



**Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION**

**DIRECTORATE: CURRICULUM
FET PROGRAMMES**

**PROVINCIAL
SUBJECT IMPROVEMENT PLAN**

**ECONOMICS
2013**

PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR 2013

1. GENERAL INFORMATION		
1.1	NAME OF SUBJECT PLANNER	RANTSANE T.B
	DESIGNATION	DCES: BCM
1.2	CONTACT DETAILS : Tel: 040 608 4724 Cell: 082 4322 723 Fax: 040 608 4394 email: rantsanetb@gmail.com	

2. INTRODUCTION		
2.1	Purpose of the Provincial Subject Improvement Plan for Economics	<ul style="list-style-type: none"> To enhance the quality of Grades 10-12 learner attainment in Economics in both the public and independent schools across the 23 districts in the Eastern Cape Education Department by: <ul style="list-style-type: none"> Improving Economics NSC results by 4% to achieve 68% Provincial pass rate in 2013 Improve the quality of passes by 2% Reduce learners who obtain level 1 by 6%
2.2	How will the Subject Improvement Plan be used?	<ul style="list-style-type: none"> It will be used by all the Economics Subject Advisors, School Management Teams (SMTs) and relevant role players involved in planning, organising, leading and controlling curriculum activities focused on improving learner performance in Economics. It will be used as the base for the development of the District Economics Improvement Plan (Strategy) and the School Improvement Plans. Reference to reports such as School Based Assessment (SBA) moderation reports, Examiner's report, Report on the National Senior Certificate Examination 2012. National Diagnostic Report on Learner Performance should also be made when developing these plans.

		<ul style="list-style-type: none"> It will serve as a guide to curriculum structures (subject committees at all levels) when planning for content and assessment workshops; extra-classes; SBA moderation, teaching and revision, and planning Learners Support Programmes. It will serve as a planning and control measure to ensure that all curriculum activities are directed towards improving learner attainment and corrective measures are implemented where necessary. It will ensure full curriculum content coverage for Grades 10-12 as per Annual Teaching Plan (ATP) for CAPS and Grade 12 Examination Guideline of 2009 	
2.3	My vision for my subject for 2013	To improve the attainment of Grades 10-12 Economics learners in all the 23 districts in the Eastern Cape Department of Education in terms of quantity and quality to achieve at least 68% pass rate.	
2.4	List 6 personal achievable/do-able goals set for my subject for the current school year	<ul style="list-style-type: none"> Establish and maintain functional Economics Subject committees at all levels Ensure that Economics Improvement Plans have been developed and implemented at Provincial and district levels and that implementation take place. Ensure SBA compliance in all districts Ensure that BCM: DCES and or SES continuously support Economics teachers in content knowledge, teaching techniques, SBA and other subject related matters in order to attain 68% pass rate. Ensure the implementation of the Revised NCS (CAPS) in Grades 10 & 11 and the training of Grade 12 teachers in the 23 districts in 2013. Conduct a focussed planning, monitoring and evaluation of Economics NCS curriculum activities Conduct one provincial content and methodology workshop for teachers in collaboration with CEE /SAFEFE Eastern Cape Alumni 	
2.5	Subject Pass rate pledge for Grade 12 for 2013 in each of the 23 districts	NAME OF DISTRICT	TARGET PASS RATE (%) FOR 2013
		Butterworth	75
		Cofimvaba	80
		Cradock	70
		East London	70
		Fort Beaufort	60
		Graaff Reinet	80

	Grahamstown	70
	Dutywa	70
	King William's Town	60
	Lady Frere	65
	Libode	75
	Lusikisiki	75
	Maluti	80
	Mbizana	70
	Mount Frere	60
	Mount Fletcher	70
	Mthatha	75
	Ngcobo	85
	Port Elizabeth	65
	Queenstown	60
	Qumbu	80
	Sterkspruit	60
	Uitenhage	68

3. GENERAL AREAS REQUIRING INTERVENTION (Add to the list if necessary according to the needs of the subject)

3.1	Establishment of Provincial Subject Committee 2013							
	Time frame: 11-13 February 2013							
	Name	Contact details			Designation			
		Cell	Fax	Email				
	Rantsane T.B	082 4322 723	086 5488 240		rantsanetb@gmail.com			
	To be confirmed							
	To be confirmed							
	To be confirmed							
To be confirmed								
3.2	Development of Committee Meeting agendas and reporting tools with timeframes							
	Provincial Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools	District Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools
	11-13 February 2013	1. Establishment & role functions, 2. Development of Provincial common tasks, 3. Analysis of NSC 2012 results. 4. Subject Improvement Plan 2013 5. Grades 10-12 Learner Support 6. CAPS orientation & implementation (Circular 01 of 2013 & Curriculum Year Planner 2013/14)	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	20-28 February 2013	1. Establishment & role functions, 2. Development of district common tasks (appointment of examiners & moderators), 3. nalysis of NSC 2012 results and discussion of examiners report 4. District & School Subject Improvement Plans for 2013 5. Grades 10-12 Learner Support 6. CAPS orientation	Subject Advisor	Minutes, agenda, attendance registers, report, invitation

