



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

ECONOMICS
GRADES 10 - 12
2008



PROVINCIAL CASSE
GUIDELINE

GBP 14,000
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1. INTRODUCTION

Continuous Assessment (CASS) is an assessment model that encourages the integration of assessment into the teaching and development of learners through ongoing feedback. It is a model of assessment that is used to determine learner's achievement during the course of a grade, provide information that is used to support the learners' development, and enable improvements to be made to the learning and teaching process.

Assessment in the NCS is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan. Continuous assessment involves activities that are undertaken throughout the year using various kinds of assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment (POA).

This guideline should be read in conjunction with other NCS policy documents.

2. OBJECTIVES OF THE DOCUMENT

1. To outline the CASS requirements for Economics in Grade 10-12
2. To outline CASS implementation strategy in FET schools in the province.
3. To ensure the maintenance and improvement of standards of CASS through Quality Assurance processes

3. WEIGHTING

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

LEARNING OUTCOMES	WEIGHTING
<i>Macro-economics</i> The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy	25%
<i>Micro-economics</i> The learner is able to demonstrate knowledge, understanding and the appropriate skills in analyzing the dynamics of markets	25%
<i>Economic Pursuits</i> The learner is able to demonstrate knowledge, understanding and critical awareness of the policies and practices underpinning the improvement of the standard of living.	25%

<p><i>Contemporary Economic Issues</i> The learner is able to demonstrate knowledge, understanding and critical awareness, and apply a range of skills in dealing with contemporary economic issues.</p>	25%
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4. INFORMAL AND FORMAL ASSESSMENT

4.1. Informal (Daily) assessment

The daily assessment tasks are planned teaching and learning activities that take place in the classroom. The daily assessment tasks build the foundation for a learner's performance in the Programme of Assessment in Economics. These tasks should be reflected in the teacher's lesson plan. Self-assessment, peer assessment and group assessment actively involve learners in assessment.

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

Examples of daily assessment tasks in Economics

FORM OF ASSESSMENT	
1	Case study with accompanying worksheets: e.g. A scenario is sketched and questions covering the relevant LOs and ASs are prepared on the scenario. Some answers should be found in the case study, whilst others should be found in the theory covered by the LOs
2	Short Exercise: e.g. Newspaper articles can be used to demonstrate that Economics affects everybody on a daily basis. Learners can be asked to identify economic issues in the newspaper article and provide some brief explanation. A short exercise can be based on these articles, economic journals, economics magazines etc
3	Short class test: e.g. A five or ten minutes, short answer diagnostic test on the previous day's lesson.
4	Debates: e.g. Is globalization benefiting the South African economy?
5	Simulation: e. g. Production of bread where one factor is fixed and another is variable
6	Demonstration: e. g. Different shapes of graphs in economics

Debate

Definition

- It is an informal or daily assessment. It is a structured argument that indirectly teaches learners values such as: time management, self discipline, respect for another person's views. Furthermore, learners are taught how to air their views and give their opinions. The topic must cover assessment standards or some of the assessment standards as stipulated in the Subject Statement.

Things to be kept in mind

- The teacher needs to explain to the learners what exactly is expected of them
- Remember: One group will be **FOR** the argument and the other group will be **AGAINST** the argument
- Role – allocation e.g. time keeper, introducer, moderator, chairperson etc.
- Time management is essential
- Classroom management and organization should be in place
- Noise level must be kept low – do not disturb other classes – be disciplined
- Information must be gathered about the topic beforehand

E.g. Rubric to assess a debate

CRITERIA	1	2	3	4
COMMUNICATION	Incorrect terminology used. Poor eye contact with audience	Speaker is uncertain of what he is speaking about-unprepared	Clear and audible expressions but lacks confidence	Clear, confident, correct terminology used
FACTUAL INFORMATION	Very few facts given without logic. Little research done	Inadequate facts with no practical examples	Adequate facts ,but, only a few practical examples	Logical facts motivated with practical examples-good research
RESPONSE TO QUESTIONS	Could not answer any questions	Responded to some of the questions but not factual	Good response to questions	Excellent response with motivation

4.2. Formal Assessment / Programme of assessment (POA)

In addition to daily assessment, teachers should develop a year-long formal POA in Grades 10 and 11 which should consist of tasks undertaken during the school year and an end-of-year examination. The POA for Economics in Grade 10 and 11 comprises seven tasks which are internally assessed. The marks allocated to assessment tasks completed during the year will be 25%, and the end-of-the year examination mark will be 75% of the total mark. The marks achieved in each assessment task in the POA must be recorded and included in formal reports to parents and S M T s.

- A formal assessment task should only be given after a learner has been exposed to formative task for practice.
- Teachers should inform learners if the assessment task is going to be part of CASS when more than the minimum tasks are given.
- Assessment task that is to be considered for CASS should be moderated before the task is given to learners

4.2.1 Number and forms of assessment required for POA in Grades 10 and 11

- Two of the assessment tasks must be examinations.
- Two of the assessment tasks should be tests written under controlled conditions at a specific time. The tests should be written in the first and third terms of the year. They should not be made up of a series of small tests.
- The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. These are the project, assignment and investigation & presentation.

Programme of assessment: Grades 10 & 11

TERM	TASK	FORM OF ASSESSMENT	FOCUS
1	1	<ul style="list-style-type: none"> • Project: Grade 10: The economic problem-Production Possibility Frontier graphs- maximizing satisfaction from limited resources (50 marks) Grade 11: South Africa's mixed economy- The relationships between markets - graphs (50 marks) 	LO 1 & LO2
	2	<ul style="list-style-type: none"> • Test Long and short questions, long answer questions (100 marks-1hour) 	LO 1 and ASs covered to date
2	1	<ul style="list-style-type: none"> • Assignment: Grade 10 : e.g. Economic development (50 marks) Grade 11 : e.g. Developed and developing countries (50) 	LO 3

	2	<ul style="list-style-type: none"> • Midyear examination (200 marks- 2 hours) 	LO1 &LO 2
3	1	<ul style="list-style-type: none"> • Investigation and presentation: Socio-economic issues Grade 10: e.g. Unemployment (50 marks) Grade 11: e.g. Poverty (50 marks) 	LO 4
	2	<ul style="list-style-type: none"> • Test: Long and short questions, long answer questions (100 mark-1 hour) 	LO 3 / LO4
4	1	<ul style="list-style-type: none"> • End- of - year examination (300 marks-3 hours) 	Los 1-4

Mark allocation for Grade 10 and 11 is as follows:

PROGRAMME FOR ASSESSMENT	MARKS	TOTAL
2 X term tests (100 marks each)	200	
Midyear examination X 200	200	
3 x formal assessment tasks x50 marks (minimum)	150	
Total for tasks undertaken during the year	550/5,5	100
End-of –year examination		300
	Total	400

Refer to SAG 2008 page 10 / latest version for examples of Assessment Standards that can be used in research projects/assignment, projects and debate.

