OBE for FET Colleges
Economic Environment
Level 2

Lecturer's Guide

NVA panel

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Contents

Introduction

This series for the NCV subjects offers Lecturer's Guides and Students' Books for
- Food Preparation,
- Hospitality Generics
- Hospitality Services
- Client Services and Human Relations
- Sustainable Tourism
- Science of Tourism
- Tourism Operations
- New Venture Creation
- Entrepreneurship
- Operations Management
- Applied Accounting
- Financial Management
- Economic Environment.

This Lecturer's Guide covers all the subjects within this series.

How to use this Lecturer's Guide

Possible solutions to questions in the Student's Book are provided for most of the activities. Although you will find these suggestions useful when preparing a lesson, you can choose to adapt these methods or to use your own, since you know what will work best for your students.

Assessment should be continuous. At the end of each unit or chapter in the Student's Book, there is an opportunity for students to assess their own progress and do an end-of-unit or end-of-chapter test. The assessment questions are directly linked to the Subject Outcomes and could be used as questions in tests and examinations. Where applicable, specific guidance is provided for inclusive education and LSEN.

In each unit in this Lecturer's Guide, guidance has been given regarding assessment for the activities in the Student's Book. Some additional assessment opportunities are also included. Rubrics and checklists have been prepared to assist you with assessment. You can choose to use these assessment tools as they are or adapt them to suit your specific needs. At the end of each chapter in this Lecturer's Guide there is a grid that summarises the assessment for each activity. This could be adapted or used for Portfolio of Evidence assessment purposes for each student.

Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment or a cross reference to something else.

	Cross reference This icon shows forward or backward links or references to other sections in the book.
Outcomes Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Subject Outcomes and Learning Outcomes in the National Certificate Hospitality Studies Subject Guidelines.	
	Minds-on This icon indicates knowledge outcomes that students will acquire.
	Hands-on This icon shows skills-based outcomes that students will acquire.
	Hearts-on This icon shows value-based outcomes that will assist the students to express or develop particular values (or attitudes) to the issues raised.
	Individual This icon indicates that students should work on their own.
	Pair work This icon indicates that the students should work in pairs.
	Group work This icon indicates that the students should work in groups. Groups of four or five students are usually ideal, but this depends on the type of activity.

We have used the following margin boxes in the Students' Books to highlight different kinds of information:

Word bank	New or difficult terms are explained or defined in these margin boxes. The aim is to extend the student's use of English and their subject terminology.
Did you know?	This margin box indicates interesting facts related to the work.
Remember!	This margin box indicates useful tips related to the work.

Abbreviations
AG: Assessment Guidelines
CCO: Critical cross-field outcomes
FET: Further Education and Training
GET: General Education and Training
HET: Higher Education and Training
ICASS: Internal Continuous Assessment
IKS: Indigenous Knowledge Systems
SB: Student's Book
LG: Lecturer's Guide
LP: Learning Programme
LSEN: Students with Special Education Needs
LTSM: Learning and teaching support materials

NC: National certificate
NSC: National Senior Certificate
NQF: National Qualifications Framework
OBE: Outcomes-based Education
SAG: Subject Assessment Guidelines
SO: Subject Outcome

The new curriculum

A process of transforming education and training to realize the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the Outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands.

The OBE curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

Subject Outcomes and Learning Outcomes

Outcomes-based education calls for lifelong learning by demonstrating nine critical cross-field outcomes (CCOs).

Each of the subjects have topics linked to Subject Outcomes together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and which describe the knowledge, understanding, skills and values that students should demonstrate and be able to do at the end of the Hospitality Studies National Certificate Level 3 in the FET Colleges band.

OBE for FET Colleges series and the principles of the curriculum

The National Curriculum Statement (NCS) follows the principles, purpose and thrust of Curriculum 2005, including OBE.

There is an emphasis on the key principles and values of social transformation, progression, articulation and portability, human rights, inclusivity, environmental and social justice as well as valuing indigenous knowledge systems.

OBE, integration and applied competence, credibility, quality and efficiency, high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the specific topics of each subject. This series deals with each of the following issues in ways that specifically suit the particular subject and Vocational Programme.

Social transformation

The NCS builds on the vision and the values of the Constitution. The Constitution expresses the nation's social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the student's personal development, we should ensure that we build a national South African identity.

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Valuing indigenous knowledge systems

The rich history and heritage of South Africans need to be recognized as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities need to be included in our economic actions and thinking.

Human rights, Inclusivity, environmental and social justice

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other right to freedom of religion and belief, expression and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

In the OBE for FET Colleges series we have endeavoured to build these principles into the text and the activities. Items directly or implicitly included in the ASs regarding human rights, inclusivity, HIV/Aids, environmental sustainability and socio-economic justice are listed below:

1.	Global economic arrangement and its impact on human rights and the environment
2.	Industrialisation and the promotion and violation of human rights and the environment
3.	National macro-economic policy and service delivery with regard to socio-economic rights, education, health, environment, social security
4.	Labour movements and labour rights (South African labour rights framework)
5.	Workers' rights and responsibilities
6.	Conventions and declarations of the international Labour Organisation
7.	Convention on the rights of the child
8.	Agenda 21 (Global partnership agreement to meet the challenges of environment and development, Rio Earth Summit 1992)
9.	Mobilisation of indigenous knowledge in relation to indigenous economic systems and practices (past and contemporary)
10.	Employment equity and basic conditions of employment
11.	Empowerment and government tender regulations
12.	Black Economic Empowerment
13.	Patterns of unequal distribution (income, land, wealth, access to natural and other resources, etc.)
14.	Taxation and compensation for human rights abuses
15.	Land restitution
16.	Food distribution, hunger and starvation
17.	Trade relations, exports, imports and treaties
18.	Economic activity and the degradation of the environment
19.	Environmental impact assessment, environmental management practices and economic and industrial development
20.	Community participation in local economic planning and activities

21.	The role of marginalised groups in the economy (women, refugees, etc.)
22.	Access of marginalized groups to participate in the economy
23.	The structure of economy and exclusion
24.	Discrimination in service provisioning (such as financing) and access to economic opportunity (affirmative action, redress, etc.)
25.	Economic exploitation, slavery, colonialism and imperialism

Outcomes-based Education

Outcomes-based education forms the foundation of the South African curriculum. The SOs and ASs have been derived from the CCOs which, inspired by the Constitution, will ensure that knowledge, skills and values are articulated.