		7. CEE content and methodology workshop preparations				& implementation (Circular 01 of 2013 & Curriculum Year Planner 2013/14 etc)		
	10-11 April 2013	1. SBA: DBE 2012 moderation reports, moderation processes and procedures, 2. CAPS training & implementation reports, 3. Assessment workshop	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	02-03 May 2013	1. SBA: DBE 2012 moderation reports, moderation processes and procedures, 2. CAPS training & implementation reports, 3. Assessment workshop 4. On-site support visits	Subject Advisor	Minutes, agenda, attendance registers, report, invitation
	04-05 September 2013	1. SBA term 1 & 2 moderation reports and wayforward 2. CAPS reports 3. Learners support reports (winter school & other extra classes, radio lessons)	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	17-19 September 2013	1. SBA term 1 & 2 moderation reports and wayforward 2. CAPS reports 3. Learners support reports (winter school & other extra classes, radio lessons)	Subject Advisor	Minutes, agenda, attendance registers, report, invitation
	06-07 November 2012	1. Analysis of Trial exam 2. Evaluation of 2013 activities 3. Planning for 2014	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	12-14 November 2013	1. Analysis of Trial exam 2. Evaluation of 2013 activities 3. Planning for 2014	Subject Advisor	Minutes, agenda, attendance registers, report, invitation
3.3	List professional development needs for Subject Advisors and Teachers with timeframes 3.3.1. SWOT analysis 3.3.2. Report writing & Reporting templates 3.3.3. Tips on answering compulsory , data response Questions and essay Questions							

	How will the identified professional development needs be addressed?		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	SWOT analysis	Provincial Subject Planner	March 2013
	Motivation	Provincial Subject Planner	March 2013
	Report writing & Reporting templates	Provincial subject committee	March 2013
	Tips on answering compulsory , data response Questions and essay Questions	Provincial subject committee	March 2013
3.4	List teaching and learning techniques and skills to be enhanced		
	3.4.1. Simulation		
	3.4.2. Role play		
	3.4.3. Cooperative learning		
	How will the teaching and learning methodologies identified be remediated together with timeframes		
3.5	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Assessment workshop	Provincial Subject Planner	01-04 April 2013
	CEE Teachers workshop	Provincial Subject Planner	27 June-01 July 2013
	List moderation processes and procedures to be enhanced.		
3.5	3.5.1. Quality of moderation tools & reports		
	3.5.2. Assessment workshop		
	3.5.3. Distribution of DBE & Provincial SBA moderation reports		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Assessment workshop	Provincial Subject Planner	01-04 April 2013
	Mini-assessment workshop & On-site school visits	District BCM:DCEs &/SEs	On-going
3.6	Development of new SBA Provincial Guideline document (CAPS aligned)	Provincial subject committee	July 2013
	List ways in which the interpretation of Policies and Guidelines is to be cascaded to Subject Advisors and teachers with timeframes		
	3.6.1. Workshops		

	3.6.2. Subject Advisors` Indaba		
	3.6.3. Cluster committee meetings		
	How will the interpretation of Policies and Guideline be cascaded with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Powerpoint presentation	Provincial Subject Planner	11-13 February 2013
	Oral presentation	Provincial Subject Planner	11-13 February 2013
	Motivation & Action verbs	Provincial Subject Planner	11-13 February 2013
	Workshops & mini-workshops	Provincial subject committee	On-going
	Develop guideline document for the conversion of marks	Provincial subject committee	10-11 April 2013
3.7	Identify Subject Planning needs (Work Schedule/ Annual Teaching Plan, Lesson Plans and Programme of Assessment) and how these will be accomplished with timeframes		
	3.7.1. Content knowledge		
	3.7.2. Blooms taxonomy (Questioning techniques & action verbs)		
	3.7.3. Data response Question & essay Questions		
	How will the identified subject planning need be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Content workshop	Provincial Subject Planner	27 June-01 July 2013
	Questioning techniques	Provincial Subject Planner	10-11 April 2013
3.8	List classroom practice (Questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1. Answering essay Questions		
	3.8.2. Study skills		
	3.8.3. Exam writing skills		
	3.8.4. Design & use of rubrics		
	How will the classroom practice identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Design & use of rubrics	Provincial subject committee	01-04 April 2013
	Mind-mapping & summarising skills	District BCM:DCEs & /SEs	On-going
	Debate current economic issues	District BCM:DCEs & /SEs	On-going

	Suggested remediation for identified problem areas:		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Microeconomics & macroeconomics workshop	H.O. Subject planner & District BCM DCEs & SESs	March 2013
	Assessment workshop	H.O. Subject planner & District BCM DCEs & SESs	April 2013
	Mini-workshop	District BCM DCEs & SESs	On-going
3.10	Problem areas identified in the setting of exam question papers and memoranda (using examiners reports, analysis of results, Question by Question analysis of Grade 12 Final examination Question papers, memorandum discussion, interviews with chief markers and moderators)		
	3.10.1. Setting quality assessment tasks		
	3.10.2. Training of examiners and moderators		
	3.10.3. Setting of provincial and district common tasks		
	Suggested remediation for identified problem areas		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Assessment workshop	H.O. Subject planner & District BCM DCEs & SESs	February 2013
	Training of examiners and moderators	H.O. Subject planner & District BCM DCEs & SESs	From February 2013 & on-going
	Setting common tasks	Provincial subject committee	11-13 February 2013
3.11	Problem areas identified in the moderation of School Based Assessment (SBA) using Department of Basic Education Moderation report and the Provincial Moderation Reports		
	3.11.1. Completion of moderation tools at school, cluster & district level		
	3.11.2. Setting quality assessment tasks		
	3.11.3. Technical aspects of assessment tasks		
	3.11.4. Moderation processes		
	3.11.5. Development of CAPS aligned SBA Guideline		
	Suggested remediation of identified problem areas		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Setting quality assessment tasks	Provincial Subject Committee	11-13 February 2013
	Technical aspects of assessment tasks	Provincial Subject Planner	11-13 February 2013
	Moderation: processes & procedures	Provincial Subject Committee	11-13 February 2013
	Development of CAPS aligned SBA Guideline	Provincial Subject Committee	11-13 February 2013

