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Department:
Education
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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ECONOMIC ENVIRONMENT

NQF Level 4

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ECONOMIC ENVIRONMENT – LEVEL 4

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Economic Environment in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Economic Environment* to prepare for and deliver Economic Environment (Level 4). Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External Summative assessment (ESASS)

The external Summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external Summative assessment (ESASS) is the **integrated Summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated Summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated Summative assessment task (ISAT).

External Summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) College. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all Summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures Summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of Summative assessments;
- gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for Summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing, and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN ECONOMIC ENVIRONMENT

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Economic Environment must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Economic Environment, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly Competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the lecturer's Portfolio of Assessment for each subject. The following at least should be included in the lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Economic Environment Level 2, 3 and 4:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes EXAMPLES: <ul style="list-style-type: none">• A research project on subject-related current issues from different sources, e.g. the Internet, magazines and newspapers• A community project to advise a local businessman on the possibility of import or export

ASSESSMENT OF ECONOMIC ENVIRONMENT
LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ECONOMIC ENVIRONMENT - LEVEL 4

Topic 1: Macro economic principles as they apply to the South African business environment.

SUBJECT OUTCOME	
1.1 Explain basic economic principles.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The concepts of scarcity, choice, efficiency, use of marginal analysis and opportunity cost are correctly explained. The concept of macroeconomics is distinguished from that of microeconomics. The common errors in economic thinking and sources of disagreement amongst economists are identified. <i>Range: Bias, fallacy of composition, cause and effect between economic variables, levels and rates of change, value judgements, interpretation of facts and data, opinion, the impact of time perspective and ceteris paribus.</i> The concepts of supply and demand and elasticity of demand and supply are explained with the use of graphical illustration. The impact of different economic systems. <i>Range: Market economy, command economy, mixed economy on the main economic issues. Outputs e.g. goods and services inputs e.g. factors of production and distribution is described.</i> The role of the economy in producing goods and services is explained <i>Range: Capital, entrepreneurship, labour and natural resources.</i> 	<ul style="list-style-type: none"> Explain the concepts of scarcity, choice, efficiency, use of marginal analysis and opportunity cost. Distinguish the concept of macro economics from that of micro economics. Identify the common errors in economic thinking and sources of disagreement amongst economists. <i>Range: Bias, fallacy of composition, cause and effect between economic variables, levels and rate of change, value judgements, interpretation of facts and data, opinion, the impact of time perspectives and ceteris paribus.</i> Explain the concepts of supply and demand and the elasticity of supply and demand with the use of a graphical illustration. Identify the impact of different economic systems <i>Range: Market economy, command economy and mixed economy.</i> Explain the role of the economy in producing goods and services. <i>Range: Capital, entrepreneurship, labour and natural resources.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Daily evaluation of student's knowledge of the above concepts, orally. Practical case studies to identify and interpret the above concepts. Individual remedial work before starting new topics is essential in order to develop each student in this field of study. Assignments to evaluate understanding of the topic. Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOME	
1.2. Measure the macro economy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The circular flow of the market economy is described. The concepts of Unemployment, Consumer Price Index, Producer Price Index, and Inflation are explained and measured. The main constituents of GDP are explained and measured. The concepts of Gross Domestic Product, Gross National Product, Gross Domestic Expenditure, Gross Domestic Income, the Balance of Payments and Exchange Rates are explained. The performance of the South African economy in the last 20 is explained in terms of the above factors. The per capita GDP and GNP are calculated. 	<ul style="list-style-type: none"> Describe the circular flow of the market economy. Explain and measure the concepts of Unemployment, Consumer Price Index, Producer Price Index and Inflation. Explain and measure the main constituents of Gross Domestic Product (consumer spending, government investment spending, exports, imports and savings). Explain the concepts of Gross Domestic Product (GDP), Gross National Product (GNP), Gross Domestic Expenditure, Gross Domestic Income, the Balance of Payments and Exchange Rates. Explain the performance of the South African economy in the last 20 years in terms of the above factors. Calculate the GDP and the GNP.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Practical case studies to identify, interpret and/or calculate the above concepts. • Individual remedial work before starting new topics is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work.