High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each level. In this way, the NCS provides direction on how to develop high level of skills and knowledge in all students in Vocational Programmes. For each subject in this series the necessary knowledge and skills have been built into the text and the activities.

Integration and applied competence and progression

Integration both within and across learning areas is central to OBE, because of the belief that fields of knowledge are connected. Some of the skills taught in one subject may also be needed to achieve a learning outcome in other subjects.

Because of this, a list of integration possibilities is provided at the start of each chapter. Achieving an optimal relationship between progression and integration is central to this curriculum. Within each subject, the NCS sets out pregressively more complex expectations of students from level to level. This is called conceptual progression, and the NCS describes this progression through the SOs. Integration is about making links within and across learning areas, through related SOs and ASs. It is also about students developing skills, attitudes and values, as well as acquiring knowledge by integrating theory and practice.

Complexity and depth in learning increases from the beginning to the end of a level (vertical progression) and from level to level (horizontal progression). The shift in content and the method of presentation are captured in the SOs at levels suited to the cognitive ability of students at each level.

Credibility, quality and efficiency

Articulation refers to the relationship between qualifications in the different NQF bands and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band. This allows for mobility across and within the FET band and recognition of prior learning.

Planning for your curriculum

Please see the file for the specific subject for the yearplan and programme of assessment for that subject.

It is imperative that Lecturers plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specific level if the Lecturer does not plan adequately. Planning could be summarized as follows:

- a three-year subject framework (*macro planning*)
- a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment. This work schedule will spell out 'term plans' of work to be covered in a particular term (*meso planning*)
- weekly and daily planning (lesson plans or learning experiences) specifying activities (*micro planning*).

A number of activities, projects and assignments are available in the Student's Books and can be used for the internal assessment component of the student's mark. Note that the Chapter Challenges at the end of each Chapter in the Student's Books are also well-suited to be used as recorded assessment tasks for your internal assessment mark.

Assessment

Assessment is part of the learning process in OBE and should not be seen as a separate activity. Assessment is done to:

- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- provide information for reviewing and evaluating Learning Programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts.

The following aspects are assessed:

- SOs
- ASs
- LOs
- knowledge, skills, values and abilities
- meta-cognition
- integrated assessment tasks.

The table below could be used as a checklist to determine whether the assessment target meets the method. For example, if you want to assess skills, performance-based and observation-based assessment are the best methods to do this (*check that they both have a rating of 5*).

	Objective	Exercise/ activity	Performance based (individual)	Oral questions	Observation	Self- assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

[Note: the higher numbers indicate better matches (e.g. 5 = high; 1 = low). Table adapted from McMillan (1997) Classroom assessment: Principles and practice for Effective Instruction.]

Tools and instruments for assessing student performance

Methods for assessment (Who carries out the assessment?)	
Self-assessment Peer assessment	Group assessment Lecturer assessment
Assessment forms	
Presentation Debate or argument Interview Demonstration Questionnaire Role-play Test	Examination Project Simulation Research or investigation Assignment Case study Practical task
Tools for assessing student performance	
Rubric Rating scale Checklist	Observation sheet Marking memorandum Assessment grid, etc.
Recording tools	
Class list Mark sheet	Day-by-day assessment sheet Promotion schedule, etc.
Reporting tools	
Report card using national codes and comments on competence Lecturer-parent interview	Lecturer-student interview Written comments in student's workbook Day-by-day assessment sheet, etc.

When do we assess?

Baseline assessment takes place *at the beginning* of an activity or a learning process so that lecturers and students find out what students already know. The recording of basline assessment is usually informal.

Diagnostic assessment takes place *throughout* the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

Formative assessment is used *throughout* the learning process to inform whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

Summative assessment takes place *over time and at the end* of the learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

Assessment methods
Some of the assessment methods used in OBE and other education systems are explained below.

- **Self-assessment.** Students assess themselves against given criteria (skills that are important for lifelong learning), which may be reflected on a self-checklist.
- **Peer assessment** Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each others work and/or counting the marks.
- **Three-way assessment.** This provides an opportunity for students, lecturers and caregivers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Caregivers respond with a comment on the student's achievement and progress.
- **Test-based assessment.** The same evidence is gathered for all students in the same way and at the same time. It is a far more rigid process. A mark or score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.
- **Task-based assessment.** These include well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.
- **Performance-based assessment.** This is a direct or systematic observation of a student's performance or examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specific tasks (e.g. projects, debates, assignments, speeches and presentations).

Internal continuous assessment (ICASS)

All ICASS evidence is contained in a Portfolio of Evidence (PoE), and must be readily available for monitoring, moderation and verification purposes.

ICASS

- allows lecturers to use any planned learning experience to assess student achievements and progress
- is a necessary feature of the total evaluation of every student
- takes place over a long period
- is diagnostic and allows the lecturer to monitor strengths
- assists in addressing the needs of the student
- enables lecturers to pace students and to provide enrichment
- sets well-defined outcomes for students to achieve
- ensures that the Learning Programme is significant for the student and prevents 'teaching for a test'
- covers a wide spectrum of learning activities and tasks
- is transparent as students are aware of the assessment criteria
- develops a sound assessment record to track the learning progress
- provides useful data for reporting and progression
- involves assessment of knowledge, skills values and attitudes
- encourages lecturers and students to appraise their own work.

A compulsory component of ICASS is the Integrated Summative Assessment Task (ISAT), which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed under strict assessment conditions. The duration of the task should aim to equate a 4-7 hour work session and should take place in a simulated or structured work environment. This is the most significant test of the student's ability to apply the knowledge acquired. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

Number and forms of assessment for Level 3 assessment programme

At Level 3, an internal assessment component counts 50% of the final assessment mark. An example of the requirement of the internal assessment programme for Level 3 is summarized as follows:

Term 1	Term 2	Term 3	Total
One task, e.g. Assignment	One task, e.g. Project	One task, e.g. Presentation	Three tasks
One test		One test	Two tests
	June examination	September examination	Two examinations
			Seven items

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the ASs of the particular subject.

The tasks should be carefully designed to give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of assessment forms are debates, presentations, projects, simulations, assignments, models, case studies, long essays and research projects.

Instrument 1: Control tests (two per year) and examinations (two per year)

The following conditions apply to control tests:
- all classes in the same level write the same test at the same time
- the test should be based on accumulative work
- moderation of the question paper and answer scripts should take place at college level (internal college moderation)
- tests should be written under examination conditions
- questions should comply with the end-of-the-year examination standards
- where there is more than one lecturer teaching the same subject, agreement should be reached on the scope, date and time of the test.

