



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ECONOMIC ENVIRONMENT NQF LEVEL 2

September 2007

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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. 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 for students who experience barriers to learning be customised 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 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 Portfolio of Evidence (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 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. They 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. It is a different way of assessment 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 simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) 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 Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (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 should at least 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 Portfolio of Evidence (PoE) must at least include:

- 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 tasks cannot be contained as evidence in the Portfolio of Evidence (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:

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 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ECONOMIC ENVIRONMENT – LEVEL 2

Topic 1: Basic Economic Principles

SUBJECT OUTCOME	
Define the term economics.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The term economics is defined as part of Social Sciences. Micro-economics is defined. Macro-economics is defined. The importance of economics is explained. <p><i>Range: Individuals, business and government</i></p>	<ul style="list-style-type: none"> Define the term economics as part of Social Sciences. Define micro-economics. Define macro-economics. Explain the importance of economics for the individual, business and government.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussions and/or group work where the lecturer guides students to discover the definitions from their own world of reference Research by students to differentiate between macro and micro-economics. Practical case studies in which students recognise and describe the above concepts 	

SUBJECT OUTCOME	
Explain the role of consumers in the economy.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Different needs of consumers are explained. Characteristics of needs are explained. Consumption and savings are explained. Demand and supply are explained. 	<ul style="list-style-type: none"> Explain the different needs of consumers. Explain the characteristics of needs. Explain the concepts of consumption and savings. Explain the concepts of demand and supply.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group work or discussions where students discover the above concepts from their own experience Practical case studies in which students recognise and describe the above concepts 	

SUBJECT OUTCOME	
Explain the production of economic goods and services.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Basic concepts of production are explained. Production factors are explained. <p><i>Range: Natural resources, capital, labour and the entrepreneur</i></p> <ul style="list-style-type: none"> The adding of economic value during the production process is identified. <p><i>Range: Form, time, place and possession</i></p> <ul style="list-style-type: none"> Different enterprises are classified into sectors. <p><i>Range: Primary, secondary and tertiary sectors</i></p> <ul style="list-style-type: none"> Different economic systems are explained. <p><i>Range: Free market, communist and mixed system</i></p>	<ul style="list-style-type: none"> Explain the concept of production. Explain production factors in terms of natural resources, capital, labour and the entrepreneur. Identify the concept of adding economic value during the production process (form, time, place and possession). Classify enterprises into different sectors (primary, secondary and tertiary). Explain different economic systems.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussions in groups where students identify the above concepts from their own experiences Practical exercises or case studies in which students recognise and describe the above concepts 	

SUBJECT OUTCOME	
Explain monetary policy in the South African context.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept monetary policy is explained. The role of money in the economy is explained. The role of credit in the economy is explained. The role of banks in the economy is explained. The role of the Reserve Bank in the economy is explained. The influence of changes in interest rates on the economy is demonstrated. 	<ul style="list-style-type: none"> Explain the concept of monetary policy. Explain the role of money in the economy. Explain the role of credit in the economy. Explain the role of banks in the economy. Explain the role of the Reserve Bank in the economy. Demonstrate the influence of changes in interest rates on the economy.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students research and prepare a presentation on one of the above topics (oral or written presentations). Group discussions to identify the above concepts in the students' own world of experience Case studies in which students identify the different above roles. 	

SUBJECT OUTCOME	
Explain fiscal policy in the South African context.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of fiscal policy is explained. The influence of changes in taxes on the economy is demonstrated. The impact of the current situation in a country on the fiscal policy is demonstrated. <p><i>Range: War, depression, natural disasters, etc.</i></p>	<ul style="list-style-type: none"> Explain the concept of fiscal policy. Demonstrate the influence of changes in taxes on the economy. Demonstrate the impact the current situation in a country has on fiscal policy (e.g. war or depression).
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group discussions to identify the above in the students' own world of experience Case studies in which students identify the above impacts or influences Topic test before advancing to the next topic 	

