TV coverage on wealth creation Posters Internet Statistics: Stats SA Cartoons on economic growth</p>

2 weeks (Weeks 9-10)	Revision	Macro- and microeconomics	Textbooks Notes Previous questions, papers and memos Revision exercises Class tests and quarterly tests
Mid-year examination			

Term 2: Formal assessment		
Form of assessment	Project	Mid-year examination
Marks	50	300
Converted to %		

*Note: Project - Term 2:
This project was given in Term 1. Learners should complete the project for Term 2 and submit.
The content dealt with in Terms 1 and 2 should be revised for the mid-year examination.*

GRADE 11

TERM 3

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	1. Economic development	<p>Explanation of economic development.</p> <ul style="list-style-type: none"> • Methods of development • Common characteristics of developing countries: <ul style="list-style-type: none"> ▪ Low standard of living ▪ Low levels of productivity ▪ High population growth and dependency burdens ▪ High levels of unemployment ▪ Dependence on the primary sector ▪ Deficient infrastructure • Developing strategies • South Africa's endeavours • Indigenous knowledge systems 	<p>Textbooks Magazines Newspapers TV coverage on strikes, rights Posters Internet Statistics: the Department of Labour & Stats SA</p>
2 weeks (Weeks 3-4)	2. Poverty	<p>An analysis and investigation of poverty.</p> <ul style="list-style-type: none"> • Poverty: <ul style="list-style-type: none"> ▪ Absolute and relative poverty ▪ Measuring poverty ▪ Causes of poverty ▪ The effects of poverty • The South African Government's measures to alleviate poverty 	<p>Textbooks Magazines Newspapers TV coverage on strikes, rights Posters Internet Statistics: Department of Labour & Stats SA</p>
3 weeks (Weeks 5-7)	3. Money & banking	<p>The composition of South Africa's money and its banking</p> <ul style="list-style-type: none"> • Money: <ul style="list-style-type: none"> ▪ Technical functions of money ▪ Modern money ▪ Money-associated instruments ▪ The monetary system ▪ The value of money ▪ Stabilising the value of money • Banking: <ul style="list-style-type: none"> ▪ The basic principles of credit creation ▪ Interest rates • Micro-lending activities • Central banking <ul style="list-style-type: none"> ▪ Basic functions ▪ Monetary policy • Bank failures and consequences 	<p>Textbooks Magazines Newspapers TV coverage on strikes, rights Posters Internet Statistics: the Department of Labour & Stats SA</p>
2 weeks (Weeks 8-9)	4. South Africa's role and economic importance in Africa	<p>South Africa's role and relative economic importance in Africa. Africa's economic demarcations, for example, AU and SADC</p> <ul style="list-style-type: none"> • Comparisons regarding economic indicators: <ul style="list-style-type: none"> ▪ Population ▪ Infrastructure ▪ Production ▪ Consumption, poverty and wealth ▪ Government finances 	<p>Textbooks Magazines Newspapers TV coverage on South Africa's role in Africa: – AU – SADC Posters</p>

Week/Hour	Topic	Contents	Recommended resources
		<ul style="list-style-type: none"> ▪ Foreign trade ▪ Economic freedom and competitiveness • Comparison with regard to social indicators: <ul style="list-style-type: none"> ▪ Poverty and wealth ▪ Income distribution ▪ Urbanisation ▪ Health and HIV/AIDS ▪ Education ▪ The marginalised • Economic integration and co-operation, for example: <ul style="list-style-type: none"> ▪ SACC ▪ SADC ▪ NEPAD 	Internet Statistics: the Department of Labour & Stats SA Cartoons on, for example, AU & SADC
1 week (Week 10)	Revision exercises	Revision of the term's work	

Term 3: Formal assessment		
Form of assessment	Assignment	Test
Total marks	50	100
Converted to %		

A test should cover the content dealt with during this term.