The structure and mark allocation should be similar to the final National Senior Certificate (NCS) Level 2 examination.

Instrument 2: Research assignment (minimum of one per year)

For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that students can form their own opinions based on acquired subject knowledge. Assignments may also be in the form of practical research.

Instrument 3: Project (minimum of one per year)

- A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some goal of real personal value.
- Students should be encouraged to develop research, critical thinking and problem-solving skills.
- Projects should be tackled without close supervision, but with assessor (i.e. lecturer) guidance and support.
- Students should be given the assessment criteria before starting the project.
- Students will need to complete at least one project according to ICASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
- It is suggested that projects are dealt with in the first term.
- The project should consist of 4 to 10 handwritten pages, excluding pictures, graphs, displays, etc.

When preparing a project, the following minimum requirements should be met:
- a title page

- a table of contents
- text divided into paragraphs
- references for sources
- the text should include pictures, photos, diagrams, graphs, etc.
- the text should be presented in an acceptable way (bound or stapled)

Instrument 4: Oral presentation (minimum one per year)

Presentations allow students to demonstrate manual and/or behavioural skills. The assessment may be based on the end-result of the activity (the product) or the carrying out of the activity (the process) or a combination of both.

Presentations can be based on a project, but also given as separate tasks or assignments. The presentation can be written or oral, but proof of the presentation must be included in the portfolio. All criteria used to assess the presentation must be discussed with the students before they start.

Day-by-day assessments: practical application

Simulations

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

Scenario/case study

Students are presented with a real-life situation, a problem or an incident related to the learning outcome and expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems. Solutions/recommendations related to the case study/scenario are then made and presented.

Role-plays

Students are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the student may be briefed in the particular role to be played. Such assessments are open-ended and are person-centred.

Oral questions

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and to sustain a conversation in the language of the assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

Observations

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as the students respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others.

Observation is also used extensively in performance-based assessment and other formal techniques.

Class tests
- Educators design their own diagnostic tests and conduct these during instruction time and at their own discretion according to the needs of the class.
- Objective tests could include multiple choice, matching, true and false, and short answer completion, and could be used to assess the theory parts of the subject.
- Class tests should cater for the multiple intelligences of the students, and appropriate rubrics could be used for assessment.

Debates
Topics for the debates should relate to the ASs and should be formulated as contentious statements. Give students enough time to research their topics and prepare their arguments. Students should not speak for more than three minutes each. Let the students engage in a formal debate of maximum eight members to a group.

Portfolios
Lecturers and students should have portfolios in which they collect evidence of college-based learning and assessment. Portfolios facilitate moderation and verification processes, and should be readily available for this purpose.

The lecturer's portfolio should contain all the instructions, assessment criteria and rubrics relating to the Annual Assessment Plan given to the students. Each student should have a student's portfolio that contains assessed items as evidence used to calculate their internal assessment mark. Portfolios should have a clear intent and purpose that is linked to the specific ASs.

How to grade students' work
All vocational subjects will be assessed according to four levels of competence. These levels of competence are described in the table below.

Scale of achievement for the Vocational Component

Rating code	Rating	Marks (%)
4	Outstanding	80-100
3	Competent	70-79
2	Not yet competent	60-69
1	Not achieved	0-59

The competencies for each subject have been described to distinguish between the levels of what students must know and be able to achieve. These descriptions are outlined in the Subject Assessment Guidelines for each subject.

Both college-based and external assessments should refer to and use clear criteria. You may use marks to evaluate specific assessment tasks, but you have to assess the tasks against rubrics. All tasks and questions should address an aspect of a particular outcome; use the AS to create or adapt a rubric to assess the task or question.

Assessment in particular subjects

External assessment in a subject will count 50% and college-based assessment (also called internal assessment or ICASS) will count another 50% to make up the progression mark of the student. The college-based assessment component, in turn, consists of a summative component (internal examinations and standardised tests) and a formative component (i.e. assignments and tasks to develop subject skills such as monitoring and research activities, presentations, debating, numerical calculations, summarizing and memorizing).

Tests and examinations will focus on assessing knowledge and understanding. This mainly uses the application of the student's subject-specific knowledge and skills. You can use case studies, analysis and interpretation of data, critical discussions of contemporary issues or numerical calculations.

Summative assessment

The summative component if college-based assessment makes up 50% of the total of the year. The summative component of ICASS includes standardised tests.

Questions typically start with a command or a (set of) key word(s). These words will tell the student what to do when he/she answers the question and which skills to use to answer the question. For example, if candidates are asked to *evaluate* a problem, but a candidate only shows *knowledge* and *understanding*, such a candidate will lose most of the marks for the question. The meanings of the most frequently used verbs are listed below.

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. Define assets).
Describe	Give an account of (e.g. Describe the qualities of an entrepreneur).
Identify	Single out from other information (e.g. Identify the threats to the natural environment).
Illustrate	Use examples to explain a point (e.g. Illustrate by means of an example how the natural environment can influence business).
List	State briefly (e.g. List three possible sources of capital for a new business).
Outline	Give a short description of the main aspects or features (e.g. Outline by means of a diagram the eight steps in the accounting cycle).
State	Give or say (e.g. State three reasons why the bank can dishonour a cheque).
Summarise	Bring out the main points from a complex set of data (e.g. Draw a mind map to summarise the nine different types of businesses).
What	Clarify a point (e.g. what are the main characteristics of a company?).
Application	
Apply	Use knowledge of the subject to understand an issue or to solve a problem (e.g. Apply your knowledge of Operations Management to show how each of the following types of assets could threaten the smooth operation of an organisation).
Calculate	Use mathematics to work out an answer (e.g. Calculate the break-even point for the following operation).
Distinguish	Identify the characteristics that make two or more ideas, concepts, issues, etc. different from one another (e.g. Distinguish between the characteristics of a

