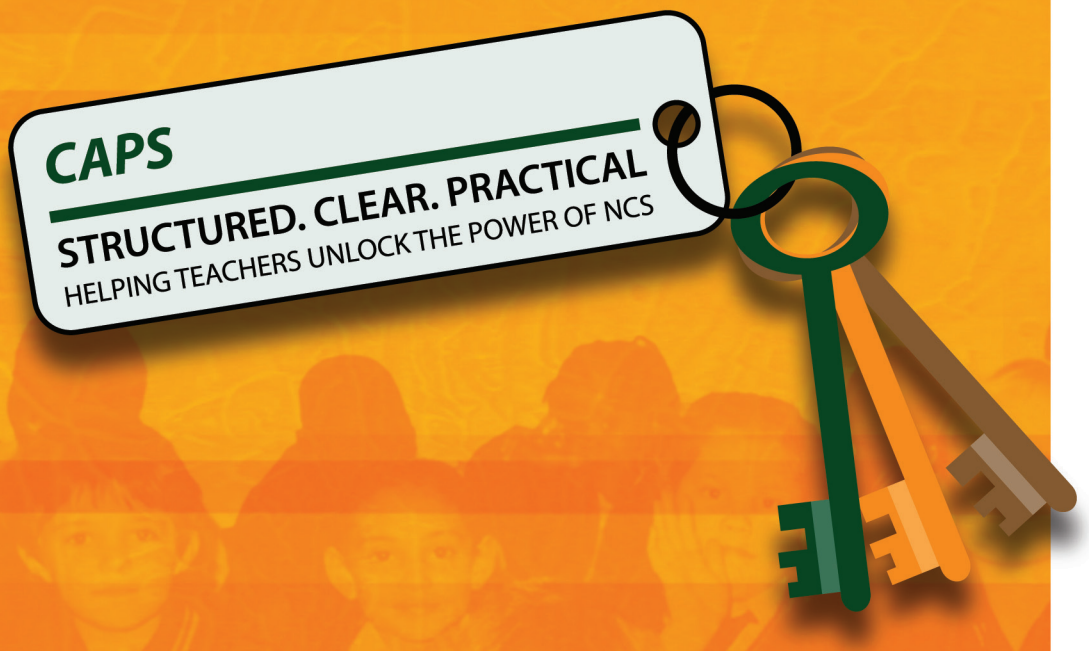
ECONOMICS

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

ECONOMICS

Department of Basic Education

222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110
Website: http://www.education.gov.za

© 2011 Department of Basic Education

ISBN: 978-1-4315-0568-5

Design and Layout by: Ndabase Printing Solution

Printed by: Government Printing Works

FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

CONTENTS

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS.. 3

1.1 Background 3

1.2 Overview 3

1.3 General aims of the South African Curriculum 4

1.4 Time allocation 6

1.4.1 Foundation Phase 6

1.4.2 Intermediate Phase 6

1.4.3 Senior Phase 7

1.4.4 Grades 10-12 7

SECTION 2: INTRODUCTION TO ECONOMICS 8

2.1 What is Economics? 8

2.2 The purpose of Economics 9

2.3 Time allocation for Economics in the curriculum 9

2.4 Requirements to offer Economics as a subject 9

SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS 11

3.1 Overview of topics per term 11

3.2 Teaching plans 13

3.2.1 Summary of Annual Teaching Plan Grade 10 13

3.2.2 Annual Teaching Plan Grade 10 14

3.2.3 Summary of Annual Teaching Plan Grade 11 24

3.2.4 Annual Teaching Plan Grade 11 25

3.2.5 Summary of Annual Teaching Plan Grade 12 32

3.2.6 Annual Teaching Plan Grade 12 33

SECTION 4: ASSESSMENT IN ECONOMICS 39

4.1 Assessment in Economics 39

4.2 Informal or daily assessment 39

4.3 Formal assessment 39

4.4 Programme of assessment 40

4.4.1 Other forms of assessment 41

4.4.2 Examinations 43

4.5 Recording and reporting 44

4.6 Moderation of assessment 44

4.7 Annexure 45

4.8 General 46

SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR ECONOMICS GRADES 10-12

1.1 Background

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

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*

(iv) *The policy document, 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 Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

(v) *The policy document, 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 (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and 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.* It will 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 the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes 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 the 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 set 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 R-12 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.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

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

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

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

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

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

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

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

2.1 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, equitable and sustainable.

The table below indicates the four main topics and corresponding topics in the Economics curriculum.

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

2.2 The purpose of Economics

Economics learners will be able to:

- use resources efficiently to satisfy the competing needs and wants of individuals and of society;
- understand the concept of monetary and real flows in an open economy within the confines of production, consumption and exchange;
- develop skills to apply demand and supply, and cost and revenue analyses to explain prices and production levels;
- understand reconstruction, growth and development, as well as a critical approach to initiatives for a fair distribution of income and wealth, human rights, and responsibilities;
- acquire an advanced Economics vocabulary that will allow them to debate and communicate the essentials of the 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, 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 economic events and forecast their consequences or predict likely future outcomes.