Topic 2: Current Affairs Related to a Business Sector or Industry (Physical and Social)

SUBJECT OUTCOME	
Identify events in the physical environment that could potentially impact on a business sector or industry.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The term physical environment is explained and possible events related to the physical environment are listed in terms of their potential impact on a business sector or industry. Information relating to current events in the physical environments is collected and organised and the ways in which a business sector or industry could be affected by these events are named. 	<ul style="list-style-type: none"> Explain the term physical environment. List possible events related to the physical environment in terms of their potential impact on a business sector or industry. Collect and organise information relating to current events in the physical environment. Name the ways in which a business sector or industry could be affected by such events.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group discussions where students identify the above from their own experience (the lecturer can guide students) Practical exercises or case studies of simulated businesses where students identify the above concepts 	

SUBJECT OUTCOME	
Identify events in the social environment that could potentially impact on a business sector or industry.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The term social environment is explained and 	<ul style="list-style-type: none"> Explain the term social environment.

<p>possible events related to the social environment are listed in terms of their potential impact on a business sector or industry.</p> <ul style="list-style-type: none"> Information relating to current events in the social environment is collected and organised and a brief indication is given of how one such event could impact on a business sector or industry or a sub-sector of the industry. 	<ul style="list-style-type: none"> List possible events related to the social environment in terms of their potential impact on a business sector or industry. Collect and organise information relating to current events in the social environment and briefly indicate how such events could impact on a business sector or industry or a sub-sector of the industry.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group discussions where students identify the above from their own experiences (the lecturer can guide students) Practical exercises or case studies of simulated businesses or from newspapers and magazines where students identify the above concepts 	

SUBJECT OUTCOME	
Identify events in the economic environment that could potentially impact on a business sector or industry.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The term economic environment is explained and information relating to current events in the economic environment is collected and organised and a brief indication is given of how such events could impact on a business sector or industry or sub-sector of the industry. Two groups of people and two kinds of work most likely to be affected by each event are identified. 	<ul style="list-style-type: none"> Explain the term economic environment. Collect and organise information relating to current events in the economic environment and briefly indicate how such events could impact on a business sector or industry or sub-sector of the industry. Identify two groups of people and two kinds of work most likely to be affected by each event.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students do research in current newspapers to identify events that impact on the business sector or industry. Practical exercises and case studies to cover all the Learning Outcomes Practical exercises using simulated businesses 	

SUBJECT OUTCOME	
Identify people and organisations currently in the news.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Achievements of people and companies from a chosen sector or industry currently in the news are identified and an opinion is expressed as to why they are newsworthy. Problems in the chosen sector or industry and possible causes for the problems are identified. New developments that could impact on the chosen business sector or industry are discussed. Information is gathered about what average citizens are saying about a specific business sector or industry or sub-sector of the industry. 	<ul style="list-style-type: none"> Identify achievements of people and companies from a chosen sector or industry currently in the news and express an opinion as to why they are newsworthy. Identify problems in the chosen sector or industry and identify possible causes for the problems. Discuss new developments that could impact on the chosen business sector or industry. Gather information about what average citizens are saying about a specific business sector or industry or sub-sector of the industry.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students do research in current newspapers and/or magazines to identify the events, people or organisations that impact on a business sector or industry – students can present results in writing or orally Practical exercises and case studies to cover all the Learning Outcomes Small class tests that can be included in the calculation of the year mark Students do basic or informal market research to get people's opinions. Students report their market research with an oral presentation. Topic test before advancing to the next topic 	