	partnership and a company).
Explain	Make clear (e.g. Explain the two main sections that the General Ledger is divided into).
Suggest	Give possible reasons or ideas that are plausible, but not necessarily correct. 'Suggest' may require candidates to analyse a problem and not just to apply direct knowledge of the subject. (e.g. Suggest ways in which changes in the demography of South Africa can benefit business).
Analysis	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem. Analysis involves recognizing what is important, and applying knowledge and understanding of the subject (e.g. Analyse the basic principles of good menu planning).
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. Compare by tabulation the similarities and differences between the tourist attractions of South Africa and Mozambique).
Examine	Break down an issue or problem to understand it (e.g. Examine the following ledger account and point out possible errors).
Investigate	Look for evidence to examine and analyse (e.g. Investigate the initial problems when starting a business by interviewing the owner of a small business and present your findings in a report).
Evaluation	
Assess	Analyse an issue or problem, and then weigh up the relative importance of different strands. (e.g. Assess the viability of the following types of tourism-related businesses).
Comment on	Invites students to make judgements based on the evidence they presented. (e.g. Comment on why good management is the key to a successful business).
Critically analyse	Analyse an issue/problem and weigh up the relative importance of the different aspects (e.g. Critically analyse the three options to obtain capital to start a new business).
Do you think	Invites students to give their own opinion about an issue or problem. However, marks will always be awarded for the quality of the argument and not for individual opinions. (e.g. Do you think that an expansion of the tourism and hospitality industries could solve the unemployment problem in South Africa?).
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential. (e.g. Discuss the different ways in which the government can manage inflation in an economy).
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential. (e.g. Evaluate the advantages and disadvantages of buying on credit).
To what extent	Explain and analyse and then comment upon the relative importance of the arguments. (e.g. To what extent should an owner make use of loans to finance his/her business?)

Summative assessment should include a minimum of three control tests; at least one per term for the first three terms.

Formative assessment

Formative assessment informs the lecturer and the student of the student's progress. It contributes towards the formation and development of the student's formative years. The formative component of college-based assessment comprises 50% of the total of the year. The formative component of ICASS must include various activities. For example:

- research and monitoring of relevant, contemporary economic issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day to day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

the formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intrapersonal, musical-rhythmic, bodily-kinaesthetic, mathematical-logical/spatial) in an inclusive education context.

A **performance assessment** is a direct observation of an actual student performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as a laboratory or classroom) or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an 'authentic assessment'. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

The characteristics of performance assessments are:

- students are expected to perform, produce, create or do something
- the skills are those used by people outside the classroom, i.e. in society or in the workplace
- the tasks require higher order thinking processes and problem-solving skills
- that it provides an opportunity for students to present and explain their work.

Use the following steps to develop a performance assessment:

- identify the outcomes that you are going to assess clearly (i.e. create a clear and appropriate target for the students)
- determine the purpose of the assessment and the use of the results
- design the task so that it will invite the expected outcomes
- specify the assessment criteria
- select and construct the storing and recording instruments.

Performance includes everyday teaching and learning activities such as projects, debates, assignments and speeches. While they are performing, students apply their skills in a way that is integral to the teaching and learning process.

The external assessment component (50%) – Level 3
An external assessment is conducted by a provincial examining body, a national agency or a private agency that is not directly involved with the instruction of students. It consists of a written examination paper that is set, marked and moderated externally. A typical examination paper may consist of one paper of 200 marks, written over 3 hours. The paper may be divided as follows:

Format		
Section A (compulsory) Sub-total: 80	This section will include different types of objective questions, i.e. Q1: multiple choice Q2: short theoretical questions Q3: calculations	(30) (20) (30)
Section B (compulsory) Sub-total: 120	Q1: Basic economic concepts Q2: Role-players in the economy Q3: Aspects of the economic environment Q4: International trade	(40) (30) (30) (20)

Here are suggested guidelines for the distribution of the levels of questioning for an examination paper:
Level 1: Knowledge and comprehension   40%
Level 2: Application   20%
Level 3: Analysis, synthesis and evaluation   10%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on a four-point rating scale.
The action verbs according to the different cognitive levels of Bloom's taxonomy are summarised in the following table:

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
Define	Compare	Adapt	Categorise	Combine	Appraise
Describe	Define	Compute	Classify	Compose	Consider
Identify	Describe	Discover	Compare	Create	Critique
Label	Distinguish	Draw	Contrast	Depict	Decode
Locate	Explain	Gather	Deduce	Design	Evaluate
Name	Generalize	Graph	Differentiate	Develop	Judge
Recognize	Illustrate	Modify	Distinguish	Incorporate	Justify
Select	Infer	Operate	Explain	Integrate	Recommend
State	Interpret	Prepare	Generalize	Invent	Relate
Memorise	Match	Revise	Infer	Organise	Summarise
	Summarise	Show	Predict	Plan	Support
	Rewrite	Solve	Relate	Predict	
	Paraphrase	Survey	Solve	Produce	
	Express	Use	Modify	Structure	

Assessment tools (rubrics and checklists)

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic (giving a global picture of the standard required) or analytic (giving a clear picture of the distinct features that make up the criteria) or it can be a combination of both. Holistic rubrics score the overall process, while analytic rubrics score the individual parts. It is important to note that:
- the student is only assessed once for each criterion within a rubric
- the comments column should be completed as this makes the moderation process easier
- rubrics can be used individually or combined with others
- rubrics can be joined together for ease of marking
- lecturers are encouraged to formulate rubrics in consultation with other lecturers at cluster or college level
- working in clusters and setting up collaborative rubrics would bring about comparable standards.

Use the following steps to draw up a rubric:
Step 1: Examine the AS that describes the task
Step 2: Specify the skills, knowledge and attitudes to be evaluated
Step 3: identify the observable attributes
Step 4: Identify the attributes that you do not want to see
Step 5: Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average
Step 6: Write descriptions for excellent and poor performances
Step 7: Write descriptions for other levels
Step 8: Collect samples of work that represent each level.

The following section includes 19 sample tables and rubrics that you can adapt where necessary for particular activities. The individual subject Lecturer's Guides will refer to these rubrics and checklist by number.

RUBRIC 1

Criteria	Not achieved (0–59%)	Not yet competent (60–69)	Competent (70–79%)	Outstanding achievement (80–100%)
CONTENT Range Coverage Relevance				

CONTEXT Command word requirements				
SKILLS and VALUES Skills Values				
MECHANICS Subject terms Language Format				

Use the following checklist to evaluate a rubric.

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of learners and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate learners' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the learners?		

Checklists

Checklists or task lists show what has to be done. Marks given are assigned to the most important parts of a task.