2.3 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.

2.4 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 access to:
    a. a textbook and
    b. stationery.
2. The teacher should have access to:
    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 and newspapers

g. A television set (TV) and a radio

h. Internet (those with access to the internet)

SECTION 3

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Overview of topics per term

GRADE 10	
Term	**Topic**
1.	Introduction to economics: • Basic concepts • Basic economic problem • Circular flow • Quantitative elements: production and income • Business cycles
2.	Dynamics of markets Production possibility curve Public sector intervention
3.	Economic growth, development and globalisation South African economic growth and development - historical context History of money & banking Population & labour force
4.	Economic issues of the day: unemployment Labour relations Economic redress
GRADE 11	
Term	**Topic**
1.	Factors of production and its remuneration Economic goods & services Economic systems South Africa's economic structures
2.	Relationships between markets Effects of cost & revenue on price and quantities Price elasticity Economic growth
3.	Economic development Poverty Money & banking Economic growth and development: South Africa's role and economic importance in Africa
4.	Globalisation Environmental deterioration

GRADE 12	
Term	**Topic**
1.	Circular flow Business cycles Public sector Foreign exchange markets
2.	Protectionism and Free Trade Perfect markets Imperfect markets Market failures
3.	Growth & development Industrial development policies Economic concepts and social performance indicators Inflation Tourism Environmental sustainability
4.	Revision and examination preparation

3.2 Teaching plans

3.2.1 Summary of Grade 10 annual teaching plan

TERM 1										
	Week 1	**Week 2**	**Week 3**	**Week4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Economics: basic concepts		Basic economic problem		Circular flow & Quantitative Elements				Business cycles	
Assessment	Informal assessment		Formal assessment: Assignment				Formal assessment: Test 1			

TERM 2										
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week10**
Topic	Dynamics of markets			Production possibility curve			Public sector		Macroeconomics Microeconomic	
Assessment	Informal assessment			Formal assessment: Project					Mid-year exam	

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 and Globalisation			South African economic growth and development : historical view			The history of money & banking		Population & labour force	Revision Test
Assessment	Informal assessment			Formal assessment: Case study						Formal: 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		SA's reconstruction/ Economic Redress		Revision and consolidation		Macroeconomics, Microeconomics Economic pursuits and Contemporary economic issues	
Assessment	Informal assessment								Yearend exam	

3.2.2 Grade 10 Annual teaching plan

TERM 1

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Weeks 1-2)	**1.** Economics: basic concepts	**Economics, its methods and setting within the field and its relationship with other sciences.** • Unpacking of Economics: - description and elements - branches of Economics - approaches of Economics • The methods of Economics: - positive and normative statements - the Scientific Method - difficulties faced by the social sciences - the use of models • The setting of Economics within the field: - Accounting - Business studies - Commercial law - Mathematics of finance Relationships with other sciences and career opportunities: - Statistics - Mathematics - Information Technology - Law - Politics - Sociology - Geography	Questionnaires Worksheets Newspapers Scrapbook Internet Textbooks Exemplar paper/tests Magazines Cartoons on inflation, balance of payments, unemployment Case studies Publications, for example, SA Yearbook
2 weeks (Week 3-4)	**2.** Basic economic problem	Problems that all economies try to solve regarding the basic processes of production, consumption and exchange, highlighting the promotion or violation of human rights and the environment. • The scarcity problem: - absolute and relative scarcity - economic and free goods - alternatives and choices - opportunity cost • The basic processes: - production - exchange - consumption • Promotion or violation of human rights and the environment: - human rights - the environment	Textbooks Case studies Newspaper Cartoons on scarcity Magazines Internet Worksheets Publications, For example, SA Yearbook

Week/Hour	Topic	Contents	Recommended resources
4 weeks (Week 5-8)	**3.** Circular flow & quantitative elements	Participants, markets (product and factor markets), and monetary and real flows in an open economy. • The circular flow diagram: - the diagram - the interactions • The participants: - households/consumers - business enterprises - the public sector - the foreign sector • Markets - product and factor markets • The flows of the variables • Leakages and injections • Derive GDP and GNI, define them and illuminate their importance: - definitions - composition - importance - comparison	Textbooks Various diagrams Newspapers Internet Cartoons
2 weeks (Week 9-10)	**4.** Business cycles	Reasons for business cycles: explanation and illustration of their composition and noting their impact on the economically vulnerable. • The phenomenon: - indicators - South African business cycles • Time series and Composition: - cyclical patterns - measuring business cycles • Reasons: - exogenous reasons - endogenous reasons • Effects: - changes in aggregate supply and aggregate demand - changes in economic growth - changes in employment - changes in price levels - changes in exchange rates - impact on the economically vulnerable	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**	**Controlled Test 1** **(1 hour)**
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 issue 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.