3.12	Identify any co-curricular activities related to the subject that will be initiated or continued in 2013 and how information will be cascaded to subject advisors and teachers with timeframes					
	ACTIVITY	TIMEFRAME	TARGET GROUP	RESPONSIBILITY	METHOD OF ADVOCACY	WHAT WILL THE ACTIVITY ACHIEVE FOR THE SUBJECT?
	Council for Economic Education (CEE) Teachers workshop	27 June-01 July	Grades 10-12 Economics teachers	Subject Planner	Memorandum, telephones, Emails, district visits	Part of syllabus content Acquisition of financial skills
	JSE Investment Education Project for BCM subjects	July 2013	BCM DCESSs, SESs, BCM teachers and Grades 10-12 learners in 4 pilot districts	Subject Planner & 4 piloting districts (KWT, Fort Beaufort, Dutywa & E.L)	Memorandum, telephones, Emails, district visits	Part of syllabus content Acquisition of financial skills
3.13	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes					
	ACTIVITY		RESPONSIBILITY		TIMEFRAME	
	Submission on syllabus coverage per district		BCM DCESSs, SESs,		Quarterly	
	Visit districts & schools to monitor syllabus coverage		Subject Planner		Quarterly	
3.14	Extra LTSM identified for usage					
	3.14.1. Study Guides e.g Mind the Gap 3.14.3. South African Reserve Bank Quarterly Bulletin 3.14.3. Statistics: Department of Labour & Statistics SA		3.14.4. Newspapers-Business News 3.14.5. Magazines e.g The Economist 3.14.6. Previous NSC exam question papers & memorandum			
3.15	List resources available BCM DBE Resources CD; Previous NSC exam Question papers & memorandum; Study Guides e.g Mind the Gap, RSA Constitution					

	4. ANALYSIS OF RESULTS						
4.1	Percentage pass rate for 2012 (Gr 12) in each district						
	Grade 12						
	Name of District	% pass rate	No of Schools Levels 1	No of Schools Levels 2– 3	No of Schools Levels 4 – 5	No of Schools Levels 6 – 7	
	1. Butterworth	70.1	28.9	48.2	20.2	2.6	
	2. Cofimvaba	76.7	23.3	53.8	20.5	2.4	
	3. Cradock	55.0	45.0	40.4	11.9	2.6	
	4. East London	57.4	42.6	42.6	11.3	3.5	
	5. Fort Beaufort	46.5	53.5	37.3	8.7	0.6	
	6. Graaff Reinet	79.2	20.8	60.4	14.6	4.2	
	7. Grahamstown	50.0	50.0	39.5	9.5	1.1	
	8. Dutywa	63.8	36.2	47.3	14.5	2.0	
	9. King William's Town	51.5	48.5	38.2	11.7	1.7	
	10. Lady Frere	58.9	41.1	39.1	16.0	3.8	
	11. Libode	72.9	27.1	44.7	24.8	3.3	
	12. Lusikisiki	65.8	34.2	50.4	13.6	1.8	
	13. Maluti	71.8	28.2	54.3	14.4	3.2	
	14. Mbizana	64.5	35.5	45.4	16.6	2.5	
	15. Mount Frere	56.6	43.4	46.2	8.9	1.5	

	16. Mount Fletcher		64.1		35.9		45.5		15.0		3.7	
	17. Mthatha		71.7		28.3		49.6		16.6		5.4	
	18. Ngcobo		81.5		18.5		59.2		19.9		2.3	
	19. Port Elizabeth		56.7		43.3		40.3		14.1		2.2	
	20. Queenstown		50.8		49.2		40.2		8.8		1.8	
	21. Qumbu		76.7		23.3		49.9		23.7		3.1	
	22. Sterkspruit		53.8		46.2		45.7		7.2		0.9	
	23. Uitenhage		64.8		35.2		45.8		15.9		3.1	
4.2	Comparison of the % pass rate to other years											
	DISTRICT	GRADE	2012	≤ ≥	2011	≤ ≥		2010	Identified reasons for the decline or increase in the % pass rate			
	1. Butterworth	12	70.8	14.5 ≥	56.3	≤ 15.8		72.1	See section 4 below			
	2. Cofimvaba	12	76.7	9 ≥	67.7	≤ 4.4		72.1				
	3. Cradock	12	55.0	≤ 18.9	73.9	≤ 15.4		89.3				
	4. East London	12	57.4	0.7 ≥	56.7	≤ 21.1		77.8				
	5. Fort Beaufort	12	46.5	7.6 ≥	38.9	≤ 18.3		57.2				
	6. Graaff Reinet	12	79.2	9.2 ≥	70.0	≤ 5.2		75.2				
	7. Grahamstown	12	50.0	0	50.0	≤ 22.4		72.4				
	8. Dutywa	12	63.8	≤ 0.7	64.5	≤ 8.1		72.6				
	9. King William's Town	12	51.5	≤ 2.0	53.5	≤ 10.7		64.2				