GRADE 11

TERM 4

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	1. Globalisation	Examination and debating of globalisation, its relevance to the North/South divide, and its effects (negative and positive) on South Africa. <ul style="list-style-type: none"> • Meaning • Causes • Consequences • Absolute and comparative advantages and disadvantages • North/South divide 	Textbooks Magazines Newspapers TV coverage on strikes, rights Posters Internet Statistics: the Department of Labour & Stats SA
2 weeks (Weeks 3-4)	3. Environmental deterioration	The environment: <ul style="list-style-type: none"> ▪ The problem ▪ Protecting the environment ▪ Approaches to sustainability ▪ The global and local impact on South Africa 	Textbooks Magazines Newspapers TV coverage on environment Posters Internet Statistics: Stats SA Cartoons on the environment
<i>To be incorporated across all the topics</i>	<i>Economic issues of the day</i>	<i>Identification, engagement in and communication of</i> <ul style="list-style-type: none"> • <i>The economic issues of the day</i> • <i>The quantitative elements of economics:</i> <ul style="list-style-type: none"> ▪ <i>Derive and apply mathematical expressions</i> ▪ <i>Calculate and apply co-efficient</i> ▪ <i>Interpret tables and graphs</i> • <i>Other essentials:</i> <ul style="list-style-type: none"> ▪ <i>Engage in citizenship and life skills essentials</i> • <i>Participate in subject-related competitions and other practical activities</i> 	<i>Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: the Department of Labour & Stats SA</i>
2 weeks (Weeks 5-6)	Revision exercises	<ul style="list-style-type: none"> • Macroeconomics • Microeconomics • Economic pursuits • Contemporary economic issues 	Textbooks
NCS year-end examination			

Term 4		
Year mark	End-of-the-year examination	Total
650	400	1 050
Converted to 100	Converted to 300	400

Converted marks for Terms 1, 2 and 3 equal a year mark of 100 (25% of the total marks). Add the year mark to the converted examination mark of 300 (75% of the total marks) to equal 400 marks.

GRADE 12

TERM 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Circular flow model		Business cycles		Public sector		Foreign exchange market			Test
Assessment	Media research & presentation Assignment Case study or daily assessment		Test Case study Daily assessment Assignment: Budget		Daily assessment Worksheets Media research & presentation		Case study Questionnaire Daily assessment Assignment Media research & presentation			Assignment handed in Term test 1
TERM 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Protection & free trade		Perfect markets		Imperfect markets		Market failure		Mid-year examination: Topics covered up to date	
Assessment	Daily assessment Worksheets Case studies		Daily assessment Worksheets Case studies		Worksheets Case studies Assignments		Daily assessment Worksheets Case studies Media research		Assessment tasks completed. Individual media investigation & presentation Mid-year examination	
TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Growth & development policies		Industrial development policies		Economic & social performance indicators		Inflation	Tourism	Environmental sustainability	Term test
Assessment	Daily assessment Media research & presentation		Daily assessment Media research & presentation		Daily assessment		Daily assessment Research project	Daily assessment: Class debate Mind map	Daily assessment: Research project	All topics covered to date Term test 2
TERM 4										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Revision & consolidation				Variety of questions to be handed out, marked and discussed with learners in preparation for final examination.					
Assessment	End of the year examination (external)				All topics					

GRADE 12

TERM 1

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	1. Circular flow	<p>Presentation of the circular flow model as a macroeconomic model: deducing and analysing the national account aggregates; derive and apply the multiplier.</p> <ul style="list-style-type: none"> • The open economy circular flow model • The markets • National account aggregates and conversions • The multiplier 	<p>Textbooks Cartoons on unemployment Magazines Newspapers Posters</p>
2 weeks (Weeks 3-4)	2. Business cycles	<p>Analysis and explanation of business cycles and how they are used in forecasting.</p> <ul style="list-style-type: none"> • The composition and features of business cycles • Explanations • Government policy • The new economic paradigm (smoothing of cycles) • Features underpinning forecasting with regard to business cycles 	<p>Textbooks Magazines, Newspapers TV coverage on elements like new car sales Posters, Internet Statistics: SARB Quarterly Bulletin & Stats SA</p>
3 weeks (Weeks 5-7)	3. Public sector	<p>Evaluation of the role of the public sector in the economy with special reference to its socio-economic responsibility in the South African context.</p> <ul style="list-style-type: none"> • The composition and necessity of the public sector • Problems of public sector provisioning • Objectives of the public sector and its budgets: <ul style="list-style-type: none"> ▪ Fiscal policy (including the Laffer curve) ▪ Reasons for public sector failure <p><i>Infuse where appropriate: national macroeconomic policy and service delivery with regard to socio-economic rights, education, health, the environment, social security, convention of the rights of the child, taxation, and compensation for human rights abuses.</i></p>	<p>Textbooks Magazines Newspapers Cartoons on public sector involvement Internet Stats SA & SARB Quarterly Bulletin</p>
3 weeks (Weeks 8-10)	4. Foreign exchange market	<p>Examination of the foreign exchange market, the establishment of exchange rates, and how the balance of payments account is affected.</p> <ul style="list-style-type: none"> • The main reasons for international trade • The balance of payments • Foreign exchange markets • The establishment of foreign exchange rates • Corrections of BOP surplus and deficit (disequilibria) 	<p>Textbooks Magazines Newspapers News bulletins on latest exchange rates Internet Stats SA & SARB Quarterly Bulletin</p>

Term 1: Formal assessment		
Form of assessment	Assignment	Test
Total marks	50	100
Converted to %		

Learners must be able to answer problem-solving questions using critical and creative thinking. These include the solving of real life problems within the context of the Economics curriculum. Data response, case studies and essay/report writing are very important.