GRADE 10

TERM 2

Week/ Hour	Topic	Contents	Recommended resources
3 weeks (Week 1-3)	**1.** Dynamics of markets	The market as a phenomenon (demand and supply). Use graphs to illustrate the establishment of prices and quantities. • Description • Value, price and utility • Composition • Types of markets: - perfect markets - imperfect markets - world markets (the effects of electronics) • Prices: - demand - supply - price formation • Functions of markets: - bringing supply and demand together - allocating resources - self-regulatory	Textbooks Graph paper Posters on topic Newspapers Magazines TV and radio news bulletins Publications, e.g. SA Yearbook Cartoons on scarcity
3 weeks (Week 4-6)	**2.** Production possibility curve	Description of the production possibility curves (reflecting on efficiencies), and explaining how they reconcile choice and scarcity. Rationale: • the position of the production possibility curve: - determined by internal factors - determined by external factors • maximising satisfaction from limited resources by means of indifference curves: - consumption - production • effects of inefficiencies	Textbooks Graphs Posters Magazines Newspaper articles Cartoons
2 weeks (Week 7-8)	**3**. Public sector	The effects (in terms of prices and quantities) of the public sector's involvement and intervention in the market, with the aid of graphs. Methods of involvement: • indirect taxes • subsidies • welfare • maximum and minimum prices • production • minimum wages	Budget speech Textbooks Newspapers Applicable Government publications, for example, the Department of Labour, and Stats SA Cartoons on the Government, taxes, prices, production

Week/ Hour	Topic	Contents	Recommended resources
2 weeks (Week 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** **(2 hours)**
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 it.

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

GRADE 10

TERM 3

Week/Hour	Topic	Contents	Recommended resources
3 weeks (Week 1-3)	**1.** Growth, development and globalisation	Approaches to economic development in historical and comparative context - with particular reference to Africa where relevant. • Early economic development and emergence of trade: - self-sufficiency and dependence on agriculture - barter, trade and emergence of money - language, skills and learning - wealth, power and accumulation • Evolution of markets: - surplus production, trade and transport development - the growth of towns and cities - specialisation of labour and emergence of guilds - Mercantile Law and the development of business forms - technological progress - growth of money and forms of saving • Governments and the regulation of markets - state involvement in trade - taxation and mobilisation of finance for investment in infrastructure - comparative economic systems - public finance and the emergence of ideas about economic policy • Industrial development: - manufacturing - technological progress, the mobilisation of energy and mechanisation of production - urbanisation and migration • Evolution of economic institutions - limited liability companies - labour unions - financial institutions and the emergence of joint stock companies - globalisation and international economic cooperation	Textbooks Graphs Posters Magazines Newspapers

Week/Hour	Topic	Contents	Recommended resources
3 weeks (Week 4-6)	**2.** South African economic growth and development - historical view	Investigation into and an outline of economic development in South Africa in a historical context; highlighting indigenous knowledge systems and the impact of colonialism and imperialism. • Animal husbandry and agriculture: - characteristics - factors promoting economic development - factors hampering economic development - consequences • Agriculture and mining: - characteristics - factors promoting economic development - factors hampering economic development - economic consequences • Mining and industry: - characteristics - factors contributing to economic development - factors hampering economic development - consequences • Manufacturing and services: - characteristics - factors contributing to economic development - factors hampering economic development - consequences	Budget speech Textbooks Newspapers Applicable Government publications, e.g. from , the Department of Labour and Stats SA
2 weeks (Week 7-8)	**3.** The history of money and banking	Investigating and outlining the history of money and banking in South Africa. • History of money in South Africa: - early African money - indigenous money - colonial money - imperial money - South African money • History of banking in South Africa: - early development - private banks - imperial banks - decreasing importance - consolidation of banking	Textbooks Newspapers Cartoons on money, banks Old coins Internet

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 9-10)	**4.** Population & labour force	Composition of the South African population and labour force; explanation of the factors (such as HIV/AIDS) that impact on them. • The population size: - population growth - natural growth rate - the demographic cycle - projected growth rates - migration • The South African labour force: - 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, e.g. SA Yearbook, Internet Statistics: the Department of Labour, SARB and Stats SA

Term 3: Formal assessment		
Form of assessment	**Case study**	**Controlled Test 2 (1 hour)**
Total marks	**50**	**100**
Converted to %		

A test should cover the content dealt with, within a term.