Checklists list a number of predetermined criteria against which the educator or learner makes a tick to indicate that the learner is able to do what is stated or that the work complies with the criteria. The criteria should be stated in such a way that the learners can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

RUBRIC 2

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to							
Do you feel you learned anything about yourself when doing this project?	yes			no			
Comment:							
Do you feel the project helped you understand yourself?	yes			no			
Comment:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes			no			
Comment:							
Do you think you put a lot of effort into this project?	yes			no			

Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the group is important for every learner. In a group, the roles and responsibilities are essential to the success of the activity. Roles within the group or team should be rotated to allow each learner to develop or become aware of their different capabilities. Emphasise to you learners that TEAM stands for:

Together   **E**ach   **A**chieves   **M**ore

Different group/team roles include:
- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note taker/record keeper
- reporter
- motivator
- assessor
- peace maker.

Each member of the group can assess all the roles except the one that he or she performed. Let them give the role a rating out of ten. The mark for each criterion within a role can be added to give a total score for the role.
Learners can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

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	Voice monitor		Time keeper
	Motivator		Record keeper
	Assessor		Chairperson/manager
	Peace maker		Reporter

Group skills rubric
RUBRIC 3

Group Name/Number:…………………………..

NAMES:……...…………………………………….……………………………….……

…………………………………………………………...……………...

	YES	NO	Comment
Did our group members:			
Listen to each other?			
Talk about the task?			
Co-operate within the group?			
Suggest good ideas?			
Encourage each other?			
Achieve the outcomes?			

What went well?

………………………………………………………………………………………

What could we have done better?

…………………………………………………………………...……………….

Signed:………………………………………….. Date …………………………...

Co-Operative Group Skills Assessment Sheet
RUBRIC 4

TASK SKILLS	Learner *	Learner *	Learner *	Learner *	Learner *	Learner *
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						
SOCIAL						
Encourages others						
Explains ideas						
Discusses						
Listens well						
Resolves conflict						
Praises others						

Add the names of each learner in the group under 'Learner' and enter a tick ✓ (Yes) or an x (No) under the name of each learner for each of the criteria.

RUBRIC 5

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each learner did what they were supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes

	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the learners' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes
Presenta-tion	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

Assessing a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

RUBRIC 6

	MARK AWARDED			
Criteria	**Self**	**Peer/group**	**Consensus**	**Lecturer**
1 planning				
2 quality of research				
3 continuous collection of information and material				
4 final product: creativity				
5 final product: quality of contents				
6 technical quality				
7 oral presentation				
8 individual / group role				
Converted to				

General guideline

5   Excellent

4 Exceeds the requirement
3 Meets the requirement
2 Does not meet the requirement – learner needs support
1 Made very little effort – learner needs substantial support
0   Learner made no / almost no effort – learner needs substantial support and
        guidance

Planning
5 Most practicable planning schedule, independently drawn up by learner
4 Very good, practicable planning schedule, with only minor adjustments by
    educator needed
3 Good planning schedule, with a only a number of small adjustments by
        educator needed
2   Planning schedule not totally practicable - a substantial degree of adjustments
        needed
1 Planning schedule totally impracticable - totally new planning necessary
0 Planning schedule not handed in at all

Quality of research
5   Wide variety of sources used
4 More than required number of sources used
3 Adequate number of sources used
2 Less than adequate number of sources used
1 No recognised resources used; no research done

Continuous collection of information and material
5 A lot of information collected continuously / submitted before due dates
4 More than adequate information collected / submitted before/on due dates
3. Adequate information collected continuously / submitted on due dates
2 Less than adequate information collected / some due dates missed
1.   Very little information collected/seldom met due dates; no information collected
        or handed in at all

Final project: originality / creativity
5 Unique presentation of extremely high quality
4   Original presentation – however, based upon existing ideas
3   Standard presentation - content is relevant and interesting
2   Requirements have been met, and no more
1   Content entirely / almost entirely copied directly from sources; no effort made

Final project: quality of content

5   In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice

4   Relevant and well-researched presentation - Learner demonstrates very good insight

3 Relevant content shows good insight, area of research well covered.

2   Some part of content is relevant - partly copied directly from sources - insight lacking

1   Very little effort made - content largely copied directly from sources; content only slightly in line with topic – copied directly from sources

Technical quality

5 Proof of pride and very hard work - impressive final product

4 Excellent presentation - made full use of available sources/technology

3 Good final project

2 Minimal effort made – presentation still acceptable.

1.   Very little trouble taken - untidy, shabby presentation; project not handed in / unacceptable presentation and/or appearance of content

Analytic Rubric
RUBRIC 7

	Not achieved	Not yet competent	Competent	Outstanding
Knowledge and under-standing	Demonstrates little under-standing of some concepts, principles and theories	Demonstrates some understanding of simple concepts, principles and theories	Demonstrates comprehensive understanding of advanced concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates comprehensive command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
	Shows little understanding of composition and structure	Shows some understanding of composition and structure	Shows comprehensive understanding of composition and structure	Shows complete understanding of composition and structure

Context	Shows little ability to mould content in the required context	Shows some ability to mould content in the required context	Shows comprehensive ability to mould content in the required context	Shows complete ability to mould content in the required context
Skills	Shows little ability to construct tables and present data graphically	Shows some ability to construct tables and present data graphically	Shows comprehensive ability to construct tables and present data graphically	Shows a general ability to construct tables and present data graphically
	Makes inadequate interpretations based on data and other evidence	Makes limited interpretations based on data and other evidence	Uses a variety of means to analyse and present data and draws defensible conclusions	Uses a variety of means to analyse and present data and draws valid conclusions
Attitudes/ values	Demonstrates wrong attitudes/ values	Demonstrates no particular attitudes/ values	Demonstrates appropriate attitudes/ values exceptionally well	Demonstrates significant attitudes/ values exceptionally well
Communi-cation	Shows a limited subject vocabulary and no ability to use linguistics principles.	Uses subject terms but lacks the ability to communicate quantitatively. Makes errors in grammar and paraphrasing	Uses advanced subject terminology and 'best practice' linguistic principles	Shows exceptional command of advanced subject terminology and 'best practice' linguistic principles

Assessing oral presentation

e.g. Assignments, project, essays and journals (i)

Some examples of rubrics to assess oral presentations are given below. These were designed to assess specific tasks or processes. They could be adapted to assess similar tasks or processes, but are primarily meant to illustrate how rubrics can be designed.