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

5. Assessment in grade 12

In Grade 12, assessment is made up of two components: a Programme of Assessment which makes up 25% of the total mark for Economics and an external examination which makes up the remaining 75%. The Programme of Assessment for Economics comprises seven tasks which are internally assessed. Of the seven tasks two tasks are examinations, two others are tests and the remaining three tasks are assignments, project and investigation & presentation. The external examination is externally set and moderated.

Programme of assessment for grade 12

TERM	TASK	FORM OF ASSESSMENT	FOCUS
1	1	• Project: e.g. Budget (50 marks)	LO 1
	2	• Test Long and short questions, long answer questions (100 marks -1 hour)	LO 1
2	1	• Assignment: e.g. Compiling graphs (50 marks)	LO 2
	2	• Mid year examination (300 marks)	LO 1 & LO 2
3	1	• Investigation and presentation: Socio-economic issues Inflation (50 marks)	LO 4
	2	• Test: Objective questions, long and short questions, long answer questions (100 marks – 1 hour)	LO 3 / LO 4
	3	• Trial examination (same format as final exam – 300 marks)	LO1 – LO4

Refer to SAG 2008 page 13 or latest version of SAG for examples of the Assessment Standards that can be used in research projects, assignments, presentation and debates

Mark allocation for Grade 12 is as follows:

PROGRAMME OF ASSESSMENT	FORM OF TASK	MARKS	TOTAL
2 X term tests (100 marks each)	Tests	200	200
Midyear examination	Examination	300	300
3 x formal assessment (50 marks each)	Assignment (minimum)	50	
	Project (minimum)	50	
	Investigation and Presentation (minimum)	50	150
Trial examination		300	300
Total tasks	950 converted to 100	950/9,5	100
External examination			300
Total			400

6. Guidelines on assessment tasks

6.1. Project

Definition

The project is a long-term task. It allows for practical work and also the world of economics to be brought into the classroom. It usually creates the opportunity for learners to interact with contemporary economic issues, to collect information and to arrange it so that conclusions can be made.

Requirements

- A maximum of 3000 words or six (6) hand written pages or four (4) A4 typed pages (excluding pictures, photo's, graphs etc.)
- The project may be administered in groups of not more than 5 or individually.
 - If it is group work, copies of the task to be copied so that there is evidence in all portfolios.
- Different topics may be given in large classes
- The learners must be creative and imaginative, but learners must refrain from colouring the written pages; yet colours may be used on the cover page, adverts etc.
- It must be bound or stapled in an acceptable way.
- The topic and the rubric should be given to learners.
- The project must have the following:
 - A front page (The topic ; name of the learner ; name of the school; name of teacher; grade; due date.)
 - Table of contents (Introduction; headings with sub headings ;page numbers; conclusion ; references / sources used)
 - The text may include: photos; graphs; diagrams etc.)

- References /sources must be indicated.

Suggestions

- Projects should be given to learners in the first week of the term.
- Teachers have to regularly monitor the progress of the project.
- The project must cover relevant assessment standards.

6.2. Assignment

Definition

- Assignment is an extended task where learners are given sufficient time to complete a task.
- It may include research and gives good opportunity to demonstrate the application of insight.

Guidelines for assignment

- An assignment can include the following :-
 - Front page with the following : Learners name, Topic, Teachers name, due Date, grade etc
 - Table of contents/Index.
 - Presentations such as graphs, pictures etc to support topics / points
 - If it is in an essay form, it can include: - Introduction, Body/Content, conclusion and sources.
- It can be in a form of a case study with questions
- Oral presentations can be done on assignments.
- The length of assignment depends on the type of assignment
- The teacher must indicate possible sources of information to learners.
- A copy of the rubric should be given to the learners (if this is a tool to be used)
- Duration of the task depends on the type of assignment/instruction given.

6.3. Investigation and presentation

One of the important critical outcomes pursues effective communication. It is desirable that Economics learners should be able to communicate effectively using the correct terminology. Presentations involve a wide range of activities which include oral presentation with or without support material used to enhance or enrich it. Support material can include graphs, posters, charts, maps or clippings from newspapers, and magazines.

A presentation can or could also be in a form of a performance such as a lecture, role play, a play, a debate, a song or a speech (related to Economic issues).

Examples

- the effects of the introduction of minimum wages for domestic workers and in the agricultural sector on unemployment
- how does advertising affect the demand-side of the economy?
- how does the HIV/Aids pandemic affect the labour market?
- the influence of the oil price on economic indicators
- are social grants really boosting the economy?
- the impact of government's IAP (Integrated Action Programme) or BEE on economic development
- the impact of the provision of energy in the economy

Note: Any other relevant topics may be chosen by the teacher.

It is suggested that the presentation does not exceed five minutes (per learner).

Portfolio evidence will include the learner's preparation notes and any other aids used.

Learners' short assignments and/or projects can also be utilised for this purpose.

7. Marking instruments

Rubrics

Brief overview: What is a rubric?

- “ a scoring tool that lists the criteria for a piece of work or what counts”
- Assessment and instruction tool that helps teachers articulate and communicate “what counts” or what is important” in the lessons.
- Set of guidelines for determining the scores.
- Contains a scale which states the assessment dimensions. It is a type of rating scale.
- The number of the criteria and the levels of marks may vary depending on the nature of the question.
- Rubrics enable teachers to provide learners with detailed and informative evaluations of their final assignment or project.
- “For example, a rubric for an essay might tell learners that their work will be judged on purpose, organization, details, etc.
- Use only when appropriate.

Types of rubrics

(a) Analytical rubric

- Assesses the separate, individual parts of the product or performance.
- Gives a clear picture of the distinct feature that make up the criteria.

(b) Holistic rubric

- Assesses the overall process or product as a whole
- Gives a global picture of the standard required

Note: The number of criteria and the level of marks may vary depending on the nature of the question.