GRADE 10

TERM 4

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 1-2)	**1.** Economic issues of the day: Unemployment	Unemployment and the various approaches to solve the problem. Take cognisance of the economically marginalised. • The nature of unemployment: - the numbers - unemployment rates - characteristics of South Africa's unemployment - causes of unemployment - effects of unemployment • Approaches to solve unemployment: - growth of production - public works programmes - unemployment insurance • Economically marginalised groups	Textbooks Cartoons Magazines Newspapers Posters
2 weeks (Week 3-4)	**2.** Labour relations	Labour relations, dispute resolutions and dispute resolution mechanisms. Include labour rights and conventions within the context of the South African labour market. • The labour market in the South African context: - demand for labour - supply of labour - interaction of supply and demand • The objectives of the Labour Relations Act: - self-government - majorification - consultation • Labour rights and conventions: - conventions - labour rights - labour rights in South Africa - the Labour Relations Act (LRA) - the Basic Conditions of Employment Act (BCEA) - Compensation for Occupational for Injuries and Diseases Act (COIDA) • The collective bargaining/dispute resolution process: - labour unions - workplace forums - bargaining councils - Commission for Conciliation - Mediation and Arbitration (CCMA) • The labour courts - powers of the Labour Court - representation before the Labour Court.	Textbooks Magazines Newspapers TV coverage on strikes and rights Posters Internet Statistics: Department of Labour and Stats SA

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 5-6)	**3.** Economic redress	The reconstruction of the South African economy after 1994 as an effort to redress the inequalities of the past. • Human resources: - Education - Training - Employment Equity • Natural resources: - Land - Minerals and energy - Fishing - Forestry • Capital: - capital to acquire businesses - capital to acquire properties - working capital needs • Entrepreneurship: - institutions promoting entrepreneurship - government departments - formal education - the private sector - BEE • Democratisation of economic procedures: - labour legislation - public hearings - Nedlac - self-regulating bodies • Macroeconomic adaptations: - economic performance - employment - income inequality - poverty - stability	Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: the Department of Labour and Stats SA
To be incorporated across all the topics	**4.** Economic issues of the day	Economic issues of the day - quantitative elements of Economics and other essentials. • Economic issues of the day • The quantitative elements of economics: - derive and apply mathematical expressions - calculate and apply co-efficient - interpret tables and graphs • Other essentials: - engage in citizenship and life skills essentials • Participants in subject-related competitions and other practical activities	Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: Department of Labour and Stats SA

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 78)	Revision	Revise all topics in preparation for final examination.	
2 weeks (Week 910)	**Year-end examination**		

Term 4: Formal assessment		
SBA mark	**Year-end examination**	**Total**
550	300	850
Converted to 100		400

3.2.3 Summary of Grade 11 annual teaching plan

TERM 1										
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Population and labour force		Circular flow: Economic goods & services			Economic systems: Mixed economy		Basic economic problem, Public sector & Business cycles: Economic structures		Revision Term test
Assessment	Informal assessment					Formal assessment: **Assignment**				Formal: **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: Markets		Dynamics of markets: Cost & revenue		Dynamics of markets: Price elasticity		Economic growth and development		Revision	Macro-economics Micro-economics
Assessment	Informal assessment				Formal assessment: **Project**					Mid-year examination

TERM 3										
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week9**	**Week 10**
Topic	Economic growth and development		Economic issues of the day: Poverty		Money & banking		Economic growth and development: South Africa's economic importance		Revision	Term test
Assessment	Informal assessment					Formal Ass: **Case study**				Formal: **Test**

TERM 4										
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Globalisation		Economic Redress: Environmental deterioration		Revision & consolidation		Macroeconomics, microeconomics, economic pursuits, contemporary economic issues			
Assessment	Informal assessment						**Year-end examination**			

3.2.4 Grade 11 Annual Teaching Plan

TERM 1

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 1-2)	**1.** Economics Basic concept & Population and labour force	Principles, processes and practices of economy • Analysis of the factors of production and their remuneration: - characteristics - importance - remuneration • Investigation of community participation in local economic planning and activities • Accessibility of the economically marginalised groups: - empowerment - procurement	Textbooks Magazines Newspapers Cartoons on factors of production Internet Statistics: the Department of Labour
3 weeks (Week 3-5)	**2.** Circular flow & quantitative Elements: Economic goods and services	Analysis of the uses of economic goods and services in relation to the Gross Domestic Product (GDP). GDP/GNI: • Final consumption expenditure (C) • Consumption expenditure by Government (G) • Gross fixed capital formation (I): - definition - composition - importance • The main aggregates: - Gross Value Added (GVA) - Gross National Expenditure (GNE) - Gross National Income (GNI)	Textbooks Magazines Newspapers Internet Statistics: the Department of Labour, Stats SA & SARB Quarterly Bulletin
2 weeks (Week 6-7)	**3.** Economic systems: Mixed economy	Explanation of the characteristics and foundations of South Africa's mixed economy, and assessing its efficiency in terms of socio-economic services. • Market, centrally planned and South Africa's mixed economy: - economic characteristics - advantages - disadvantages • Efficiency in delivering socioeconomic services	Textbooks Magazines Newspapers TV coverage on strikes, market tendencies Posters Internet Statistics: Depart-ment of Labour

Week/Hour	Topic	Contents	Recommended resources
3 weeks (Week 8-10)	**4.** Basic Economic problem, Business cycles & Public sector: Economic structure	Analysis of the economic structure of South Africa. • Primary, secondary and tertiary sectors: - composition - importance • South Africa's infrastructure: - communication - transport - energy - exclusion • Note: Infuse in the analysis: - 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	**Assignment**	**Controlled Test 1** **(1 hour)**
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 accross all the topics in a year.