	10. Lady Frere	12	58.9	≤ 7.6	66.5	≤ 14.1		80.6	See section 4 below
	11. Libode	12	72.9	21.2 ≥	51.7	≤ 16.5		68.2	
	12. Lusikisiki	12	65.8	7.6 ≥	58.2	≤ 22.7		80.9	
	13. Maluti	12	71.8	4.0 ≥	67.8	16.1 ≥		83.9	
	14. Mbizana	12	64.5	5.0 ≥	59.5	13.6 ≥		73.1	
	15. Mount Frere	12	56.6	5.2 ≥	51.4	25.2 ≥		76.6	
	16. Mount Fletcher	12	64.1	≤ 1.1	65.2	4.8 ≥		70.0	
	17. Mthatha	12	71.7	0.5 ≥	71.2	10.3 ≥		81.5	
	18. Ngcobo	12	81.5	14.4 ≥	67.1	8.5 ≥		75.6	
	19. Port Elizabeth	12	56.7	12.1 ≥	44.6	19.8 ≥		64.4	
	20. Queenstown	12	50.8	1.5 ≥	49.3	24.7 ≥		74.0	
	21. Qumbu	12	76.7	5.5 ≥	71.2	7.8 ≥		79.0	
	22. Sterkspruit	12	53.8	3.6 ≥	50.2	26.4 ≥		77.1	
	23. Uitenhage	12	64.8	14.1 ≥	50.7	10.6 ≥		61.3	
	District intervention strategies								
	DISTRICT	INTERVENTION / S				TIMEFRAME		METHOD / HOW?	
	Butterworth	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation				May 2013		District visits, On-site school visits	
	Cofimvaba	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation				July 2013		District visits, On-site school visits	
	Cradock	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming				March 2013		District visits, On-site school visits, mini content	

		schools, school visit, common district tasks, mini-content workshops			workshops, Extra-classes
	East London	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Fort Beaufort	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Graaff Reinet	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013		District visits, On-site school visits
	Grahamstown	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	May 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Dutywa	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	May 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	King William's Town	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Lady Frere	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	May 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Libode	Establish and ensure the functionality of subject committees	March 2013		District visits,

		<p>Focused mini content workshops</p> <p>Monitor and support the implementation of district initiatives</p> <p>Monitor and support SBA & CAPS implementation</p>			On-site school visits
	Lusikisiki	<p>Establish and ensure the functionality of subject committees</p> <p>Focused mini content workshops</p> <p>Monitor and support the implementation of district initiatives</p> <p>Monitor and support SBA & CAPS implementation</p>	May 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Maluti	<p>Establish and ensure the functionality of subject committees</p> <p>Focused mini content workshops</p> <p>Monitor and support the implementation of district initiatives</p> <p>Monitor and support SBA & CAPS implementation</p>	July 2013		District visits, On-site school visits
	Mbizana	<p>Establish and ensure the functionality of subject committees</p> <p>Focused mini content workshops</p> <p>Monitor and support the implementation of district initiatives</p> <p>Monitor and support SBA & CAPS implementation</p>	May 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Mount Frere	<p>Establish and ensure functionality of curriculum structures,</p> <p>District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops</p>	March 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Mount Fletcher	<p>Establish and ensure the functionality of subject committees</p> <p>Focused mini content workshops</p> <p>Monitor and support the implementation of district initiatives</p> <p>Monitor and support SBA & CAPS implementation</p>	July 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Mthatha	<p>Establish and ensure the functionality of subject committees</p> <p>Focused mini content workshops</p> <p>Monitor and support the implementation of district initiatives</p> <p>Monitor and support SBA & CAPS implementation</p>	July 2013		District visits, On-site school visits
	Ngcobo	<p>Establish and ensure the functionality of subject committees</p> <p>Focused mini content workshops</p> <p>Monitor and support the implementation of district initiatives</p> <p>Monitor and support SBA & CAPS implementation</p>	May 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Port Elizabeth	<p>Establish and ensure functionality of curriculum structures,</p>	May 2013		District visits,

		District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops			On-site school visits, mini content workshops, Extra-classes
	Queenstown	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Qumbu	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	March 2013		District visits, On-site school visits
	Sterkspruit	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013		District visits, On-site school visits, mini content workshops, Extra-classes
	Uitenhage	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	March 2013		District visits, On-site school visits, mini content workshops, Extra-classes
4.3		Questions in which the learners did not answer successfully			
		Question 1.1; Q1.1.2; Q1.2; Q1.3 Question 2.1; Q2.2; Q2.4; Q2.5; Q2.6 <i>Question 3.3; Q3.4; Q3.4; Q3.5; Q3.6</i> Question 4.2; Q4.5; Q4.6 Q 5.3; Q5.4; Q5.5; Q5.6 Q 6.3, 6.4, 6.5 & 6.6 Question 8, 9 & 10			