Daily assessment is important to monitor teaching and learning

A project must be given to learners at the end of Term 1 to be submitted in Term 2.

GRADE 12

TERM 2

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	1. Protection and free trade	Discussion of protectionism and free trade; evaluating the South African international trade policies and major protocols in terms of these. <ul style="list-style-type: none"> • Export promotion • Import substitution • Protectionism (the arguments) • Free trade (the arguments) • A desirable mix • Evaluation 	Textbooks Cartoons on protection Magazines Newspapers Posters Internet
2 weeks (Weeks 3-4)	2. Perfect markets	Examination of the dynamics of perfect markets with the aid of cost and revenue curves. <ul style="list-style-type: none"> • Perfect competition • Individual business and industry • Market structure • Output • Profits • Losses and supply • Competition policies 	Textbooks Magazines, Newspapers TV coverage on trends in markets Posters, Internet Statistics: the Department of Labour, Stats SA & SARB Quarterly Bulletin
2 weeks (Weeks 5-6)	3. Imperfect markets	Examination of the dynamics of imperfect markets with the aid of cost and revenue curves. <ul style="list-style-type: none"> • The dynamics of imperfect markets with the aid of cost and revenue curves • Monopolies • Oligopolies • Monopolistic competition 	Textbooks Magazines Newspapers Cartoons on Eskom, Bill Gates. Internet Statistics: the Department of Labour & Stats SA
1 week (Week 7)	4. Market failures	Explanation of the reasons for and consequences of market failures. Reflect on cost-benefit analysis. <ul style="list-style-type: none"> • The causes of market failures • Consequences of market failures • Cost-benefit analysis 	Textbooks Magazines, Newspapers Cartoons on market failures Internet Statistics: the Department of Labour & Stats SA
1 week (Week 8)	Revision exercises	Revision of topics covered during the first two terms.	Textbooks All relevant material needed
2 weeks (Weeks 9-10)		Mid-year examination	

Term 2: Formal assessment		
Form of assessment	Project & presentation	Mid-year examination
Marks	50	300
Converted to %		

Note: Term 2 formal task was given in Term 1. Learners should complete the task for Term 2 and submit.

The contents dealt with in Terms 1 and 2 should be revised for the mid-year examination.

GRADE 12

TERM 3

Week/Hour	Topic	Contents	Recommended resources
1 week (Week 1)	1. Growth & development	<p>Comparison of South African growth and development policies in terms of international benchmarks; highlight the North/South divide.</p> <ul style="list-style-type: none"> • The demand-side approach • The supply-side approach • Evaluation of the approaches used in South Africa • The North/South divide 	<p>Textbooks Cartoons on growth and development Magazines Newspapers Posters Internet</p>
1 week (Week 2)	2. Industrial development policies	<p>South Africa's industrial development policies and their suitability in terms of international best practice.</p> <ul style="list-style-type: none"> • Industrial development • Regional development • South Africa's endeavours • The appropriateness of South African strategies 	<p>Textbooks Magazines Newspapers TV coverage on strikes, rights Posters, Internet Statistics: the Department of Labour</p>
1 week (Week 3)	3. Economic & social performance indicators	<p>Analysis of the South African economic and social performance indicators and their uses.</p> <ul style="list-style-type: none"> • The performance of an economy • Economic indicators: <ul style="list-style-type: none"> ▪ Inflation rate ▪ Foreign trade ▪ Employment ▪ Productivity ▪ Interest rates ▪ End money supply • Social indicators: <ul style="list-style-type: none"> ▪ Health and nutrition ▪ Education ▪ Services ▪ Housing and urbanisation • International comparisons 	<p>Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: the Department of Labour & Stats SA</p>
1 week (Week 4)	4. Inflation	<p>Analysis and investigation of inflation and the policies used to combat it.</p> <ul style="list-style-type: none"> • Inflation <ul style="list-style-type: none"> ▪ Types and characteristics of inflation ▪ Causes and consequences of inflation ▪ The inflation problem in South Africa ▪ Measures to combat inflation 	<p>Textbooks Cartoons on unemployment Magazines Newspapers Posters</p>
1 week (Week 5)	5. Tourism	<p>Debating the economic importance of tourism to South Africa and suggesting policies to promote it. Refer to the importance of indigenous knowledge systems.</p> <ul style="list-style-type: none"> • Tourism: <ul style="list-style-type: none"> ▪ Reasons for its growth ▪ The effects ▪ The benefits ▪ South Africa's profile (indigenous knowledge systems) ▪ Policy suggestions 	<p>Textbooks Cartoons on unemployment Magazines Newspapers Posters</p>