GRADE 11

TERM 2

Week/Hour	Topic	Content	Recommended resources
2 weeks (Week 1-2)	**1.** Dynamics of markets: Price elasticity	Explanation of price elasticities and calculating their values. Use graphs in presentation for illustration. • Marginal utility • Price elasticity of demand • Price elasticity of supply • Factors determining the elasticity of demand • Income elasticity of demand • Cross elasticity of demand	Textbooks Magazines Newspapers Posters Internet
2 weeks (Week 3-4)	**2.** Dynamics of markets: Relationship between markets	Analysis of the relationships between markets. Illuminate them with the aid of graphs. • Relative prices • Demand and supply relationships: - substitutes - compliments • Relationships between product and factor markets • Market structure: - perfect and Imperfect markets o four basic market structure models o characteristics and differences between the basic market structure models o classification of market structure models into perfect and impefect markets	Textbooks Magazines Newspapers TV coverage on market tendencies Posters Internet Statistics: the Department of Labour
2 weeks (Week 5-6)	**3.** Dynamics of markets: Effects of cost & revenue	Explain and illustrate by means of graphs the effects of cost and revenue on prices and the levels of production. • Objectives of businesses • Short-run costs: - total, average and marginal - cost schedules - curves • Long-run costs: - revenue calculations - changes in revenue - profits and losses - note: application of revenue and costs analysis should include production and the pricing of factors	Textbooks Magazines Newspapers TV coverage on Gautrain Posters Internet Statistics: the Department of Labour & Stats SA

Week/Hour	Topic	Content	Recommended resources
2 weeks (Week 7-8)	**4.** Economic growth and development: Economic growth	Wealth creation process and patterns of distribution • Wealth creation process • Distribution: - income - wealth - how much inequality? The uses of the Gini Coefficient and the Lorenz Curve • Redistribution methods • Economic growth: - meaning and importance - methods - constraints on growth - South Africa's recent growth experience • Standard of living	Textbooks Magazines Newspapers TV coverage on wealth creation Posters Internet Statistics: Stats SA Cartoons on economic growth
2 weeks (Week 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** **(3 hours)**
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 (Week 1-2)	**1.** Economic growth and development: *Economic development*	Economic development. • Methods of development • Common characteristics of developing countries: - 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	Textbooks Magazines Newspapers TV coverage on strikes, rights Posters Internet Statistics: the Department of Labour & Stats SA
2 weeks (Week 3-4)	**2.** Economic issues of the day: *Poverty*	An analysis and investigation of poverty. • Poverty: - absolute and relative poverty - measuring poverty - causes of poverty - the effects of poverty • The South African Government's measures to alleviate poverty	Textbooks Magazines Newspapers TV coverage on strikes, rights Posters Internet Statistics: Department of Labour & Stats SA
2 weeks (Week 5-6)	**3.** Money & banking	The composition of South Africa's money and its banking • Money: - technical functions of money - modern money - money-associated instruments - the monetary system - the value of money - stabilising the value of money • Banking: - the basic principles of credit creation - interest rates • Micro-lending activities • Central banking - basic functions - monetary policy • Bank failures and consequences	Textbooks Magazines Newspapers TV coverage on strikes, rights Posters Internet Statistics: the Department of Labour & Stats SA

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 7-8)	**4.** Economic growth and development: *South Africa's economic importance in Africa*	South Africa's role and relative economic importance in Africa. Africa's economic demarcations, for example, AU and SADC. • Comparisons regarding economic indicators: - population - infrastructure - production - consumption, poverty and wealth - Government finances - foreign trade - economic freedom and competitiveness • Comparison with regard to social indicators: - poverty and wealth - income distribution - urbanisation - health and HIV/AIDS - education - the marginalised • Economic integration and co-operation, for example: - SACC - SADC - NEPAD	Textbooks Magazines Newspapers TV coverage on South Africa's role in Africa: - AU - SADC Posters Internet Statistics: the Department of Labour & Stats SA Cartoons on, for example, AU & SADC
2 weeks (Week 9-10)	Revision exercises	Revision of the term's work	