RUBRIC 8

Circle the number indicating the rating, where 1 is the lowest rating and 5 is the highest rating					
Location	1	2	3	4	5
Appeal	1	2	3	4	5
Neatness/tidiness	1	2	3	4	5
Communication	1	2	3	4	5
Variety	1	2	3	4	5
Appropriateness	1	2	3	4	5
Content	1	2	3	4	5
Technique	1	2	3	4	5
Total	.... / 40			........%	

The following assessment grid was designed for a general presentation, but may be used or adapted for Hospitality Services.

RUBRIC 9

Skills areas	Not achieved	Not yet competent	Competent	Outstanding
Observation				
Recording				
Inference				
Investigative				
Evaluation				
Marks				
Total				

Observation skills are demonstrated when learners are able to:
- match, classify and identify items
- interpret e.g. drawings, diagrams, graphs, figures and written passages
- observe features and characteristics

Recording skills are demonstrated when learners are able to:
- record information exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations e.g. charts and histograms, scale axes and label appropriate components meaningfully

Skills of inference are demonstrated when learners are able to:
- calculate data correctly and accurately e.g. averages
- percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate

- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) or from inferences
- make plausible generalisations from observations

Investigative skills are demonstrated when learners are able to:
- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue soberly
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research

Evaluation of processes are demonstrated when learners are able to:
- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals

Values assessment

RUBRIC 10

• **Excellent**
• Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work.
• Exceptionally polite and respectful.
• Participates with enthusiasm, listens well; does more work than expected.
• Sets an excellent example and commands others to behave well.
• Can confidently/with conviction express opinions, even against popular opinion.
• **Exceeds the requirement**
• Understands and implements all instructions; can be depended upon to produce neat/thorough work.
• Respectful towards peers and others.
• Sets a good example and encourages others to behave.
• Regularly shows interest; asks questions and show a willingness to learn.
• Can express opinions even against popular opinion.
• **Meets the requirement**
• Follows instructions regularly; makes an effort to produce neat work.
• Shows acceptable level of respect and courtesy.
• Well behaved and not disruptive.
• Can answer questions, even if unsure; expresses opinions.

• **Does not meet the requirement – needs support**						
• Instructions often not followed; work untidy and rushed.						
• Shows respect towards some; disrespectful to others.						
• Sometimes disrupts and distracts; need to focus more on work.						
• Only does the minimum work required; erratic interest shown.						
• Hesitant to express self in class; needs to be drawn out.						

• **Makes very little effort**						
• Does not follow instructions; work always untidy and incomplete.						
• Ill-mannered; sometimes rude.						
• Disruptive and distracts others.						
• Shows very little interest; passive re schoolwork.						
• Seems shy/reluctant to answer questions; never expresses an opinion.						

Mark allocation	Self	•	Educator	•	Final mark	•
		•		•		• 5

Poster communication skill assessment

RUBRIC 11

Criteria	Range			
	0	1	2	Comments
Content Main points Facts/concepts Expressing facts	Points irrelevant Facts incorrect Poorly expressed	Some points irrelevant Some facts incorrect Partially expressed	Main points selected All facts correct Clearly expressed	
Presentation Size of poster (A3) Headings Font/print size Organisation/layout Use of colour Public appeal Personal information	Incorrect size Not descriptive All too small Muddled Poor Not eye-catching Not included	Correct size Partially descriptive Some large enough Organisation clear and logical Good Eye-catching Included	Correct size Descriptive Large enough to read at one metre Organisation clear and logical Good Eye-catching Included	

Interview skill assessment
RUBRIC 12

Criteria	Performance indicator		
	0	1	Comments
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/ clear to the person being interviewed	Understandable/clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

Assessment of questionnaire development and conducting a survey
RUBRIC 13

Criteria	Range				
	0	1	2	3	Comment
Questionnaire clarity and relevance	Confusing and irrelevant	Not clear or relevant	Clear and relevant		
Questionnaire brevity and focus	Too long/too short	Sufficient length			
Sensitivity to responses/person being interviewed (gender/age/race/disability)	Insensitive	Only sensitive towards one or two aspects	Sensitive towards three aspects	Shows sensitivity towards all categories	
Representative sample (sufficient responses)	Insufficient/ Too few responses	Sufficient number of responses			

Portfolio assessment

Learners look through written assignments in their portfolios and reflect upon the changes they see over a period of time.

RUBRIC 14

Name	Level
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

**Year plan and programme of assessment for
Economic Environment Level 2**

Week	Topic	Assessment
1	1. Basic economic principles	Activity 1: Background research on a major economist (SB p. 7)
		Activity 2: What determines prices? (SB p. 8)
		Activity 3: What is a market and how does it work? (SB p. 9)
2		Activity 4: Exercise on micro-economics: budgets (SB p. 12)
		Activity 5: Substitute products and complementary products (SB p. 13)
3		Activity 6: Macro- or micro-economics (SB p. 15)
		Activity 7: Identifying economic issues that could affect the South African economy (SB p. 18)
4		Summative Assessment for Unit 1.1 (SB p. 19)
		Activity 8: Is it fair? (SB p. 21)
		Activity 9: The nature of consumers' needs (SB p. 24)
5		Activity 10: Interpret demand and supply (SB p. 30)
		Summative assessment for Unit 1.2
		Activity 11: Why are diamonds expensive (SB p. 36)
6		Activity 12: South Africa's mixed economy (SB p. 45)
		Summative assessment for Unit 1.3
		Activity 13: Research get-rich-quick schemes (SB p. 52)
		Activity 14: What is credit? (SB p. 60)
7		Activity 15: Research commercial banks in South Africa (SB p. 64)
		Summative assessment for Unit 1.4
		Activity 16: Should governments take loans? (SB p. 75)
8		Activity 17: Should we pay taxes? (SB p. 83)
		Summative Assessment for Unit 1.5 (SB p. 84)
		Summative assessment: Chapter 1 (SB p. 84)
9	2. Current affairs and business	Activity 18: How will the drying up of oil wells affect industry? (SB p. 90)
10		Activity 19: The effects of the drying up of Lake Victoria on local business and industry (SB p. 91)
11		
12		Activity 20: The effects on Japan and the global economy if Tokyo is devastated by an earthquake of devastating proportions (SB p. 91)
13		Summative assessment for Unit 2.1 (SB p. 93)
14		Activity 21: What is the effect of rapid urbanisation? (SB p. 98)
15		Activity 22: The impact of a social event (SB p. 100)
16		Summative assessment for Unit 2.2
		Activity 23: How do current events affect a business sector? (SB p. 110)
17		Activity 24: The National Credit Act (SB p. 110)
		Summative assessment for Unit 2.3: (SB p. 110)
18		Activity 25: South Africa: industries/sectors (SB p. 114)
19		Activity 26: Problems and their causes – British American Tobacco