CRITERIA	0 MARKS	1-3 MARKS	4-6 MARKS	7-9 MARKS	TOTAL
Compilation of the budget from given information	No aspects completed accurately	Completes some aspects accurately	Completes most aspects accurately	Completes the budget accurately	
	0 MARKS	1-3 MARKS	4-6 MARKS	7-9 MARKS	
Analysis of problem items in the budget	No problems correctly identified and explained	Two of the problems correctly identified and explained	Four problems correctly identified and explained	All six problems correctly identified and explained	
	0 MARKS	1-4 MARKS	5-8 MARKS	9-12 MARKS	
Opinion and advice on three aspects regarding future budgeting	Learner unable to identify and explain any aspect	Learner identifies one aspect and gives satisfactory explanation	Learner identifies two aspects and gives satisfactory explanation	Learner creatively identifies the three aspects and explains them well	
					/ 30

8. CASS mark compilation and portfolios

The compilation of the internal assessment mark must be done in accordance with the Subject Assessment Guidelines of the various subjects listed in the National Curriculum Statement Grades 10 – 12 (General)

All directives issued by Umalusi in respect of internal assessment, as stipulated in section 17(1) of the General and Further Education and Training Quality Assurance Act (No .58 of 2001) must be strictly adhered to. Also refer to National Policy on the conduct, administration and management of the National Senior Certificate (Government Gazette dated 06 July 2007) chapter 3

8.1. Learner evidence of performance

The learner's evidence of performance comprises assessment tasks that will constitute his/her internal assessment mark.
Every learner must have an internal assessment mark per subject.

The learner's evidence of performance must:

- Consist of the assessment components as specified for each subject in the relevant Subject Assessment Guidelines.
- Assessment tasks should have evidence of moderation.
- Have all assessment tasks evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- The pieces of evidence may be stored in files, boxes, binders, counter note books, or any other suitable storage.
- Some of the pieces of evidence in the portfolio need not be a representation of the actual product or demonstration (e.g. the song I performed), but may be a report, comments etc. that reflect the learner's performance.
- When a learner changes school during the course of the year, she/ he is required to move with her/ his portfolio.

8.2 Teacher portfolio

- All teachers are expected to keep a portfolio containing all documents related to assessment. It is the teacher's responsibility to ensure that the information in his/her assessment portfolio is kept up to date.
- A teacher portfolio may be a file, a folder, a box, or any other suitable storage system.
- Teacher's portfolios should contain the tasks for assessment as well as the planning that informs the development of these tasks and the records of assessment of the formal tasks.
- Teachers should, as part of their planning, provide an indication of the Learning Outcomes and Assessment Standard in each task. Examples of how this should be undertaken are provided in the Subject Assessment Guidelines.
- A Teacher's portfolio will be used to assure the quality of the assessment tasks given and it also provides a record against which a learner portfolio can be evaluated.
- The formally recorded assessment tasks should be clearly marked or indicated in the teacher's portfolio. Stickers, coloured paper, etc, may be used for this purpose.
- Teacher's portfolios should be available on request at all times for moderation, monitoring and accountability purpose.

9. CASS moderation

9.1 Purpose

The purpose of moderation is to:

- Verify that assessment is fair, valid, reliable, consistent and practical.
- Identify the need to redesign assessment if required
- Provide an appeal procedure for dissatisfied learners
- Evaluate the performance of learner's assessment processes with a view to provide appropriate and necessary support, advise and guidance.

9.2 Levels

9.2.1. School

It is the responsibility of the school Principal to ensure that CASS is implemented on a continuous basis. Each school should develop a School moderation plan informed by the School Assessment Policy. The moderation plan should outline responsibilities, time frames, procedures etc. The School Management Team (SMT) is expected to ensure that CASS moderation is conducted as set out in the School Assessment Policy. The moderator must ensure that appropriate standards are maintained in the assessment process as indicated in the moderation procedures.

School moderation should be conducted at least once per term.

The Subject Advisors will ensure that the quality and standards of assessment tasks are maintained

Assessment & Examination officials have a mandate to verify that:

- All systems for the proper and efficient implementation of CASS are in place.
- All CASS practices and processes comply with the minimum norms and standards for the conduct of internal assessment as prescribed by National Policies and Umalusi Directives.

9.2.2. Cluster/ District

The Districts will establish clusters of schools based on proximity and incorporate a range of schools. The clusters will be formed in terms of subjects. These subject clusters will meet **at least twice a year for Grade 12**. Grades **10 and 11 will be moderated at least once a year** during the third term.

The cluster/s will be coordinated by the Subject Advisor. Teachers from the schools in the cluster must bring their portfolios and 10% of learner evidence of performance in the subject (minimum of 5 if there are fewer than 50 learners in the school) The learner evidence of performance will be sampled from good, medium and poor portfolios to the cluster moderation.

If an agreement is reached, moderators will adjust marks to an acceptable standard. The subject advisor will compare standards across the district and then compile a report to the district coordinator.

The Assessment & Examination officials as well as Subject / Field Coordinators will play a verification role to ensure that the internal assessment is conducted in accordance with the National policy and directives by Umalusi.

9.2.3. Provincial

Teacher portfolios and a sample of the evidence of learner performance will be moderated once a year after the second cluster moderation. This will be done for Grade 12 only. The Provincial moderation team will lead this process and the relevant social partners will be invited as observers.

The purpose of this level is to verify moderation at cluster level so as to ensure that common standards are maintained across the province. Sampled learner portfolio and educator portfolios for selected subjects will be moderated to check for compliance to policies and Umalusi requirements. The findings of this exercise will be reported back to the schools in writing reports and subject meetings.

9.2.4. Umalusi/National

External moderation of internal assessment is the responsibility of Umalusi's and the National Department of Education. It is conducted by Umalusi/ National appointed moderators using criteria prescribed by Umalusi/National.

The findings of Umalusi/National about the moderation will be fed back to the Province after moderation.

9.3 MODERATION PROCEDURES (*formal assessment tasks*)

9.3.1 School level

The moderation at school level should be conducted as follows:

1. The subject teacher develops the task with a marking guideline and submits it to the HOD/ School Management Team for moderation.
2. The moderator moderates the task checking the following aspects:
 - The appropriateness of the task for the level of the learners
 - The appropriateness of the task to assess relevant learning outcomes
 - The standard of the tasks with respect to cognitive ability levels
 - Subject Assessment Guidelines and coverage as outlined in the work schedule
 - Suitability of the assessment strategies and correctness of memoranda/rubrics
3. After checking the above mentioned aspects, the moderator gives a written feedback to the teacher concerned. A record of evidence indicating moderation should be kept in the master portfolio
4. The subject teacher should effect the changes as recommended by the moderator.

5. Once a task has been performed by the learners, the teacher marks it in **red ink**.
6. After the tasks have been marked, the moderator should sample 10% of learner evidence of performance (minimum of 5 if there are fewer than 50 learners at the school) sampled from top, average and weak candidates and re-mark in **green ink**.
7. Quality feedback in the form of constructive comments and a signature must appear on the moderated work as evidence of moderation.
8. In preparation for cluster moderation, learner evidence of performance should be a mixture of portfolios that have been moderated previously, and portfolios that have not been moderated.