Term 3: Formal assessment		
Form of assessment	**Case study**	**Controlled Test 2 (1 hour)**
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 (Week 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. • 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 (Week 3-4)	**2.** Economic Redress: Environmental dete-rioration	The environment: • 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 environnent
To be incorporated across all the topics	**3.** Economic issues of the day, quantitative elements and other essentials	Identification, engagement in and communication of : • the economic issues of the day • the quantitative elements of economics: - derive and apply mathematical expressions - calculate and apply co-efficients - interpret tables and graphs • other essentials: - engage in citizenship and life skills essentials - participate in subject-related competitions and other practical activities	Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: the Department of Labour & Stats SA
2 weeks (Week 5-6)	Revision	• Macroeconomics • Microeconomics • Economic pursuits • Contemporary economic issues	Textbooks
4 weeks (Week 7-10)	Year-end examination		

Term 4		
SBA mark	**Year-end examination**	**Total**
650	**300**	**950**
Converted to 100		**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

3.2.5 Summary of Grade 12 Annual Teaching Plan

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		Business cycles		Public sector			Economic growth and development		Test
Assessment	Informal assessment		Formal Assessment: Assignment							Formal Assessment: Test

TERM 2										
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Economic systems: Protection & Free trade		Dynamics of markets Perfect markets		Dynamics of markets: Imperfect markets		Dynamics of markets: Market failure	Macroeconomics Microeconomics		
Assessment	Informal assessment		Formal assessment: Project					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	Growth & development: Industrial development	Basic Economic concepts	Basic economic problem & Economic issues of the day	Tourism & Economic redress: Environ sustain-ability	Basic economic problem: Environ-sustain-ability	Macroeconomics, Microeconomics, Economic Pursuits and Contemporary economic issues			
Assessment	Informal assessment		Formal: Case study and Test				Preliminary examination			

TERM 4										
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Topic	Revision and Consolidation of: Macroeconomics, Microeconomics, Economic Pursuits and Contemporary economic issues									
Assessment	Formal Assessment :				Year-end examination					

3.2.6 Annual Teaching Plan GRADE 12

TERM 1

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 1-2)	**1.** Circular flow	Presentation of the circular flow model as a macroeconomic model: deducing and analysing the national account aggregates; derive and apply the multiplier. • The open economy circular flow model • The markets • National account aggregates and conversions • The multiplier: - Definition of multiplier effect - explanation of the multiplier process aided with a circular flow and examples	Textbooks Cartoons on unemployment Magazines Newspapers Posters
2 weeks (Week 3-4)	**2.** Business cycles	Analysis and explanation of business cycles and how they are used in forecasting. • 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	Textbooks Magazines, Newspapers TV coverage on elements like new car sales Posters, Internet Statistics: SARB Quarterly Bulletin & Stats SA
3 weeks (Week 5-7)	**3.** Public sector	Evaluation of the role of the public sector in the economy with special reference to its socio-economic responsibility in the South African context. • The composition and necessity of the public sector • Problems of public sector provisioning • Objectives of the public sector and its budgets • Fiscal policy (including the Laffer curve) • Reasons for public sector failure 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.	Textbooks Magazines Newspapers Cartoons on public sector involvement Internet Stats SA & SARB Quarterly Bulletin
3 weeks (Week 8-10)	**4.** Economic growth and development: Foreign exchange market (Globalisation)	Examination of the foreign exchange market, the establishment of exchange rates, and how the balance of payments account is affected. • 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)	Textbooks Magazines Newspapers News bulletins on latest exchange rates Internet Stats SA & SARB Quarterly Bulletin

Term 1: Formal assessment		
Form of assessment	**Assignment**	**Controlled Test (1 hour)**
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, cas 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

TERM 2

Week/Hour	Topic	Contents	Recommended resources
2 weeks (Week 1-2)	**1.** Economic systems: Protection and free trade (Globalisation)	Discussion of protectionism and free trade; evaluating the South African international trade policies and major protocols in terms of these. • 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 (Week 3-4)	**2.** Dynamics of markets: Perfect markets	Examination of the dynamics of perfect markets with the aid of cost and revenue curves. • 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 (Week 5-6)	**3.** Dynamics of markets: Imperfect markets	Examination of the dynamics of imperfect markets with the aid of cost and revenue curves. • 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.** Dynamics of markets: Market failures	Explanation of the reasons for and consequences of market failures. Reflect on cost-benefit analysis. • The causes of market failures • Consequences of market failures • Cost-benefit analysis	Textbooks Magazines, Newspapers Cartoons on market failures Internet Statistics: 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 (Week 9-10)		**Mid-year examination**	