20		South Africa and Alexander Forbes (SB p. 118)
21		Activity 27: New developments: British American Tobacco South Africa and Alexander Forbes (SB p. 123)
22		Activity 28: What do we think? British American Tobacco South Africa and Alexander Forbes (SB p. 125)
23		Summative assessment for Unit 2.4: (SB p. 125)
24		Summative Assessment – Chapter 2 (SB p. 126)
25	3. The international trade environment	Activity 29: Identify imported goods (SB p. 131)
26		Activity 30: Challenge activity: Do all countries trade outside their own borders? (SB p. 131)
27		Summative Assessment – Chapter 3 (SB p. 148)
28		
29		
30		
31		
32		

Economic Environment level 2 curriculum

Topic 1: Basic economic principles

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Define the term economics	1.1 The term economics is defined as being part of the social sciences 1.2 Microeconomics is defined 1.3 Macroeconomics is defined 1.4 The importance of economics is explained. Range: Individuals, businesses and government.	**The student should be able to:** • Define the term economics as being part of the social sciences • Define micro economics • Define macro economics • Explain the importance of economics (for the individual, business and government	• group work (competitive fun) to evaluate knowledge of students • daily evaluation of case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark
2. The role of consumers in the economy are explained	2.1 Different needs of consumers are explained 2.2 Characteristics of needs are explained 2.3 Consumption and savings are explained 2.4 Demand and supply are explained	**The student should be able to:** • explain the different needs of consumers • explain the characteristics of needs • explain the concepts of consumption and savings • explain the concepts of demand and supply	• group work (competitive fun) to evaluate knowledge of students • daily evaluation of case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark
3. Production of economic goods and services are explained	3.1 Basic concepts of production is explained 3.2 Production factors are explained. Range: natural resources, capital, labour and entrepreneur. 3.3 The adding of economic value during the production process is identified. Range: Form, time, place and	**The student should be able to:** • explain the concept of production • explain production factors (natural resources, capital, labour and the entrepreneur) • identify the concept of adding economic value during the production process (form, time, place and possession) • classify enterprises into different	• during the group work the lecturer must be actively involved to evaluate and correct the input of the different groups • daily evaluation of practical exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be

			included in the calculation of the year mark
	possession. 3.4 Different enterprises are classified into different sectors. Range: primary, secondary & tertiary sector. 3.5 Different economic systems are explained. Range: free market-, communist- and mixed system.	sectors (primary, secondary and tertiary) • explain different economic systems	
Subject outcomes	**Assessment standards**	**Learning outcomes**	**Assessment Tasks/Activities**
4. Explain monetary policy in the South African context 5. Explain fiscal policy in the South African context	4.1 The concept monetary policy is explained 4.2 The role of money in the economy is explained 4.3 The role of credit in the economy is explained 4.4 The role of banks in the economy is explained 4.5 The role of the Reserve Bank in the economy is explained 4.6 The influence of changes in interest rates on the economy is demonstrated 5.1 The concept of fiscal policy is explained 5.2The influence of changes in taxes on the economy is demonstrated 5.3The impact of the current situation in a country on the fiscal policy. Range: war, depression, natural disasters, etc.	**The student should be able to:** • explain the concept of monetary policy • explain the role of money in the economy • explain the role of credit in the economy • explain the role of banks in the economy • explain the role of the Reserve Bank in the economy • demonstrate the influence of changes in interest rates on the economy **The student should be able to:** • explain the concept of fiscal policy • demonstrate the influence of changes in taxes on the economy • demonstrate the impact of the current situation of a country on the fiscal policy (example war or depression)	• assessment of presentation by students • daily evaluation of case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark • daily evaluation of case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark • Topic test before students advance to the next topic

Topic 2: Current affairs related to a business sector or industry (physical & social)

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Identify events in physical environment that could potentially impact on a business sector/industry	1.1 The term physical environment is explained and possible events related to the physical environment are listed in terms of their potential impact on a business sector/ industry 1.2 Information relating to current events in the physical environments is collected and organised and the ways in which a business sector/industry could be affected by such an event are named for the different sub-sectors of the industry	**The student should be able to:** • explain the term physical environment • list possible events related to the physical environment in terms of their potential impact on a business sector/industry • collect and organise information relating to current events in the physical environment • name the ways in which a business sector/industry could be affected by such events (for the different sub-sectors of the industry)	• during the group work the lecturer must be actively involved to evaluate and correct the input of the different groups • group work (competitive fun) to evaluate knowledge of students • daily evaluation of practical exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark
2. Identify events in the social environment that could potentially impact on a business sector/industry	2.1 The term social environment is explained and possible events related to the social environment are listed in terms of their potential impact on a business sector/industry 2.2 Information relating to current events in the social environment is collected and organised and a brief indication is given of how one such event could impact on a business sector/industry or a sub sector of the industry	**The student should be able to:** • explain the term social environment • list possible events related to the social environment in terms of their potential impact on a business sector/industry • collect and organise information relating to current events in the social environment and give a brief indication of how such an event could impact on a business sector/ industry or a sub sector of the industry	• during the group work the lecturer must be actively involved to evaluate and correct the input of the different groups • group work (competitive fun) to evaluate knowledge of students • daily evaluation of practical exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark
3. Identify events in economic environment that	3.1 The term economic environment is explained and information relating to current events in the economic	**The student should be able to:** • explain the term economic environment	• daily evaluation of practical

could potentially impact on a business sector/industry.	environment is collected and organised and a brief indication given of how such event could impact a business sector/industry or on one of the sub-sectors of the industry 3.2 Two groups of people and kinds of work most likely to be affected are identified for each event	• collect and organise information relating to current events in the economic environment and give a brief indication on how such an event could impact a business sector/industry or on one of the sub-sectors of the industry • identify two groups of people and kinds of work most likely to be affected for each event	exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark
4. Identify people and organisations currently in the news	4.1 Achievements of people and companies from the chosen sector/industry currently in the news are identified and an opinion is expressed as to why they are newsworthy. 4.2 Problems in the chosen sector/industry and possible causes for the problems are identified with examples 4.3 New developments that could impact on the chosen business sector/industry are discussed with examples 4.4 Information is gathered about what ordinary people are saying about a specific business sector/industry or sub sector of the industry	**The student should be able to:** • identify achievements of people and companies from the chosen sector/industry currently in the news and express an opinion as to why they are newsworthy • identify problems in the chosen sector/industry and identify possible causes for the problems with examples • discuss new developments that could impact on the chosen business sector/industry with examples • gather information about what ordinary people are saying about a specific business sector/industry or sub-sector of the industry	• results from research in newspapers or magazines have to be verified and or corrected by the lecturer • daily evaluation of practical exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark • Topic test before students advance to the next topic