4.4	<p>Suggested reasons (e.g. content was not taught, content not assessed during SBA)</p> <p style="text-align: center;"><u>Question 1</u></p> <p>Q.1.1 Lack of knowledge of basic economic concepts. Educators need to give some insight into related topics. E.g. Q. 1.1.2 - municipal tax, user charge, flat rate etc.</p> <p>There is another concern with regard to the differences between policies and strategies. Some candidates consider strategies and policies to be the same.</p> <p>Question 1.2. Candidates wrote very strange answers that are not related to the descriptions. This again shows the lack of basic knowledge of economics.</p> <p>Q1.3 The common mistakes made by learners were Mercusor, Cost-benefit analysis etc.</p> <p style="text-align: center;"><u>Question 2</u></p> <p>Data response questions are generally answered poorly. The majority of the learners were not able interpret the economic meaning of the cartoon or an extract.</p> <p>Q 2.1 – Some candidates found it difficult to differentiate between two concepts. E.g. deregulation and privatisation, labour and financial markets etc.</p> <p>Q2.2. Majority of the learners looks at it as a picture. They did not try to interpret the economic meaning related to the topics they have studied</p> <p>Q 2.4. – This was another data response Question where an extract was given. Because of the lack of understanding, majority of the learners copied the whole paragraph (instead of a small sentence) where they see the words from the Question. Majority of the candidates did not understand the concept ‘nationalisation’</p> <p>Q 2.4.1 – ‘Nationalisation’ Majority of learners did not understand of this concept.</p> <p>Q 2.4.2, 2.4.3 and 2.4.4 – Many candidates just copied paragraphs from the extract</p> <p>Q 2.6 – This Question wanted learner to distinguish between appreciation and depreciation of rand against the dollar. <i>Majority of the learners could not distinguish between these two concepts. They explained appreciation as one is big when the other is small or when the rand increases from R7 to R8 for 1\$ and when it decreases from R8 to R7 for 1\$ as depreciation.(This is because of the amount of rands dollar)</i></p>
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	<p>The lack of understanding of economic concepts e.g. appreciation and depreciation was evident</p> <p style="text-align: center;"><u>Question 3</u></p> <p>Q 3.3 – The graph was unfamiliar to most of the candidates. Learners who follow only a specific text were not able to even identify the graph.</p> <p>Q 3.4 – The majority of the learners were not able find the meaning of the image / photo that was given in the Question paper.</p> <p>Q 3.5 & Q 3.6 – Learners did not read and try to understand the Questions carefully. As a result, they only read part of the Question and gave an answer which was unrelated to the Question for e.g. instead of the role of non-price competition, most of them wrote the characteristics of monopolistic competition.</p> <p style="text-align: center;"><u>Question 4</u></p> <p>Q4.2 – Very few candidates obtained any marks for this Question.</p> <p>Q4.5 & Q 4.6 – A lack of clear understanding of the concept ‘pollution’ and the poor reading and understanding of the Question caused problems</p> <p style="text-align: center;"><u>Question 5</u></p> <p>Q5.3 – Candidates ‘fear’ data that is given in the form of graphs. Therefore a lot of candidates answered this Question poorly.</p> <p>Q 5.3.2 – very few candidates answered this well as the majority had no idea of ‘administered prices’</p> <p>Q 5.4 - Some candidates struggled to interpret the graph.</p> <p>Q5.5 – Instead of answering ‘cost-push inflation’, they wrote about ‘inflation’ in general.</p> <p>Q5.6 – Instead of dealing with ‘effect of tourism on GDP’, they answered on ‘tourism’ in general</p> <p style="text-align: center;"><u>Question 6</u></p> <p>Q 6.3.1 – It’s a serious concern to notice that candidates do not know the definition of the GDP. This emphasises the importance of knowledge of basic concepts.</p> <p>Q. 6.3.2 – Very few candidates answered this Question correctly.</p> <p>Q6.3.3 – Calculations are a problem to many candidates.</p> <p>Q 6.4 – Candidates who did manage to get a mark in this Question got it from the definition of an IDZ.</p> <p>Q6.5 – It is a serious concern that learners cannot ‘list’ at least two monetary policy instruments.</p>
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		<p>Q6.6 – Majority of the candidates who attempted this Question explained ‘climate’ and ‘natural resources’ generally not as the reason for international trade.</p> <p style="text-align: center;"><u>Question 7</u></p> <p>Some learners focused only on the phases of the business cycle instead of business cycle indicators. They cannot identify ‘length’ and ‘amplitude’</p> <p>The position of all the phases and the turning points are still a challenge to some candidates</p> <p style="text-align: center;"><u>Question 8</u></p> <p>Drawing the graph was a challenge to many candidates.</p> <p>Candidate did not read and understand the question as a result many answered only one part of the Question.</p> <p>The majority of the learners find it difficult to draw correct graphs and those who attempted them failed to label them correctly.</p> <p style="text-align: center;"><u>Question 9</u></p> <p>The candidates, who attempted this Question, obtained most of their marks for listing some ‘methods of import substitution’ and ‘methods of export promotion’.</p> <p>Learners are finding it difficult to explain or discuss facts or concepts.</p> <p>Very few learners attempted the additional part of the Question in order to get some marks.</p> <p>The majority of the candidates wrote long sentences and long paragraphs without any headings which makes marking very difficult. The structure of their answers was also incorrect.</p> <p style="text-align: center;"><u>Question 10.</u></p> <p>Candidates who did not perform well were confused by the differences between: market-related policies and market structures, public sector intervention and public sector provisioning and public sector necessities.</p> <p>Headings were given in the Question paper but it was not exactly the same as in the text books. This confused many learners.</p> <p>Candidates had little knowledge about ‘International agreements’ which have been in the spotlight in recent years.</p>
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4.5	<p data-bbox="415 261 947 289">Remedial action in identified challenge areas.</p> <p data-bbox="1100 326 1230 354"><u>Question 1</u></p> <p data-bbox="415 358 1915 521">When preparing learners for examinations, educators need to emphasise the importance of basic concepts and descriptions. For below average learners the knowledge of basic concepts will help them to attain a reasonably good mark. Educators are advised to emphasise the basic concepts and requested to include basic concepts, definitions and descriptions in their assessment instruments.</p> <p data-bbox="1100 542 1230 570"><u>Question 2</u></p> <p data-bbox="415 574 1915 781">Educators need to train learners on how to approach data response Questions. They are encouraged to include more data response Questions in their tests. The lack of ability to interpret cartoon and problem of language was the main area of concern. Use current data from news papers or magazines. It is not advisable to use data from past Question papers as the economic situation changes from time to time.</p> <p data-bbox="1148 802 1278 829"><u>Question 3</u></p> <p data-bbox="415 846 1915 1057">Educators are advised not to use one text book. They need to refer to all the text books that appear in the National catalogue. Educators need to emphasise the necessity of reading the whole Question to understand what is required. Educators must not ignore Micro Economics because some of them assume that graphs are difficult for the learners. Educators are encouraged to use all the prescribed textbooks and Exam Guideline when preparing learners for examinations. Subject advisors should assist educators who find it difficult to teach Micro Economics.</p> <p data-bbox="1148 1078 1278 1105"><u>Question 4</u></p> <p data-bbox="415 1122 1915 1284">Educators must train learners on how to answer essay-type Questions and the meanings of action verbs such as describe, explain, analyse etc. This must be done in both informal and formal assessment tasks. Educators are advised to give short tests (e.g. 2 eight mark Questions) to encourage learners to study longer Questions. Ensure that learners understand the basic economic concepts.</p> <p data-bbox="1148 1305 1278 1333"><u>Question 5</u></p> <p data-bbox="415 1349 1915 1377">Educators must teach the learners how to interpret the Questions correctly. One can use past Question papers as examples.</p>
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	<p>Teachers must teach learners how to draw graphs, explain and interpret them. They need to use more and more graphs in their tests and other assessments.</p> <p style="text-align: center;"><u>Question 6</u></p> <p>Educators need to encourage learners to learn all the 'basic concepts' and 'terms' in economics. This will help the weaker learners to obtain a pass mark. Teachers should focus on basic concepts, definitions, common terms etc</p> <p style="text-align: center;"><u>Question 7</u></p> <p>Learners did not label the diagrams correctly. Correct labeling is important to obtain marks. The majority of the learners cannot identify 'length' and 'amplitude' correctly. It is necessary for educators to have big charts in all their classes to make it easier for the learners to remember the business cycle diagram.</p> <p style="text-align: center;"><u>Question 8</u></p> <p>Educators must teach their learners to draw and label graphs correctly. Teachers can get assistance from subject advisors in this regard. Subject advisors should assist teachers who are not able to handle Micro Economics especially with regards to graphs. Strategies must be implemented to overcome this problem.</p> <p style="text-align: center;"><u>Question 9</u></p> <p>Candidates need to know the current developments in the economy. Teachers are urged to provide this information to their learners. Teachers should use past Question papers and memoranda as examples only.</p> <p style="text-align: center;"><u>Question 10</u></p> <p>Learners must be discouraged from attempting Questions on the basis of their general knowledge. Educators must finish all the learning outcomes and all the topics so as to complete the syllabus.</p> <p style="text-align: center;">GENERAL COMMENTS</p> <p>Educators must always refer to the Exam Guideline to get an idea of what to teach and to what extend to deal with it. Educators need to teach all the Learning Outcomes and subject advisors should try to monitor the completion of the</p>
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		<p>syllabus.</p> <p>Teachers should not depend heavily on past Question papers and memoranda for examination purposes.</p> <p>Teachers should plan ahead in order to finish all LOs in time.</p> <p>Teachers should try to include a variety of data response Questions according to the prescribed structure when they are setting internal examination Question papers.</p> <p>Teachers must always follow the exam guideline with regard to the extent to which certain topics need to be dealt with.</p> <p>Educators need to encourage learners to choose Questions carefully and according to their ability in answering the question.</p> <p>It is not advisable to answer all Questions as they can score only from the FIRST THREE in SECTION B and FIRST TWO in SECTION C.</p>
4.6		Questions in which learners did well
		<p>Question 1.1; Q1.3; Question 2.2; Q2.5; Question 3.1 & Q3.2; Question 4.1 ; Q 4.3; Q 4.4; Q 5.1; 5.2; Q 6.1 & 6.2</p> <p style="text-align: center;"><u>Question 7</u></p> <p>The majority of the candidates attempted this Question and performed well. It was even easier for the average learner to get high marks. The Marking Guideline also made it easy for the average learners to score high marks.</p> <p style="text-align: center;"><u>Question 8</u></p> <p>Candidates answered this fairly well.</p>
4.7		Suggested reasons
		<p style="text-align: center;"><u>Question 1</u></p> <p>Question 1.1. Learners performed fairly well in this question. They were able to identify the correct answers through elimination. This was a lower cognitive level Question and the majority of the learners attained high marks in this section. This can be attributed to the fact that educators were using more and more multiple choice Questions in their Question papers.</p> <p>Question 1.3. Candidates were able to identify the correct answer from a given list.</p>