9.3.2 Cluster Level

This session should be chaired by the Subject Advisor

- Decide which school will be moderated first.
- Distribute the school's learner evidence of performance amongst the teachers (excluding the teacher from the school concerned) in the cluster.
- The Subject Advisor takes control of the teacher portfolio and a sample of learner evidence of performance and moderate.
- The Subject Advisor allocates assessment tasks to teachers.
- Decide on the moderation time per school as per size of the school.
- The subject moderation tool will outline minimum requirements.
- Tasks should be re-marked in **orange ink**.
- Each moderator keeps notes of her/ his findings for post moderation discussions.
- The moderator should write quality constructive comments/ recommendations in the teacher portfolio, dates and signs each task after moderating.

After finishing moderating all the prescribed tasks, the Subject Advisor leads discussions on findings and records them for feedback purposes.

Finally, the Subject Advisor compiles a Moderation Report for his/ her subject and submits it to the DCES/ CASS Coordinator.

NAME OF THE SCHOOL: _____

ANNEXTURE A

ECONOMICS: MARK SCHEDULE GRADE 10/11 _____

YEAR: _____

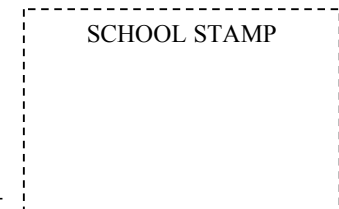
RATING DISTRIBUTION							1 st TERM			2 nd TERM			3 rd TERM			FINAL MARK CONVERSION						
7	6	5	4	3	2	1	Project	Test	Term Total	Assignment	June Exam	Term Total	Investigation & Presentation	Test	Term Total	Total Cass	Cass Conv.	Mod CASS Mark	Final Exam	Prom. Mark	%	Rating Code
80-100	70-79	60-69	50-59	40-49	30-39	0-29																
No	Surname & Initials						50	100	150	50	200	250	50	100	150	550	100	100	300	400	100	
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13																						
14																						
AVERAGE %																						

SIGNATURES & DATES

TERM 1: EDUCATOR _____ HOD _____ PRINCIPAL: _____

TERM 2: EDUCATOR: _____ HOD: _____ PRINCIPAL: _____ MODERATOR: _____

TERM 3: EDUCATOR: _____ HOD: _____ PRINCIPAL; _____ MODERATOR: _____



NAME OF THE SCHOOL: _____

ANNEXTURE B

ECONOMICS: MARK SCHEDULE GRADE 12 _____

YEAR: _____

RATING DISTRIBUTION							1 st TERM			2 nd TERM			3 rd TERM				FINAL MARK CONVERSION		
7	6	5	4	3	2	1	Project	Test	Term Total	Assignment	June Exam	Term Total	Investigation & Presentation	Test	Trial Exam	Term Total	Total Cass	Cass Conv.	Mod CASS Mark
80-100	70-79	60-69	50-59	40-49	30-39	0-29													
No	Surname & Initials						50	100	150	50	300	350	50	100	300	450	950	100	100
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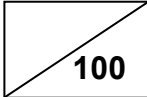
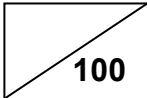


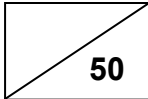
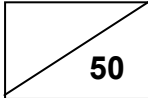
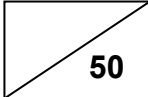
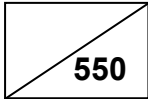

SIGNATURES & DATES


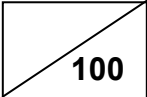


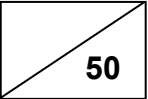

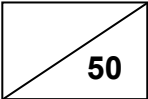

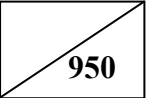

TERM 1: EDUCATOR _____ HOD _____ PRINCIPAL: _____

TERM.2: EDUCATOR: _____ HOD: _____ PRINCIPAL: _____ MODERATOR: _____

TERM 3: EDUCATOR: _____ HOD: _____ PRINCIPAL; _____ MODERATOR: _____

SCHOOL STAMP

LEARNER PORTFOLIO: CASS GRADE 10/11			
ECONOMICS			
DISTRICT:		GRADE	
SCHOOL		YEAR	
SURNAME		NAME	
CASS COMPONENTS (TASKS)			
1. Controlled Tests: #1			
	#2		
2. Mid-year Examination			
3. Assignment			
4. Investigation & Presentation			
5. Project			
TOTAL CASS MARK			
CONVERTED CASS MARK			
Teacher` s Surname and Initials: _____			
Signature: _____ -Date: _____			

LEARNER PORTFOLIO: CASS GRADE 12			
ECONOMICS			
DISTRICT:			
SCHOOL		YEAR	
SURNAME		NAME	
CASS COMPONENTS (TASKS)			
1. Controlled Tests: #1			
	#2		
2. Mid-year Examination			
3. Assignment			
4. Research & Presentation			
5. Project			
6. Preparatory Examination			
TOTAL CASS MARK			
CONVERTED CASS MARK			
Teacher` s Surname and Initials: _____			
Signature: _____		Date: _____	

DECLARATION FORM

**GRADE 10/11
OR
GRADE 12 (NATIONAL SENIOR CERTIFICATE)**

DECLARATION BY LEARNER

SCHOOL: _____
NAME OF LEARNER (Surname and Name) _____
GRADE: _____
EXAMINATION NUMBER/ ID NO: _____
CENTRE NUMBER: _____
TEACHER` S NAME (Surname and Initials) _____

I hereby declare that all pieces of assessment tasks contained in this portfolio (evidence of performance), are my own, original work and that if I have made use of any source, I have acknowledged this.

I agree that if it is determined by the competent authority that I have engaged in any fraudulent activities whatsoever in connection with my Continuous Assessment mark, I shall forfeit completely the marks gained for this assessment.

CANDIDATE` S SIGNATURE

DATE

As far as I know, the above statement by the candidate is true and I accept that the work offered belongs to him/her.