Week/Hour	Topic	Contents	Recommended resources
1 week (Week 6)	6. Environmental sustainability	Analysis of environmental sustainability, investigating recent international agreements in this regard, for example, the Rio de Janeiro and Johannesburg summits. <ul style="list-style-type: none"> The state of the environment Measures to ensure sustainability Major international agreements (Rio de Janeiro and Johannesburg summits) 	
<i>To be incorporated across all the topics</i>	<i>Economic issues of the day</i>	<i>Identification, engagement in and communication of economic issues of the day; quantitative elements of economics and other essentials.</i> <ul style="list-style-type: none"> <i>The economic issues of the day.</i> <i>The quantitative elements of economics:</i> <ul style="list-style-type: none"> <i>Derive and apply mathematical expressions</i> <i>Calculate and apply co-efficient</i> <i>Interpret tables and graphs</i> <i>Other essentials:</i> <ul style="list-style-type: none"> <i>Engage in citizenship and life skills essentials</i> <i>Participate in subject-related competitions and other practical activities</i> 	<i>Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: the Department of Labour & Stats SA</i>
2 weeks (Weeks 7-8)	Revision	All topics covered during the year.	Textbooks All relevant material needed to prepare for the examination, for example, summaries, notes, previous questions papers, revision exercises and/or class tests.
Two weeks (Weeks 9-10)		Preliminary examination	.

Term 3: Formal assessment		
Form of assessment	Test	Preliminary examination
Total marks	100	400
Converted to %		

A trial examination should cover the entire curriculum and the structure of the question paper should resemble the final examination question paper.

GRADE 12

TERM 4

Week/Hour	Topic	Content	Recommended Resources
4 weeks (Weeks 1- 4)	Revision	Revision and consolidation.	Previous question papers Textbook exercises Exemplar papers Examination guidelines All relevant material needed to prepare for the examination, for example, summaries, notes, previous question papers and memos revision exercises, class tests and quarterly tests.
4 weeks (Weeks 5-8)	NCS year-end examination		

	Term 4	
Year mark	End-of-the-year examination	Total
950	400	1350
Converted to 100	Converted to 300	Converted to 400

Converted marks for Terms 1 to 3 including the trial examination marks equals a converted year mark of 100 (25% of the total marks). Add the year mark to the converted examination mark of 300 (75% of the marks) to equal 400 marks.

SECTION 4

What is assessment?

Assessment is a process that measures individual learners' attainment of knowledge (content, concepts and skills) in a subject, and collecting, analysing and interpreting the data and information obtained from this process to:

- inform learners about their strengths, weaknesses and progress; and
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content and intended objectives in a subject.

Assessment should be both formal and informal. In both cases regular feedback should be provided to learners to enhance the learning experience.

Informal or daily assessment

Daily assessment tasks are the planned teaching and learning activities that take place in the classroom and should be monitored as part of the lesson.

As daily assessment occurs in every lesson it can take the form of informal assessment tasks at the beginning, during or at the end of the lesson. This can be done, for example, through questions and answers, class work such as short pieces of written work completed during the lesson, open book tests or homework exercises. It should not be seen as separate from the learning activities taking place in the classroom, and should be utilised to provide feedback to learners and improve learning and teaching.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involves learners in assessment and allows them to learn from, and reflect on their own performances.

Daily assessment tasks should be used to scaffold the acquisition of knowledge and skills. They should be utilised as stepping stones by both the teachers and the learners to progress towards successfully completing the formal tasks in the Programme of Assessment.

These informal daily 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 and provide feedback.

The results of the daily assessment tasks are not taken into account for promotion or certification purposes.

Formal assessment

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations and practical tasks.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

Grades	Tasks undertaken during the year	End-of-the-year examination
R – 3	100%	n/a
4 – 6	75%	25%
7 – 9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be appropriate to the age and the developmental level of the learners in the grade. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of content is assessed. Objectives, topics and content in the subject should be used to inform the planning and development of assessment tasks.

Formal assessments in Economics must cater for a range of the cognitive levels and abilities of learners.

Basic thinking skills; factual recall, low-level application and low-level comprehension.	30%
Middle-order thinking skills; more advanced application, interpretation and low-level analysis.	40%
Higher-order thinking skills; advanced analytical skills, synthesis and evaluation.	30%

The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress or be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

The requirements (number and nature of tasks) for **Economics** are indicated below.