		<p style="text-align: center;"><u>Question 2</u></p> <p>Q2.2 – This was an easier Question for many candidates.</p> <p>Q 2.5 – This was a Question requiring an explanation. The majority of the candidates scored full marks by mentioning the factors.</p> <p style="text-align: center;"><u>Question 3</u></p> <p>Q 3.1 – The majority of the candidates answered this question fairly well. However there was confusion among learners whether KFC was monopolistic or oligopolistic.</p> <p>Q 3.2 – Learners performed well in this question.</p>
4.8		How can these reasons be translated into good practice for other areas of the curriculum?
		<p>Revision of content by administering informal and formal assessment tasks. Expose learners during the year to data response questions including interpretation of cartoons is crucial. Train learners to answer Section A by using eliminatin technique. Train them on how to answer essay-type questions. Use previous eight available NSC past papers and eight.</p> <p>Drill learners on understanding of economic concepts/terminology.</p> <p>Content coverage is important in all schools. Teachers must complete the content as outlined in the Annual Teaching Plan (ATP) or Examination Guideline of 2009 on time and allow adequate time for revision</p>
4.9		Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why?
		<p>Macr-economics. Misinterpretation of Question 7. Some learners discussed phases of the business cycle instead of business indicators. Learners must be taught how to answer essay-type questions and understanding action verbs such as explain, analyse, distinguish</p> <p>Many learners experience problems with graphs (Micro-economics). These include incorrect drawing and labelling of curves, inability to distinguish between long-term and short-term graphs.</p> <p>Environmental sustainability (Question 10) was either not covered or learners did not understand this content as reflected in learners responses in the exam. Noncompletion of the syllabus is the possible explanation of this unsatisfactory performance.</p>
4.10		Implications of the coverage non-coverage of content during the academic year
		Non coverage of Grade 12 & non-completion of Grade 12 content result in learners not obtaining good passes and also in high failure rate
4.11		How were the distribution of the three cognitive levels distributed across the range of Questions in the Grade 11 and 12 final exam papers?