TEACHER` S SIGNATURE

DATE

SCHOOL STAMP

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ECONOMICS

SCHOOL MODERATION TOOL

DISTRICT				CENTRE NUMBER	
SCHOOL				SUBJECT	
TEACHER				GRADE	
		TERM 1	TERM 2	TERM 3	COMMENTS
<u>1.PORTFOLIO ORGANISATION</u>		Yes ✓ / No ×	Yes ✓ / No ×	Yes ✓ / No ×	
<u>1.1. TEACHER PORTFOLIO</u>					
<ul style="list-style-type: none"> Cover page (surname & initials, grade, subject, school, year, district) 					
<ul style="list-style-type: none"> Table of contents 					
<ul style="list-style-type: none"> Division of CASS components 					
<ul style="list-style-type: none"> Availability of Subject Assessment Plan and time table. 					
<ul style="list-style-type: none"> Availability of Work Schedule and Lesson Plans 					
<ul style="list-style-type: none"> Consolidation form/ (mark schedule). 					
<ul style="list-style-type: none"> Availability of assessment tasks and marking guideline/assessment tools 					
<ul style="list-style-type: none"> Correspondence between learner and teacher portfolios 					
<ul style="list-style-type: none"> Evidence of moderation 					
<ul style="list-style-type: none"> Evidence of extra work (formal assessment components) 					

1.2 <u>LEARNER PORTFOLIO</u>				
<ul style="list-style-type: none"> Cover page (surname & initials -learner and teacher), grade, subject, school, year & district 				
<ul style="list-style-type: none"> Table of contents 				
<ul style="list-style-type: none"> Time table 				
<ul style="list-style-type: none"> Division of CASS components and evidence of learner performance 				
<ul style="list-style-type: none"> Declaration Form signed? 				

**2. 1. CASS COMPONENTS PER TERM
GRADE 10/11**

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No	Actual No
Project			Assignment			Investigation & Presentation		
Test			June Exam			Test		

**2.2. CASS COMPONENTS PER TERM
GRADE 12**

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No	Actual No
Project			Assignment			Investigation & Presentation		
Test			June Exam			Test		
						Preparatory Exam		

1. ASSIGNMENT	YES/ NO	COMMENTS
Is an assignment in accordance with SAG?		
Is the LO and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the assignment marked?		
➤ Evidence in terms of marking		
➤ Any constructive comments / feedback		
➤ Signature of the marker and date		

2. CONTROLLED TEST	YES/ NO	COMMENTS
Is the test in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		
Are the different cognitive levels covered?		
Is the marking guideline / assessment tool appropriate, complete and accurate?		

Was the paper marked?		
➤ Evidence in terms of marking		
➤ Any constructive comments / feedback		
➤ Signature of the marker and date		

3. PROJECT	YES/ NO	COMMENTS
Is the topic in accordance with SAG?		
Are the LO and ASs assessed indicated?		
Is time allocation appropriate		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the task affording the learner the opportunity to apply theory to practice?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the project marked?		
➤ Evidence in terms of marking		
➤ Any constructive comments / feedback		
➤ Date and signature of the marker		

4. INVESTIGATION AND PRESENTATION	YES/ NO	COMMENTS
Is the investigation in accordance with SAG?		
Are the LOs and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the task of an appropriate cognitive level?		
Is the marking guide/rubric appropriate and complete?		
Was the investigation and presentation and the marking guide/rubric moderated?		

5. EXAMINATION PAPER	YES/ NO	COMMENTS
----------------------	------------	----------

Is the paper in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		
Are the different cognitive levels covered?		
Is the marking guideline / assessment tool appropriate, complete and accurate?		
Was the paper marked?		
- Evidence in terms of marking		
- Any constructive comments / feedback		
Signature of marker and date		

Does the teacher have the Economics NCS policy documents: Latest LPG & SAG, Provincial CASS Guideline and the Subject Statement?

SESSION 1

COMMENTS BY TEACHER

Surname Initials; _____ Signature: _____ Date; _____

RECOMMENDATIONS BY HOD (SMT)

Surname Initials. (HOD): _____ Signature: _____ Date: _____

Surname Initials. (Princ.): _____ Signature: _____ Date: _____

SESSION 2

COMMENTS BY TEACHER

Surname Initials; _____ Signature: _____ Date; _____

RECOMMENDATIONS BY HOD (SMT)

Surname Initials. (HOD): _____ Signature: _____ Date: _____

Surname Initials. (Princ): _____ Signature: _____ Date: _____

TERM 3

COMMENTS BY TEACHER

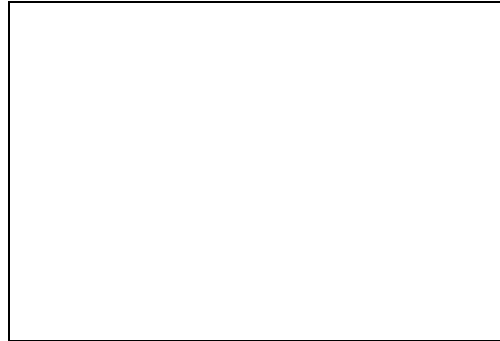
Surname Initials; _____ Signature: _____ Date; _____

RECOMMENDATIONS BY HOD (SMT)

Surname Initials. (HOD): _____ Signature: _____ Date: _____

Surname Initials. (Princ): _____ Signature: _____ Date: _____

SCHOOL STAMP





Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

ECONOMICS

CLUSTER/DISTRICT MODERATION TOOL

DISTRICT			CENTRE NUMBER		
SCHOOL			SUBJECT		
TEACHER			GRADE		
			Session 1	Session 2	COMMENTS
			Yes/No	Yes/No	
<u>PORTFOLIO ORGANISATION</u>					
<u>1.1. TEACHER PORTFOLIO</u>					
<ul style="list-style-type: none"> Cover page (surname & initials, grade, subject, school, year, district) 					
<ul style="list-style-type: none"> Table of contents 					
<ul style="list-style-type: none"> Division of CASS components 					
<ul style="list-style-type: none"> Availability of subject Assessment Plan and time table. 					
<ul style="list-style-type: none"> Availability of Work Schedule and Lesson Plans 					
<ul style="list-style-type: none"> Consolidation form/ (mark schedule). 					
<ul style="list-style-type: none"> Availability of assessment tasks and marking guideline/assessment tools 					
<ul style="list-style-type: none"> Correspondence between learner and teacher portfolios 					
<ul style="list-style-type: none"> Evidence of moderation 					
<ul style="list-style-type: none"> Evidence of extra work (formal assessment components) 					

1.2. LEARNER PORTFOLIO			
<ul style="list-style-type: none"> Cover page (surname & initials -learner and teacher), grade, subject, school, year & district 			
<ul style="list-style-type: none"> Table of contents 			
<ul style="list-style-type: none"> Time table 			
<ul style="list-style-type: none"> Division of CASS components and evidence of learner performance 			
<ul style="list-style-type: none"> Declaration Form signed? 			