The Programme of Assessment in Grade 10 comprises:

	Term 1		Term 2		Term 3			Term 4	
Assessment	Assignment	Test	Research project	Mid-year examination	Presentation	Test	Year mark	Final examination	Total
Total marks	50	100	50	200	50	100	550	400	
Converted to a mark out of:							$550 \div 5.5 = 100$	300	400

The Programme of Assessment in Grade 11 comprises:

	Term 1		Term 2		Term 3			Term 4	
Assessment	Assignment	Test	Research project	Mid-year examination	Presentation	Test	Year mark	Final examination	Total
Total marks	50	100	50	300	50	100	650	400	
Converted to a mark out of:							$650 \div 6.5 = 100$	300	400

The Programme of Assessment in Grade 12 comprises:

	Term 1		Term 2		Term 3			Term 4	
Assessment	Assignment	Test	Research project	Mid-year examination	Test	Trial examination	Year mark	Final examination	Total
Total marks	50	100	50	300	100	400	$1\ 000 \div 10.0$	400	
Converted to a mark out of:							100	300	400

Recording

Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet.

Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Reporting

Reporting is a process of communicating learner performance to learners, parents, schools, districts and other stakeholders such as future employers and tertiary institutions.

In Grades R – 12 teachers report in percentages against the subject, using the following scale:

Codes and percentages for reporting in Grades R – 12

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
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

Schools are required to provide quarterly feedback to parents on the Programme of Assessment using a formal reporting tool such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

The following guidelines should be considered when constructing examination papers:

Mid-year examination

Below is an outline of the structure of the mid-year examination in each of the grades:

	Paper	Time	Marks	Topics
Grade 10	2	1 hour	100	Paper 1: Macroeconomics Paper 2: Microeconomics
Grade 11	2	1½ hours	150	
Grade 12	2	1½ hours	150	

Trial examination (Grade 12 only)

A trial examination is one of the six tasks of the Programme of Assessment for **Grade 12**. Ideally, the trial examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the trial examination:

	Paper	Time	Marks	Macroeconomics & economic pursuits	Microeconomics & contemporary economic issues
Grade 12	2	2 hours	200	25 % & 25 %	25% & 25 %

End-of-the-year examination

All grades in the FET band should write 2 X 2-hour examination papers of 200 marks each as a final examination.

The following is an outline of how the topics should be covered in the end-of-year examinations:

	Paper	Time	Marks	Macroeconomics & economic pursuits	Microeconomics & contemporary economic issues
Grade 10	2	2 hours	200	25 % & 25 %	25% & 25 %
Grade 11	2	2 hours	200		
Grade 12	2	2 hours	200		

ECONOMICS GRADE 12 NSC EXAMINATION GUIDELINE

THE PROPOSED NEW STRUCTURE FOR THE ECONOMICS PAPER IS AS FOLLOWS:

The Economics examination consists of TWO 1½ hour papers of 150 marks each: one for macroeconomics and one for microeconomics.

Each of these TWO question papers comprises of SIX questions divided into THREE sections. Question ONE is COMPULSORY and there are FIVE other questions from which THREE must be answered.

The detailed requirements for each section are indicated below.

SECTION A (Compulsory: Lower order)

QUESTION 1:

1.1	Multiple choice items	8 x 2 [16]
1.2	Matching	8 x 1 [8]
1.3	True/False; Fill in the missing word	6 x 1 [6]
		<u>TOTAL:</u> [30]

SECTION B (Middle order)

Answer any TWO questions from this section.

Questions 2 – 4

One question set on a specific module/chapter.

All questions to follow a similar format.

EXAMPLE: QUESTION 2

2.1	Name any TWO ...	2 X 2 [4]
2.2	Data response: (Middle order) Extracts; statistics; tables; graphs; cartoons	10 X 2 [20]
2.3	Compare, contrast, draw, solve, distinguish, differentiate, explain (Middle order)	2 X 8 [16]
		<u>TOTAL:</u> [40] X 2 = 80

SECTION C (Higher order)

Answer any ONE question from this section.

Questions 5 & 6

Will include: **Essay responses**, and
Non-essay responses
(for example, reports, minutes, memoranda, formal letters).

One question from each TOPIC.

Each question carries 40 marks and it is allocated as follows:

- Format – 5 marks
- Body – 30 marks
- Interpretation of question – 5 marks (as per assessment grid)

Each substantive fact within the body will carry 2 marks.

TOTAL: 1 X 40 [40]

GRAND TOTAL AS PER QUESTION PAPER: [150]