		Grade 12 Trial & final exam papers generally comply with the cognitive demands as prescribed in SAG. The moderation of SBA in 2012 however, reveal that some tasks which were set internally by some districts and or schools did not comply with SAG
4.12		How can this information in terms of the three cognitive levels determine remedial lesson planning?
		Subject Advisors and teachers must understand Bloom`s taxonomy and expose learners to quality assessment tasks informally (through homeworks or class work) & formally Common tasks at provincial & district levels must be set by competent examiners and moderators.

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
1	PLANNING	<ul style="list-style-type: none"> Encourage teachers to assess learners informally and utilise self-assessment, peer/group-assesment or marking A variety of informal assessment tasks including data response Questions: case studies, interpretation of cartoons, exam writing skills, calculations, graphs, economic concepts, understanding meaning of action verbs, answering essay Questions. Informal tasks should also meet cognitive demands of the subject 	<ul style="list-style-type: none"> Business Studies teacher/s, SMT, DISTRICT BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Administer Formal assessment tasks according to the Programme of Assessment (PoA) in SAG (Grade 12) & PoA in CAPS for Grade 10 & 11 Ensure that cognitive demands as outlined in SAG & CAPS documents (30% lower order. 40% middle order and 30% higher order) are adhered to when setting different assessment tasks. 	<ul style="list-style-type: none"> Business Studies teacher/s, SMT, District BCM-DCES & BCM-SES Provincial Subject Planner 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Ensure that Provincial and or district common mid-year and final examination papers are set for Grades 10-12 and meet the cognitive demands of the subject 	<ul style="list-style-type: none"> District BCM-DCES & BCM-SES Provincial Subject Planner PED Assessment & Examination 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Monitoring SBA moderation processes to ensure that School-Based moderation (internal moderation) takes 	<ul style="list-style-type: none"> Economics teacher/s, Principal, SMT, District BCM-DCES & BCM- 	<ul style="list-style-type: none"> On-going

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<p>place as prescribed in policy and the guideline documents.</p> <ul style="list-style-type: none"> Ensure that the moderation tools at school, cluster/district levels are completed. Ensure that the HOD / lead teacher (Economics teacher) moderates each task before it is administered to learners. In case where the SMT does not have the HOD with the expertise to moderate Economics, the moderator from the neighbouring school teaching the subject or cluster moderator(s) could moderate using the school-based moderation tool. 	SES	
		<ul style="list-style-type: none"> Use the Department of Education examination exemplars to expose learners to the nature of the examination paper. These are available on Thutong the DoE curriculum website. www.thutong.org.za . Also refer to Curriculum (Eastern Cape) www.eccurriculum.co.za 	<ul style="list-style-type: none"> Economics teacher/s, SMT, DISTRICT BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going
2	TEACHING	<ul style="list-style-type: none"> Ensure that all economics schools have NCS policy documents especially work schedules and Examination Guideline of 2009 for Grade 12 and Annual Teaching Plan) for Grades 10 & 11 When planning a lesson for Grade 12 always refer to the Examiner's report to identify common mistakes made by learners in that topic to ensure that they do not repeat the same mistakes(e.g. lack of understanding of basic concepts, drawing of graphs, exposure to data response Questions, cartoons, structure of essay Questions) Organise Mop-Up workshops for CAPS for Grades 10 & 11 teachers 	<ul style="list-style-type: none"> Economics teacher/s, HOD, District BCM-DCES & BCM-SES Provincial Subject Planner 	<ul style="list-style-type: none"> January 2013
		<ul style="list-style-type: none"> Ensure that teaching of content is as per work schedule and Examination Guideline of 2009 for Grade 12 and ATP (Grades 10 & 11) Integrate E-Learning to enhance learner performance 	<ul style="list-style-type: none"> Economics teacher/s, SMT & District BCM-DCES & BCM-SES Provincial Subject Planner 	<ul style="list-style-type: none"> On-going