SUBJECT OUTCOME
1.3 Demonstrate an understanding of trends in the world economy. <i>Range: Economic growth, full employment, price stability, balance of payments stability and equitable distribution of income.</i>

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The importance of the major macroeconomic objectives is explained. <i>Range: Emerging market, major industrialised countries.</i> • The nature and consequences of globalisation on the world economy is described. • The recent performance of the South African economy within the context of the performance of the world economy is described. 	<ul style="list-style-type: none"> • Understand the importance of major macro economic objectives • Describe the nature and consequences of globalisation on the world economy. • Describe the recent performance of the South African economy within the context of the performance of the world economy.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new topics is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work.

SUBJECT OUTCOME
1.4 Describe the role of money in economy and monetary policy.

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The functions of money are described. <i>Range: Medium of exchange, store of value, unit of account.</i> • Measures of money are described. • The objectives, instruments and mechanics of monetary policy are described and explained. 	<ul style="list-style-type: none"> • Describe the functions of money. <i>Range: Medium of exchange, store of value, unit of account.</i> • Describe the measures of money. • Describe and explain the objectives, instruments and mechanics of monetary policy.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new topics is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work.

SUBJECT OUTCOME
1.5 Describe the workings of fiscal policy.

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Fiscal policy is defined and understood. • Monetary policy is differentiated from fiscal policy, and their interdependence is explained. • Fiscal policy working in conjunction to meet macroeconomic objectives is explained. • The role of budget in fiscal policy is explained. <i>Range: Revenue, expenditure, budget deficit.</i> 	<ul style="list-style-type: none"> • Understand and define fiscal policy. • Describe the difference between monetary and fiscal policy as well as their interdependence. • Explain how fiscal policy is working in conjunction to meet the macro economic objectives. • Explain the role the budget in the fiscal policy.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new topics is essential in order to develop each student in this field of study . • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. • Topic test before students advance to the next topic.

Topic 2: Basic economic concepts central to local economic development in South Africa

SUBJECT OUTCOME	
2.1 Explain the interaction of supply and demand in the South African political economy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The concept of consumer demand is explained with reference to the South African economy and population. • The concept of supply is explained with reference to a range of parties, both government and non-government, in the South African economy. • The concept of a market is explained in terms of the place where supply and demand meets. 	<ul style="list-style-type: none"> • Explain the concept of consumer demand with reference to the South African economy and population. • Explain the concept of supply with reference to a range of parties, both government and non-government, in the South African economy. • Explain the concept of a market in terms of the place where supply and demand meet.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new topics is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOME	
2.2 Identify the role of government in the South African economy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The government's role in raising and spending taxes is explained with reference to the South African economy. • The government's role in setting fiscal and monetary policy is explained with reference to the South African economy. • The South African situation is contrasted with that of other political economies. 	<ul style="list-style-type: none"> • Explain the role of government in raising and spending taxes with reference to the South African economy. • Explain the role of government in setting fiscal and monetary policy with reference to the South African economy. • Compare/contrast the South African situation with that of other political economies.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOME	
2.3 Identify and explain the nature of developments economics with specific reference to South Africa.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Development economics is defined as a separate field within the economics discipline. • Development economics is compared with traditional economics and the political economy. • A range of issues in development economics is discussed with reference to the local economic development environment in South Africa. 	<ul style="list-style-type: none"> • Define development economics as a separate field within the economics discipline. • Compare the development economics with traditional economics and political economics. • Discuss a range of issues in development economics with reference to the local economic development environment in South Africa.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOMES	
2.4 Illustrate the key economic concepts central to local economic development in the form of a presentation with examples from own work context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A range of key economic concepts are identified in the local economic development environment. • The key components identified are discussed and motivated in own work context. • A presentation of the key components is prepared and delivered in a format that is appropriate to the specified target audience. 	<ul style="list-style-type: none"> • Identify a range of key economic concepts in the local economic development environment. • Discuss the key components (identified above) within own work context. • Prepare and deliver a presentation of the key components in a format that is appropriate to a specified target audience.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Assess the presentations of students. • Small class tests which can be included in the year mark before students advance to the next work. • Topic test before students advance to the next topic. 	