Term 2: Formal assessment		
Form of assessment	**Research project**	**Mid-year examination (3 hours)**
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 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.** Economic growth & development	Comparison of South African growth and development policies in terms of international benchmarks; highlight the North/South divide. • The demand-side approach • The supply-side approach • Evaluation of the approaches used in South Africa • The North/South divide	Textbooks Cartoons on growth and development Magazines Newspapers Posters Internet
1 week (Week 2)	**2.** Economic growth and development: Industrial development policies	South Africa's industrial development policies and their suitability in terms of international best practice. • Industrial development • Regional development • South Africa's endeavours • The appropriateness of South African strategies	Textbooks Magazines Newspapers TV coverage on strikes, rights Posters, Internet Statistics: the Department of Labour
1 week (Week 3)	**3.** Economics: basic concepts & quantitative elements: *Economic and social performance indicators*	Analysis of the South African economic and social performance indicators and their uses. • The performance of an economy • Economic indicators: - inflation rate - foreign trade - employment - productivity - interest rates - money supply • Social indicators: - demographics - health and nutrition - education - services - housing and urbanisation • International comparisons	Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: the Department of Labour & Stats SA
1 week (Week 4)	**4.** Economic issues of the day: *Inflation*	Analysis and investigation of inflation and the policies used to combat it. • Inflation • Types and characteristics of inflation • Causes and consequences of inflation • The inflation problem in South Africa • Measures to combat inflation	Textbooks Cartoons on unemployment Magazines Newspapers Posters

Week/Hour	Topic	Contents	Recommended resources
1 week (Week 5)	**5.** Tourism & Economic Redress: (*Environmental sustainability)*	Debating the economic importance of tourism to South Africa and suggesting policies to promote it. Refer to the importance of indigenous knowledge systems. • Tourism: - reasons for its growth - the effects - the benefits - South Africa's profile (indigenous knowledge systems) - policy suggestions	Textbooks Cartoons on unemployment Magazines Newspapers Posters
1 week (Week 6)	**6.** Basic economic problem: *Environmental sustainability*	Analysis of environmental sustainability, investigating recent international agreements in this regard, for example, the Rio de Janeiro and Johannesburg summits. • The state of the environment • Measures to ensure sustainability • Major international agreements (Rio de Janeiro and Johannesburg summits)	
To be incorporated across all the topics	Economic issues, quantitative elements and other essentials.	Identification, engagement in and communication of economic issues of the day; quantitative elements of economics and other essentials. • The economic issues of the day. • Quantitative elements of Economics: - derive and apply mathematical expressions - calculate and apply co-efficient - interpret tables and graphs • Other essentials: - engage in citizenship and life skills essentials - participate in subject-related competitions and other practical activities	Textbooks Magazines Newspapers Cartoons on population, unemployment and migration Internet Statistics: the Department of Labour & Stats SA
2 weeks (Week 7-8)	Revision	Macroeconomics Microeconomics Economic pursuits Contemporary economic issues	Textbooks All relevant materials needed to prepare for the examination, for example, summaries, notes, previous questions papers, revision exercises and/or class tests.
2 weeks (Week 9-10)	**Preliminary examination**		

Term 3: Formal assessment			
Form of assessment	**Case study**	**Test**	**Preliminary examination (3 hours)**
Total marks	**50**	**100**	**300**
Converted to %			

A preliminary examination should cover the entire syllabus 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 (Week 1-4)	Revision and consolidation	Macroeconomics Microeconomics Economic Pursuits Contemporary economic issues	Previous question papers Textbook exercises Exemplar papers Examination guidelines All relevant materials needed to prepare for the examination, for example, summaries, notes, previous question papers and memos revision exercises, class tests and quarterly tests.
6 weeks (Week 5-0)	**NSC year-end examination**		

Term 4		
Year mark	**Year-end examination**	**Total**
950	**300**	**1250**
Converted to 100		**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

4.1 Assessment in Economics

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

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 uitilisation.

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.

4.2 Informal or daily assessment

Assessment for Learning aims to continuously collect information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities in the classroom. Learners or teachers can mark these informal assessment tasks.

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

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

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 tests, examinations, practical tasks,

projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

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%.

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 forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below:

Table 1

Cognitive Levels	Activity	Percentage of Task
Knowledge and Comprehension Levels 1 and 2	Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Application and Analysis Levels 3 and 4	Middle-order thinking skills (e.g. more advanced application, interpretation and low-level analysis)	40%
Synthesis and Evaluation Levels 5 and 6	Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	30%

4.4 Programme of assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Economics are indicated below:

The Programme of Assessment in Grade 10

	Term 1		Term 2		Term 3			Term 4	
Assessment	Assignment	Test	Project	Midyear	Case Study	Test	Year mark	Final exam	Total
Total marks	50	100	50	200	50	100	550	300	
Converted to a mark out of:							550÷5.5 =100	300	400

The Programme of Assessment in Grade 11

	Term 1		Term 2		Term 3			Term 4	
Assessment	Assignment	Test	Project	Midyear	Case Study	Test	Year mark	Final exam	Total
Total marks	50	100	50	300	50	100	650	300	
Converted to a mark out of:							650÷6.5 = 100	300	400