**2. 1. CASS COMPONENTS PER TERM
GRADE 10/11**

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No	Actual No
Project			Assignment			Investigation & Presentation		
Test			June Exam			Test		

**2.2. CASS COMPONENTS PER TERM
GRADE 12**

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No
Project			Assignment			Investigation & Presentation	
Test			June Exam			Test	
						Preparatory Exam	

1. ASSIGNMENT	YES/ NO	COMMENTS
Is an assignment in accordance with SAG?		
Is the LO and ASs assessed indicated?		
Is time allocation appropriate		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the assignment moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
➤ Signature and date of the moderator		

2. CONTROLLED TEST	YES/ NO	COMMENTS
Is the test in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is the paper grade appropriate?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		

Are the different cognitive levels covered?		
Is the marking guideline / assessment tool appropriate, complete and accurate?		
Was the paper moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
➤ Signature and date of the moderator		

3. PROJECT	YES/ NO	COMMENTS
Is the topic in accordance with SAG?		
Are the LO and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the task affording the learner the opportunity to apply theory to practice?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the project moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
➤ Date and signature of the moderator		

4. INVESTIGATION & PRESENTATION	YES/ NO	COMMENTS
Is the research topic in accordance with SAG?		
Are the LO and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the task of an appropriate cognitive level?		
Is the marking guide/rubric appropriate and complete?		
Was the research topic/question and the marking guide/rubric moderated?		
Is there evidence that the research was presented?		
Was the investigation and presentation the marking guide/rubric moderated?		
➤ Date and signature of the moderator		

5. EXAMINATION PAPER	YES/ NO	COMMENTS
Is the paper in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		

EXAMINATION PAPER	YES/ NO	COMMENTS
Is the paper in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is the paper grade appropriate?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		
Are the different cognitive levels covered?		
Is the marking guideline / assessment tool appropriate, complete and accurate?		
Was the paper moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
Signature and date of the moderator		

Does the teacher have the NCS policy documents: Latest LPG & SAG, Provincial CASS Guideline and the Subject Statement?

SESSION 1

RECOMMENDATIONS BY DISTRICT/ CLUSTER LEADER:

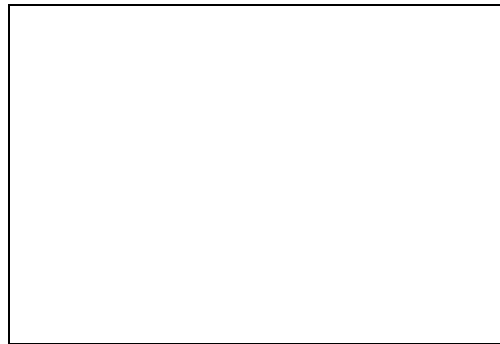
Surname Initials: _____ Signature: _____ Date: _____

SESSION 2

RECOMMENDATIONS BY DISTRICT/ CLUSTER LEADER:

Surname Initials: _____ Signature: _____ Date: _____

DISTRICT /CLUSTER STAMP





CLUSTER MODERATION REPORT FORM

DISTRICT:		CLUSTER:		DATE:	
SUBJECT:			GRADE:		
NO OF SCHOOLS EXPECTED		NO OF SCHOOLS MODERATED:		NO OF SCHOOLS ABSENT:	

LIST OF SCHOOLS ABSENT AND REASONS:

-
-

WHAT ARRANGEMENTS HAVE BEEN MADE FOR SCHOOLS THAT WERE ABSENT?

-
-
-

SCHOOLS NOT MEETING MINIMUM REQUIREMENTS

-
-
-
-
-
-
-

DO ALL SCHOOLS IN YOUR CLUSTER HAVE NCS POLICY DOCUMENTS? **IF NO,**
LIST

.....
.....
.....
.....

SCHOOLS THAT NEED SUPPORT

SCHOOL	NATURE OF SUPPORT

COMMENTS AND RECOMMENDATIONS:

.....
.....
.....
.....
.....

.....
CLUSTER CHAIRPERSON:

SIGNATURE:

DATE

.....
DISTRICT CHAIRPERSON

.....
SIGNATURE:

.....
DATE



Province of the
EASTERN CAPE
 DEPARTMENT OF EDUCATION

DISTRICT MODERATION REPORT FORM

DISTRICT:	SUBJECT: ECONOMICS
DATE:	GRADE:
NO OF SCHOOLS EXPECTED:	
NO OF SCHOOLS MODERATED: NUMBER OF SCHOOLS ABSENT:	

LIST OF SCHOOLS ABSENT:

-
-
-
-
-
-

WHAT ARRANGEMENTS HAVE BEEN MADE FOR SCHOOLS THAT ARE ABSENT?

.....

.....

.....

.....

DO ALL SCHOOLS IN THE DISTRICT HAVE NCS POLICY DOCUMENTS?

.....
.....
.....

SCHOOLS THAT NEED SUPPORT

SCHOOL	NATURE OF SUPPORT

GENERAL COMMENTS AND RECOMMENDATIONS:

.....
.....
.....
.....
.....

.....
DISTRICT CHAIRPERSON:

.....
SIGNATURE:

.....
DATE

.....
DISTRICT DCES/OFFICIAL

.....
SIGNATURE:

.....
DATE

WORK SCHEDULE GR: 12

ANNEXTURE I

	Week	1	2	3	4	5	6	7	8	9	10
TERM 1	Topic	12.1.1 Open economy Circular flow, the markets, national accounts and the multiplier		12.1.2 Business cycle and forecasting		12.1.3 The role of the public sector.		12.1.4 The foreign exchange market and the balance of payment accounts.		12.2.1 The dynamics of perfect markets	
	Content	Diagram, real flow and money flow, Leakages and injections and model equations. The product and factor markets, money and capital markets, foreign exchange market and flows		The nature of business cycle, demonstration, actual business cycle. The exogenous and endogenous explanations, kinds of cycles. Monetary and related policies, fiscal policy and a mixture of policies. The new economic paradigm- demand side policies, supply side policies. Features underpinning forecasting- indicators, leading and lagging indicators, The length of a business cycle, the trend, extrapolation and moving averages.		Composition of the public sector, necessity of the public sector- to provide public goods, common resources and to manage the economy. The problem of public sector provision – accountability, efficiency, Pricing policy, privatisation The public sector- objectives and budgets . Fiscal policy – features, composition, effects and Laffer curve. Public sector failures – features, reasons and effects.		Reasons for international trade – demand and supply reasons, interaction of demand and supply and the effects of international trade. The balance of payments account – current account, capital transfer account, Financial account and the official reserve account. Foreign exchange markets – differences in currencies, the nature and the interaction of demand and supply and the intervention in the market. The establishment of foreign exchange rate system – different kinds, terms of trade, protection and S A's foreign trade. Lending and borrowing, changes in demand and exchange rates.		The perfect competition Characteristics. The individual business - in the market, protection, profits, losses and supply. The industry – short term supply curve, short term and long term equilibrium and optimum utilisation of resources. The market structure – number of businesses, nature, entry, control over price and market information and competition policy.	
	Assessment activity	Investigation/ Project Practicals		Practicals C/W&HW Short test		Practicals CW &HW Assignment		Practicals CW &HW Short test /		Controlled test	