Topic 3: The environment of local economic development in South Africa

SUBJECT OUTCOME	
3.1 Define and explain the purpose of local economic development in South Africa.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The nature of the growth and development sought is defined in local terms. • The resources available are listed with reference to a specific location. • The beneficiaries and the benefits anticipated are discussed in the current socio-political and economic context. 	<ul style="list-style-type: none"> • Define the nature of the growth and development sought in local terms. • List the resources available with reference to a specific location. • Discuss the beneficiaries and the benefits anticipated in the current socio-political and economic context.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic small class tests which can be include in the year mark before students advance to the next work.

SUBJECT OUTCOME	
3.2 Identify and describe legislation that impacts on local economic development.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The legislation applicable to local economic development is listed and the key principles summarised in the form of a presentation. • The application of legislation is discussed in terms of local economic development in South Africa. • The effects of legislation on local economic development practice are discussed in own work context. 	<ul style="list-style-type: none"> • List the legislation applicable to local economic development. • Summarise the key principles of local economic development in the form of a presentation. • Discuss the application of legislation in terms of local economic development in South Africa. • Discuss the effects of legislation on local economic development practice in own work context.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Assess the presentations of students. • Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOME	
3.3 Explain the current challenges for local economic development.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Changing needs are identified and discussed on the local economic development context • Challenges are identified and discussed in terms of how they impact on local economic development functions • Methods for addressing challenges are discussed in own work context 	<ul style="list-style-type: none"> • Identify and discuss the changing needs on the local economic development context. • Identify and discuss the challenges in terms of how they impact on local economic development functions. • Discuss methods for addressing challenges in own work context.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • individual remedial work before starting new concepts is essential in order to develop each student in this field of study • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOME	
3.4 Explain the role of municipalities in local economic development.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Legislation is identified which defines the responsibilities of municipalities for local economic development. • Municipal functions are listed and explained in terms of their possible contributions to local economic development. • Municipal processes are identified and discussed in terms of their necessary interactions with local economic development functions. 	<ul style="list-style-type: none"> • Identify legislation which defines the responsibilities of municipalities in local economic development. • List and explain municipal functions in terms of their possible contributions to local economic development. • Identify and discuss municipal processes in terms of their necessary interactions with local economic development functions.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. • Topic test before students advance to the next topic. 	

Topic 4: Requirements of import and export factoring for discounting

SUBJECT OUTCOME	
4.1 Demonstrate knowledge and understanding of international trade.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The nature and structure of international trade transactions for importing and exporting goods are understood and explained in own words according to generally accepted business practice. • The internationally accepted procedures for conducting import and export transactions are understood and explained according to accepted international business protocol. • The general risks associated with international trade transactions are specified according to generally accepted business practice in line with the financier's policy and procedure. • The specific risks associated with fluctuations in foreign exchange are specified according to generally accepted business practice in line with the financier's policy and procedure. • The nature and type of insurance that can be obtained to manage the risk associated with international finance is specified according to generally accepted business practice in line with the financier's policy and procedure. • The meaning of different shipping terms is understood and explained according to accepted international business protocol. 	<ul style="list-style-type: none"> • Understand and explain the nature and structure of international trade transactions for importing and exporting goods according to generally accepted business practice. • Explain the internationally accepted procedures for conducting import transactions according to accepted international business protocol. • Explain the internationally accepted procedures for conducting export transactions according to accepted international business protocol. • Specify the general risks associated with international trade transactions according to generally accepted business practice and in line with the financier's policy and procedure. • Specify the specific risks associated with fluctuations in foreign exchange according to generally accepted business practice and in line with the financier's policy and procedure. • Identify the nature and type of insurance that can be obtained to manage the risk associated with international finance according to generally accepted business practice and specify the general risks associated with international trade transactions according to generally accepted business practice in line with the financier's policy and procedure. • Understand and explain the meaning of different shipping terms according to accepted international business protocol.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work.