The Programme of Assessment in Grade 12

	Term 1		Term 2		Term 3				Term 4	
Assessment	Assignment	Test	Project	Mid-year	Case Study	Test	Trial exam	Year mark	Final exam	Total
Total marks	50	100	50	300	50	100	300	950 ÷ 9.5	300	
Converted to a mark out of:								100	300	400

4.4.1 Other forms of assessment

Project

A project in each of the grades is mandatory. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to the commencement of the project and progress must be monitored.
- All criteria used to assess the project must be discussed with the learners.
- Generally, projects are given a longer period of time as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence.
- Projects generally work well if they are structured around some form of problem.
- Research often forms part of the project - the project is the evidence of the research conducted. However, sometimes projects involve the development of skills.
- The purpose of a research assignment / project is to develop the research, critical thinking and problem-solving skills of learners.

Projects should ideally be given to learners towards the end of a particular term, e.g. the first term for submission during the **next** (second) term.

Presentation

Presentations can be written or oral, but there must be evidence of the presentation. All criteria used to assess the presentation must be discussed with the learners prior to the commencement of the presentation.

The use of computers to do a presentation should be encouraged where the resources are available.

Case Study

- Case studies are a very good way of keeping the subject up to date and relevant.
- Learners are presented with a real-life situation, a problem or an incident related to the topic.
- They are expected to assume a particular role in articulating the position.
- They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve the problem or problems.
- Newspaper articles, magazine articles, TV or radio presentations form excellent case studies.
- Learners have to read and/or listen, digest the information and then make informed decisions.
- Questions can be from lower order - direct quotes from the article - to higher order when they are asked to analyse comments and possibly make suggestions.

Report

A report is generally the written evidence of a survey, analysis or investigation. Generally, this will be shorter than a project and more specific to the topic, e.g. the business has come to you for advice on their liquidity. Often this implies consulting with an expert for advice on some problem - therefore it links very well with problem solving.

Tests

Two tests, written under **controlled** conditions, are prescribed for Grades 10-12. These tests should adhere to the following:

- They should be completed by all classes in the same grade on the same day.
- All learners write the same test, completed under examination conditions.
- Questions must comply with year-end examination standards.
- Where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test.
- The duration of each of these tests should be at least one hour for 100 marks.
- Tests should cover the different cognitive levels as in examinations. See table on cognitive levels under ‘Examinations’ in the section that follows.
- Tests should also include problem-solving questions.
- Tests should cover a range of integrated topics, as determined by the work schedule and assessment plan.

- The two tests should be written in Terms 1 and 3.

4.4.2 Examinations

The following guidelines should be considered when constructing examinations:

- *Content*

Content stipulated specifically for the grade	100%

- *Cognitive levels*

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

- *Problem solving*

Approximately 10% of all examinations should address problem-solving questions. These include the solving of real-life problems within the context of the Economics curriculum.

Problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners.

While ratio and analysis can form very interesting problem solving questions, the topic goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply their knowledge acquired.

Mid-year examinations

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

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	

Exam Paper 1 and 2	Section A	Section B	Section C	Total
Grade 10	Compulsory 20 marks	1 from 2 questions 40 marks	1 from 2 questions 40 marks	100 marks each paper

Trial examination (Grade 12 only)

A trial examination is one of the seven 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	1½ hours	150	25 % & 25 %	25% & 25 %

End-of-year examinations

All grades in the FET band should write 2 x 1½-hour examination papers of 150 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 10-12	2	1½ hours	150	25 % & 25 %	25% & 25 %

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her / his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R-12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

Note: The seven point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

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.

4.6.1 Formal Assessment (SBA)

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.

4.7 Annexure

ECONOMICS GRADE 12 NSC EXAMINATION GUIDELINE

THE NEW STRUCTURE OF THE ECONOMICS PAPER IS AS FOLLOWS:

The Economics examination consists of TWO 1½ hour papers of 150 marks each.

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)

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]**
TOTAL:		**[30]**

SECTION B

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: Extracts; Stats; Tables; Graphs; Cartoons,	**10 X 2 [20]**
2.3	Compare, Contrast; Draw; Solve; Distinguish; Differentiate, Explain, etc.	**2 X 8 [16]**
TOTAL:		**[40] X 2 = 80**

SECTION C

Answer any **ONE** question from this section.

Questions 5 & 6

Will include: **Essay responses**, and **non-essay responses**, e.g.

Reports/Minutes/Memoranda/Formal Letters

One question from each TOPIC:

Each question carries 40 marks, 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]

4.8 General

This document should be read in conjunction with:

4.8.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

4.8.2 The policy document, *National Protocol for Assessment Grades R-12.*