TERM 2	Week	1	2	3	4	5	6	7	8	9	10
	Topic	12.2.2 The causes and effects of market failure.		12.2.3 The dynamics of imperfect markets.		12.3.1 South Africa's development policies.		12.3.2 South Africa's industrial development policies.		Mid-year Exam	
	Content	Causes – Externalities, public goods, merit and demerit goods, imperfect competition, lack of information, immobility of the factors of production and imperfect distribution of income and wealth. Effects of market failures – inefficiencies, externalities and government intervention. Cost – benefit analyses: rationale, mechanics, applications and uses in practice.		Monopolies _ characteristics, revenue, Profit and loss in the short term, long term equilibrium and Comparison of monopoly and perfect competition. Oligopolies – Characteristics, non-price competition, collusion, price and production levels and comparison with perfect competition. Monopolistic competition - Characteristics, non-price competition, collusion, price and production levels short and long term and comparison with perfect competition.		The difference between growth and development – comparison and policies. Economic growth and development policies – growth and development policies . Factors influencing development strategies. The demand side approach – Growth and development. The S A approach. The supply side approach – producing growth and development. The S A approach. Evaluation of S African policies - growth and development policies. The north – south divide – Unequal standard of living, globalisation inequalities and environment.		Industrial development – rationale and best practice. Integrated industrial development – cross cutting issues, key input sectors, key growth sectors and small business development. Regional industrial development – Spatial Development Initiatives (SDI), Industrial Development Zones (IDZ), Provincial focuses and incentives/ PGDP. The suitability of S A's industrial development policies – The national and regional policy. Small business development and Black Economic Empowerment.(BEE)		REVISION	
	Assessment activity	Quantitative elements C/W&HW Assignment		Quantitative elements C/W&HW Short test		Research & presentations C/W&HW Short test		Research & presentations C/W&HW			

TERM 3	Week	1	2	3	4	5	6	8	9	10	
	Topic	12.3.3 Protectionism and free trade	12.3.4 South Africa's economic and social indicators and their uses.	12.4.1. Inflation		12.4.2. Tourism		TRIAL EXAM			
	Content	<p>Import substitution- Reasons, methods, advantages and scepticism.</p> <p>Export promotion - Reasons, methods, advantages and disadvantages.</p> <p>Protectionism – the arguments: raising revenue, protecting the whole industrial base, protecting industries and protecting domestic standards.</p> <p>Free trade – arguments</p> <p>Import substitution and export promotion.</p> <p>Protection and free trade</p> <p>Globalisation</p> <p>South Africa's policies on import substitution and export promotion , Protection and free trade</p> <p>Trade liberalisation.</p>	<p>Assessing the performance of the economy.</p> <p>Economic indicators relating to – production, employment, price change, foreign trade, productivity and monetary conditions</p> <p>Social indicators relating to – income distribution, demographics, nutrition and health, education, housing and services and urbanisation.</p> <p>International comparisons – international standardisation</p>	<p>Inflation- Definition, measuring inflation.</p> <p>Kinds of inflation and characteristics.</p> <p>Consumer, Production, Hyper and stagflation.</p> <p>Causes of inflation</p> <p>Demand-pull inflation</p> <p>Cost pull inflation</p> <p>Consequences of inflation – purchasing power of money, income and wealth, savings, balance of payments, the government and industrial and social unrest.</p> <p>Combating measures – monetary, fiscal, and supply side policies.</p>		<p>Definition, measuring, purpose, and the supply side of tourism.</p> <p>Reasons for growth-internationally and locally.</p> <p>South Africa's tourism – Purpose, destinations and indigenous knowledge system</p> <p>The effects: GDP, employment, poverty, externalities, environment and infrastructure.</p> <p>The benefits: households, businesses, government and infrastructure.</p> <p>Policy suggestions: marketing, spatial distribution, taxing and infrastructure.</p>					
	Assessment activity	Investigation & presentations C/W&HW	C/W&HW Assignment Short test	Practicals C/W&HW Assignment		Investigation & presentations; Debates & Practical C/W&HW Short test					

TERM 4	Week	1	2	3	4	5	6	7	8	9	10
	Topic	12. 4.3.Environmental sustainability	12.4.4 Economic issues of the day.	REVISION			Year-end examinations				
	Content	Pollution, conservation, preservation, externalities Measures to ensure sustainability The market, public sector intervention, public sector control and international agreements : Rio de Janeiro And Johannesburg Summits.	Presentation of relevant economic issues of the day. Interpret and compile tables and graphs Enhance life skills. Completing forms like ID, Passport and tax returns. REVISION	REVISION							
	Assessment activity	Practical Debate, C/W&HW Assignment ,	Research & presentations Practicals C/W&HW Short test	COMPLETION OF CASS SCHEDULE AND MODERATION.							

Note:

Assessment Standard 4.4: Other contemporary economic issues (Guest topic) to be infused into applicable AS's (Host topics) continuously spread across the year

ECONOMICS

WORK SCHEDULE GR: 11

	Week	1	2	3	4	5	6	7	8	9	10
TERM 1	Topic	11.1.1 Factors of production			11.1.2 Economic goods and services		11.1.3 S.A' s Mixed economy.		11.1.4 Economic structure S.A		11.2.1 Markets
	Content	Characteristics Importance Remunerations Community participation Marginalised groups.			Uses of economic goods and services. Relate to GDP, GNE & GNI Consumption C, G & I Definition Composition Importance		Market Centrally planned. S.A' s mixed economy Characteristics Advantages. Disadvantages. Efficiency in socio-economic services		Primary, secondary & tertiary Industries. Infrastructure, Communication, transport & energy Exclusion & discrimination.		Relationship of markets. Prices. Demand & supply Product & factor market Perfect & imperfect market.
	Assessment activity	Investigation /Project [CASS] Practicals			Practicals CW \$ HW Assignment		Practical CW \$ HW Assignment		Practicals		Controlled test [LO 1] [CASS]
	Resources	Textbook, Case Studies, Research instrument, TV, Newspaper and magazines/ business journal									
	Integration	11.2.1, 11.1.4 ; 11.2.2									