SUBJECT OUTCOME

4.2 Demonstrate a knowledge and understanding of basic international finance.
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ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The different types of financial instruments associated with international trade are listed and explained in own words according to generally accepted international business. <i>Range: Financial Instruments include bills of exchange, promissory notes, drafts, telegraphic transfers, international loans, guarantees, and letters of credit. Evidence of competence across the entire range is required.</i> • The concepts of bank and country risk are understood and explained according international and factoring practice • The concept of exchange rate risk in international trade finance is understood and explained in own words with use of examples. • Five reported exchange rates are interpreted and their meaning explained according to the value of the currencies in relation to each other. • Five currencies are converted to rand according to the daily reported exchange rate. • Rand is converted into five different currencies according to the daily reported exchange rate • Standard financial products and services for minimising exchange rate risk are specified according to accepted business and banking practice. 	<ul style="list-style-type: none"> • List and explain the different types of financial instruments associated with international trade according to generally accepted international business. • Understand and explain the concepts of banks and country risk according to international banking and factoring practice. • Explain the concept of exchange rate risk in international trade finance with examples. • Interpret and explain five reported exchange rates – include their meaning according to the value of the currencies in relation to each other. • Convert five currencies to rand according to the daily reported exchange rate. • Convert rand into five currencies according to the daily reported exchange rate. • Specify the standard financial products and services for minimising exchange rate risk according to accepted business and banking practice. <i>Range: Financial Instruments include bills of exchange, promissory notes, drafts, telegraphic transfers, international loans, guarantees, and letters of credit. Evidence of competence across the entire range is required.</i>