Topic 3: The International Trading Environment

SUBJECT OUTCOME	
Demonstrate knowledge and understanding of the South African trading environment in the context of international trade.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The meaning of the term trade is explained with examples. A basic understanding of the South African trading environment is displayed. The concepts of international trade, borders and trade cycle are explained and examples from the South African context are supplied. The international trade cycle is explained together with the role of the various processes in the cycle and examples are supplied. The main features of importing and exporting are supplied in a table which clearly illustrates the similarities and differences. 	<ul style="list-style-type: none"> Explain the meaning of the term trade with examples. Display a basic understanding of the South African trading environment. Explain the concepts and principles of international trade, borders and trade cycle with examples from the South African context. Explain the international trade cycle together with the role of the various processes in the cycle with examples. Supply the main features of importing and exporting in a table to clearly illustrate the similarities and differences. <p>(focus on the South African trading environment)</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group work where students identify the concepts from their own experiences in the economic world and to evaluate students' knowledge During group work, the lecturer actively evaluates and corrects the input of the groups. Oral presentations by the lecturer Practical exercises or case studies Daily evaluation of practical exercises or case studies and individual remedial work to develop each student Small class tests that can be included in the calculation of the year mark 	

SUBJECT OUTCOME	
Recognise the different phases and elements of the trade cycle as they impact on international trading operations.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The meaning of the term trade is explained with examples. A basic understanding of the South African trading environment is displayed. The concepts of international trade, borders and trade cycle are explained and examples from the South African context are supplied. The international trade cycle is explained together with the role of the various processes in the cycle and examples are supplied. The main features of importing and exporting are supplied in a table which clearly illustrates the similarities and differences. 	<ul style="list-style-type: none"> Explain the meaning of the term trade with examples. Display a basic understanding of the South African trading environment. Explain the concepts and principles of international trade, borders and trade cycle with examples from the South African context. Explain the international trade cycle together with the role of the various processes in the cycle with examples. Supply the main features of importing and exporting in a table to clearly illustrate the similarities and differences. <p>(focus on the phases and elements of the trade cycle)</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group work where students identify the concepts from their own experiences in the economic world and to evaluate students' knowledge During group work, the lecturer actively evaluates and corrects the input of the groups. Oral presentations by the lecturer Practical exercises or case studies Daily evaluation of practical exercises or case studies and individual remedial work to develop each student Small class tests that can be included in the calculation of the year mark 	

SUBJECT OUTCOME	
Display an understanding of the concepts importing and exporting as part of the international trade cycle.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES

<ul style="list-style-type: none"> • The meaning of the term trade is explained with examples. • A basic understanding of the South African trading environment is displayed. • The concepts of international trade, borders and trade cycle are explained and examples from the South African context are supplied. • The international trade cycle is explained together with the role of the various processes in the cycle and examples are supplied. • The main features of importing and exporting are supplied in a table which clearly illustrates the similarities and differences. 	<ul style="list-style-type: none"> • Explain the meaning of the term trade with examples. • Display a basic understanding of the South African trading environment. • Explain the concepts and principles of international trade, borders and trade cycle with examples from the South African context. • Explain the international trade cycle together with the role of the various processes in the cycle with examples. • Supply the main features of importing and exporting in a table to clearly illustrate the similarities and differences. <p>(focus on import and export)</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Group work where students identify the concepts from their own experiences in the economic world and to evaluate students' knowledge During group work, the lecturer actively evaluates and corrects the input of the groups. • Oral presentations by the lecturer • Practical exercises or case studies • Daily evaluation of practical exercises or case studies and individual remedial work to develop each student • Small class tests that can be included in the calculation of the year mark 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ECONOMIC ENVIRONMENT – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

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

4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%

MARK ALLOCATION PER QUESTION		
Section 1: Compulsory (must cover all topics)		
Question 1:	Multiple-choice Questions	30 marks
Question 2:	Matching of Columns	20 marks

Question 3:	Short Theoretical Questions	30 marks
Section 2: Compulsory		
Students complete four of five possible application questions covering all the topics.		

Question 1:	Question 1 to 5: Each question concentrates on a specific topic but can be divided in sub-questions, for example question 1.1, 1.2, 1.3, 1.4 and 1.5.	30 marks
Question 2:		30 marks
Question 3:		30 marks
Question 4:		30 marks
Question 5:		30 marks
		150 marks
GRAND TOTAL		230 marks