	Week	1	2	3	4	6	7	8	9	10
TERM 2	Topic	11.2.2 Cost & revenue.		2.3 Public sector's involvement		3.1 Economic development		3.2 RSA economy		Mid-year Exam [CASS]
	Content	Objectives of businesses. Short - run Long – run TC, AC, MC Cost schedule,		Marginal utility, price elasticity of demand and supply. Factors determining the elasticity of demand, income elasticity of demand and cross elasticity of demand		Wealth creation process, redistribution methods, standard of living,		Measures of development, characteristics of developing countries, development strategies		
	Assessment activity	Quantitative elements		Quantitative elements/ Assignment[CASS]		Research & presentations		Research & presentations		
	Resources	Textbook, circular flow (exemplar graphs), case studies, TV, newspapers and magazines								
	Integration	11.1.1, 11.1.2, 11.1.3, 11.4.4								

	Week	1	2	3	4	5	6	7	8	9	10
TERM 3	Topic	3.2 RSA economy	3.3 RSA money and banking		3.4 RSA population		4.1 Poverty		Controlled test; CASS portfolio finalisation		
	Content	S.A's endeavours, indigenous knowledge system	Describing money, banking, micro lending activities, Central Banking, monetary policy, Bank failures \$ consequences		Africa's economic demarcation/ AU/SADC, Comparison with regard to,/ resources, population, production, consumption, wealth, poverty, infrastructure, trade \$ finance, economic integration \$ cooperation		Poverty, Bsolute \$ relative poverty, measuring \$ causes of poverty, effects of poverty, RSA government's measures to alleviate poverty				
	Assessment activity	Investigation & presentations [CASS]			Practicals		Research & presentations; Debates & Practical C/W, H/W Short test				
	Resources	Textbook, Case study, Research instrument, Libraries/banks and post office, Usury Act, etc									
Integration	11.1.1, 11.1.2, 11.1.3, 11.2.1, 11.1.2, 11.2.3, 11.3.4, 11.4.2, 11.4.4										

	Week	1	2	3	4	5	6	7	8	9	10
TERM 4	Topic	4.2 Globalisation			4.3 Redress after 1994		Year-end examinations				
	Content	Examine \$ debate the meaning, causes, consequences, absolute \$ comparative advantages of globalisation, the North/ South divide and the effect on RSA			Stating \$ debating the problem,, protecting the environment, approaches to sustainability, the global \$ local impact on RSA with regard to the environment						
	Assessment activity	Practicals			Research & presentations Practicals						
	Resources	Textbook, AU,SADC,SACU and NEPAD agreements, TV, Newspapers and magazines, Case studies									
	Integration	11.1.1, 11.1.2, 11.1.3									

Note:

Assessment Standard 4.4: Other contemporary economic issues (Guest topic) to be infused into applicable AS's (Host topics) continuously spread across the year

ECONOMICS

WORK SCHEDULE GR: 10

	Week	1	2	3	4	5	6	7	8	9	10
TERM 1	Topic	10.1.1. Unpack Economics			10.1.2 Problem all economies try to solve		10.1.3 Participants, markets and flows		10.1.4 Business cycles	10.2.1 Markets	
	Content	Analysing Economics, the methods of Economics , relationships with other sciences and career opportunities			Explaining the scarcity problem, the basic process, promotions violation of human rights and environment		Discussing the circular flow diagram, the participants, the flows, leakages and injections		Describing the business cycle, the reason for it, its composition and effects.	Describing the dynamics of markets, value, price and utility , composition, kinds of markets, prices, functions of markets,	
	Assessment activity	Investigation / project[CASS] practicals			Practicals CW & HW		Practical CW / HW		Practicals	Controlled test (LO 1 & LO 2 ASS 1 [CASS]	
	Resources	Textbooks , Libraries , Case studies , Circular flow diagram , Business cycle diagram , Journals TV, Newspaper, Magazines, Human Rights literature									
Integration	10.1.2., 10.1.3. , 10.1.4. , 10.2.1. , 10.4.4.										

TERM 2	Week	1	2	3	4	6	7	8	9	10	
	Topic	.2.2 Production possibility curves		2.3 Public sector's involvement		3.1 Economic development		3.2 RSA economy		Mid-year Exam [CASS]	
	Content	Rationale, the position of the production possibility curve, maximising satisfaction from limited resources, effects of efficiencies		Explaining methods of involvement, indirect taxes, subsidies, welfare, maximum and minimum prices, production and minimum wages with regard to the public sector		Investigating and outlining the traditional society, development, transition, maturity, mass production and consumption (globalisation)		Animal husbandry and agriculture, agriculture and mining, mining and industry,			
	Assessment activity	Quantitative elements		Assignment [CASS]		Investigation & presentations		Investigation & presentations			
Resources	Textbook, circular flow (exemplar graphs), case studies, TV, newspapers and magazines										
Integration	10.2.2., 10.2.3. 10.3.2., 10.4.3., 10.4.4										

	Week	1	2	3	4	5	6	7	8	9	10
TERM 3	Topic	3.2. RSA's economy	3.3 RSA's money & banking		3.4. RSA population		4.1. Unemployment		Controlled test; CASS portfolio finalisation		
	Content	Manufacturing and services (infuse aspects relating to indigenous knowledge systems where applicable)	Money and banking		Describing the South African population, the South African labour force, factors impacting on the population and labour force growth and composition (e.g. HIV / AIDS)		Investigating and explaining the nature of unemployment, approaches to solving unemployment, and the ability of marginalized groups to participate in the economy				
	Assessment activity	Debates & Practicals C/W, H/W Short test			Practicals		; Investigation & presentations [CASS]				
	Resources	Textbook, Case study, Research instrument, Libraries/banks and post office, newspapers, magazines, business journal etc									
	Integration	10.2.3, 10.3.4, 10.4.1, 10.4.4									

		Week	1	2	3	4	5	6	7	8	9	10
TERM 4	Topic	4.2. Labour relations				4.3. Redress after 1994		Year-end examinations				
	Content	Discussing the labour market in the South African context , the objectives of the Labour Relations Act , labour rights and conversions , the collective bargaining and dispute resolution process , human resources , natural resources , capital, entrepreneurial activities, democratisation of economic procedures , macro-economic adaptation				Discussing 1994 elections ,human resource ,natural resource ,capital ,entrepreneurship, democratisation of the economy						
	Assessment activity	Practicals				Research & presentations Practicals						