ASSESSMENT TASKS OR ACTIVITIES

<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work.
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SUBJECT OUTCOME	
4.3 Compare import/export factoring with letter of credit	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The process and procedures for establishing a letter of credit are compared to those associated with import/export factoring according to accepted international banking and factoring practices. • The parties in establishing a letter of credit are compared to those associated with import/export factoring according to accepted international banking and factoring practice. • The rights and responsibilities of the parties to a letter of credit establishing a letter of credit are compared to those associated with import/export factoring according to international banking and factoring practice. • The basic costs of the two modes of finance are compared according to local banking and factoring practice. • The basic risks to the client of the two modes of finance are compared according to accepted international business practice. • The basic risks to the agent/financier of providing the two modes of finance are compared according to accepted banking and factoring practice. • The financier's/agent's recourse in the event of default on the agreed payment and terms of payment are compared according to accepted banking and factoring practice. • The conditions that would indicate which form of finance would be more appropriate are specified according to accepted banking and factoring practice. 	<ul style="list-style-type: none"> • Compare the process and procedures for establishing a letter of credit to those associated with import/export factoring according to accepted international banking and factoring practice. • Compare the parties in establishing a letter of credit to those associated with import/export factoring according to accepted international banking and factoring practice. • Compare the rights and responsibilities of the parties to a letter of credit to those associated with import/export factoring according to international banking and factoring practice. • Compare the basic costs of the two modes of finance according to local banking and factoring practice. • Compare the basic risks to the client of the two modes of finance according to accepted international business practice. • Compare the basic risks to the agent/financier of providing the two modes of finance according to accepted banking and factoring practice. • Compare the financier's/agent's recourse in the event of default on the agreed payment and terms according to accepted banking and factoring practice. • Specify the conditions that would indicate which form of finance would be more appropriate according to accepted banking and factoring practice.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOME	
4.4 Demonstrate knowledge and understanding of the process of initiating import/export factoring	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The process and procedure regarding how an import/export factoring transaction would take place is explained according to accepted international practice and the financier's factoring policy and procedure. • The nature of relationships and rules of co-operation between local and international factoring houses' are explained according to accepted international practice and the financier's factoring policy and procedure. • The general legal and statutory requirements for an importer are specified according to the current local legislation. • The general legal and statutory requirements for an exporter are specified according to the local. • Process, procedure and requirements to collect money due from a local buyer for an invoice factored by a foreign exporter are explained according to the company's factoring policy and procedure. • The process, procedure and requirements for a local exporter wishing to factor invoices for goods sold to a foreign buyer are explained according to the company's factoring policy and procedure 	<ul style="list-style-type: none"> • Explain the process and procedure regarding how an import/export factoring transaction would take place according to accepted international practice and the financier's factoring policy and procedure. • Explain the nature of relationships and rules of co-operation between local and international factoring houses according to accepted international practice and the financier's factoring policy and procedure. • Specify the general legal and statutory requirements for an importer according to the current local legislation. • Specify the general legal and statutory requirements for an exporter according to the current local legislation. • Explain the process, procedure and requirements to collect money due from a local buyer for an invoice factored by a foreign exporter according to the company's factoring policy and procedure. • Explain the process, procedure and requirements for a local exporter wishing to factor invoices for goods sold to a foreign buyer according to the company's factoring policy and procedure.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Daily evaluation of student's knowledge on the above concepts, orally. • Group work (informal competitive fun) to evaluate the student's understanding of the above concepts. • Practical case studies to identify and interpret the above concepts. • Individual remedial work before starting new concepts is essential in order to develop each student in this field of study. • Assignments to evaluate understanding of the topic. • Small class tests which can be included in the year mark before students advance to the next work. 	

SUBJECT OUTCOME	
4.5 Describe risk management principles associated with import/export factoring.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The risk management principles from the client's perspective, associated with import/ export factoring are listed according to the financier's factoring policy and practice. • The risk management principles from the financier's perspective, associated with import/ export factoring are listed according to the company's factoring policy and practice. • The approaches to management of the key risks associated with import factoring are listed and explained in line with the financier's factoring policy and practice. • The approaches to management of the key risks associated with export factoring are listed and explained in line with the financier's factoring policy and practice. • Details of specific risk management practices are listed and explained according to the financier's factoring policy and procedure. • The implications of the risk management practices for the administration of import factoring are explained in line with factoring policy and practice. 	<ul style="list-style-type: none"> • List the risk management principles associated with import/export factoring from the client's perspective according to the financier's factoring policy and practice. • List the risk management principles associated with import/export factoring from the financier's perspective. according to the company's factoring policy and practice • List and explain the approaches to management of the key risks associated with export factoring in line with the financier's factoring policy and practice. • List and explain the approaches to management of the key risks associated with import factoring in line with the financier's factoring policy and practice. • List and explain the details of specific risk management practices according to the financier's factoring policy and procedure. • Explain the implications of the risk management practices for the administration of import factoring in line with factoring policy and practice. • Explain the implications of the risk management practices for the administration of export factoring in line with factoring policy and practice.

ASSESSMENT TASKS OR ACTIVITIES

- Daily evaluation of student's knowledge on the above concepts, orally.
- Group work (informal competitive fun) to evaluate the student's understanding of the above concepts.
- Practical case studies to identify and interpret the above concepts.
- Individual remedial work before starting new concepts is essential in order to develop each student in this field of study
- Assignments to evaluate understanding of the topic.
- Small class tests which can be included in the year mark before students advance to the next work.
- Topic test before students advance to the next topic.

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ECONOMIC ENVIRONMENT - LEVEL 4

4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

The students will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment /exam session at the end of the year)

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	40%	20%