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<ul style="list-style-type: none"> Ensure that NCS compliant timetable (4 hours per week) is drawn for all economics schools to protect teaching time and contact time. Ensure that each economics teacher has personal timetable. 	<ul style="list-style-type: none"> Economics teacher/s, HOD, District BCM-DCES & BCM-SES Provincial Subject Planner 	<ul style="list-style-type: none"> January 2013
		<ul style="list-style-type: none"> Promote differentiated teaching and assessment. Different teaching strategies should be employed to make teaching and learning effective. 	<ul style="list-style-type: none"> Economics teacher/s, HOD, District BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> On-site district and school visits to monitor and support teachers to ensure that teaching is in accordance with work schedule & ATP. Content for each grade should be completed for each term as per NCS policy documents. 	<ul style="list-style-type: none"> Economics teacher/s, HOD, District BCM-DCES & BCM-SES Provincial Subject Planner 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Encourage the twinning of schools and the sharing of human and physical resources 	<ul style="list-style-type: none"> Economics teacher/s, SMT, District BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Support economics schools which obtained less than 65% pass in 2012 NSC examination by encouraging them to participate in: <ul style="list-style-type: none"> Extra classes: vacation camps, winter school, spring school (focussing on content, enrich learning and revision informed by examiners reports). Radio lessons to support learners in Grades 10-12. Expert economics teachers & SESs to offer tuition in these centres and on radio. 	<ul style="list-style-type: none"> Economics teacher/s, SMT, District BCM-DCES & BCM-SES Provincial Subject Planner 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Ensure that revision takes place at school before learners write examination/controlled tests 	<ul style="list-style-type: none"> Economics teacher 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Develop Annual Assessment Plan. Administer formal assessment tasks according to the Programme of Assessment in the SAG and ATP in the CAPS document 	<ul style="list-style-type: none"> Economics teacher 	<ul style="list-style-type: none"> December 2012

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
3	ASSESSMENT	<ul style="list-style-type: none"> Encourage teachers to assess learners informally and utilise self-assessment, peer/group-assessment or marking A variety of informal assessment tasks including data response Questions: case studies, interpretation of cartoons, exam writing skills, calculations, graphs, economic concepts, understanding the meaning of action verbs, answering essay Questions. Informal tasks should also meet cognitive demands of the subject 	<ul style="list-style-type: none"> Economics teacher/s, SMT, DISTRICT BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Administer Formal assessment tasks according to the Programme of Assessment (PoA) in SAG (Grades 12) & PoA in CAPS for Grade 10 & 11 Ensure that cognitive demands as outlined in SAG & CAPS documents (30% lower order, 40% middle order and 30% higher order) are adhered to when setting different assessment tasks. 	<ul style="list-style-type: none"> Economics teacher/s, SMT, District BCM-DCES & BCM-SES Provincial Subject Planner 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Ensure that Provincial and or district common mid-year and final examination papers are set for Grades 10-12 and meet the cognitive demands of the subject 	<ul style="list-style-type: none"> District BCM-DCES & BCM-SES Provincial Subject Planner PED Assessment & Examination 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Monitoring SBA moderation processes to ensure that School-Based moderation (internal moderation) takes place as prescribed in policy and the guideline documents. Ensure that the moderation tools at school, cluster/district levels are completed. Ensure that the HOD / lead teacher (economics teacher) moderates each task before it is administered to learners. In case where the SMT does not have the HOD with the expertise to moderate economics, the moderator from the neighbouring school teaching the subject or cluster moderator(s) could moderate using the school-based moderation tool. 	<ul style="list-style-type: none"> Economics teacher/s, Principal, SMT, District BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<ul style="list-style-type: none"> Use the Department of Education examination exemplars to expose learners to the nature of the examination paper. These are available on Thutong the DoE curriculum website. www.thutong.org.za . Also refer to Curriculum (Eastern Cape) www.eccurriculum.co.za 	<ul style="list-style-type: none"> Economics teacher/s, SMT, DISTRICT BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going
		<ul style="list-style-type: none"> Examination Guidelines provide guidance from the examining panel on the examination to be written at the end of the year. Economics Examination Guidelines Grade 12 for 2009 is available and teachers are urged to constantly refer to these guidelines when teaching and assessing learners. 	<ul style="list-style-type: none"> Economics teacher/s, SMT, DISTRICT BCM-DCES & BCM-SES 	<ul style="list-style-type: none"> On-going