Topic 3: The international trading environment

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Demonstrate knowledge and understanding of the South African trading environment in the context of international trade.	1.1 The following assessment criteria should be applied in a integrated way to assess the Specific outcomes listed above: - the meaning of the term "trade" is explained with examples - a basic understanding of the South African trading environment is displayed - the concepts of "International Trade", "borders" and "trade cycle" are explained and examples, as they apply in the South African context, are supplied - the International Trade Cycle is explained together with the role of the various processes in the cycle and examples are supplied - the main features of importing and exporting are supplied in a table, which clearly illustrates the similarities and differences	**The student should be able to:** • explain the meaning of the term trade • display a basic understanding of the South African trading environment • explain the concepts and principles of "international trade", "borders" and "trade cycle" with examples as they apply in the South African context • explain the international trade cycle together with the role of the various processes in the cycle with examples • supply the main features of importing and exporting in a table to clearly illustrate the similarities and differences	• group work (competitive fun) to evaluate knowledge of students • during the group work the lecturer must be actively involved to evaluate and correct the input of the different groups • daily evaluation of practical exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark
2. Recognise the different phases and elements of the trade cycle as they impact on each part of the international trading operation	2.1 The following assessment criteria should be applied in a integrated way to assess the Specific outcomes listed above: - the meaning of the term "trade" is explained with examples - a basic understanding of the South African trading environment is displayed - the concepts and principles of "International Trade", "borders" and	**The student should be able to:** • explain the meaning of the term trade with examples • display a basic understanding of the South African trading environment • explain the concepts and principles of "international trade", "borders" and "trade cycle" with examples as they apply in the South African context • explain the international trade cycle together with the role of the various processes in the cycle with examples • supply the main features of importing and exporting in a table to clearly	• group work (competitive fun) to evaluate knowledge of students • during the group work the lecturer must be actively involved to evaluate and correct the input of the different groups • daily evaluation of practical exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the

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	“trade cycle” are explained and examples, as they apply in the South African context, are supplied - the International Trade Cycle is explained together with the role of the various processes in the cycle and examples are supplied - the main features of importing and exporting are supplied in a table, which clearly illustrates the similarities and differences	illustrate the similarities and differences	year mark
3. Display an understanding of the concepts of importing and exporting as part of the international trade cycle	3.1 The following assessment criteria should be applied in a integrated way to assess the specific outcomes listed above: - the meaning of the term “trade” is explained with examples - a basic understanding of the South African trading environment is displayed - the concepts and principles of “International Trade”, “borders” and “trade cycle” are explained and examples, as they apply in the South African context, are supplied - the International Trade Cycle is explained together with the role of the various processes in the cycle and examples are supplied - the main features of importing and exporting are supplied in a table, which clearly illustrates the similarities and differences	**The student should be able to:** • explain the meaning of the term trade with examples • display a basic understanding of the South African trading environment • explain the concepts and principles of “international trade”, “borders” and “trade cycle” with examples as they apply in the South African context • explain the international trade cycle together with the role of the various processes in the cycle with examples • supply the main features of importing and exporting in a table to clearly illustrate the similarities and differences	• group work (competitive fun) to evaluate knowledge of students • during the group work the lecturer must be actively involved to evaluate and correct the input of the different groups • daily evaluation of practical exercises/case studies and individual remedial work is essential in order to develop each student in this field of study • small class tests that can be included in the calculation of the year mark • Topic test before students advance to the next topic

chapter 1
basic economic principles

Activity 1: Background research on a major economist

Assessment: Self

No formal assessment necessary. Individual answers.

Activity 2: What determines prices?

Assessment: Peer

1. Increase it.
2. Increase it.
3. Decrease it.
4. Increase it.
5. Increase it.
6. Decrease it.
7. Decrease it.
8. Increase it.

Activity 3: What is a market and how does it work?

Assessment: Peer

Individual answers.
It is important that the students realise that a market is a 'place' where buyers and sellers meet.

Activity 4: Exercise on micro-economics: budgets

Assessment: Self

Individual answers. No formal assessment.

Activity 5: Substitute products and complementary products

Assessment: Peer

Individual answers. .

Activity 6: Micro- or macro-economics

Assessment: Peer

1. Macro-economics.
2. Various individual answers. Encourage students to motivate their suggestions in a way that the other students will understand them.

Activity 7: Identify economic issues that could affect the South African economy

Assessment: Group

Individual answers.

Activity 8: Is it fair?

Assessment: Peer

Individual answers.

Activity 9: The nature of consumers' needs

Assessment: Peer

4. a) physical
    b) recognition
    c) security
    d) social/security
    e) recognition
    f) social
    g) security
    h) self-realisation
    i) social
    j) recognition
5. Individual answers.

Activity 10: Interpret demand and supply

Assessment: Self

(Approximate answers)
1. 2 units
2. 9 units

Activity 11: Why are diamonds expensive?

Assessment: Peer

Individual answers.
Help students to understand that diamonds are expensive because they are scarce. If they were plentiful, they would lose their 'value'.

Activity 12: South Africa's mixed economy

Assessment: Self/ Peer

E.g.:
government schools are free, but private schools charge
government hospitals are free, but private clinics charge for services
RDP houses are free to the poor, but one has to pay private housing developments
poor people get a basic state pension, but if you want to be better off, you have to provide for your own pension scheme
government provides infrastructure, but individuals must pay for their own transport

Activity 13: Research get-rich-quick schemes

Assessment: Self

Individual answers. No formal assessment necessary.

Activity 14: What is credit?

Assessment: Self/ Peer

Individual answers. No formal assessment necessary.

Activity 15: Research commercial banks in South Africa

Assessment: Peer

Individual answers.

Activity 16 and 17: Should governments take loans? and Should we pay taxes?

Assessment: Peer

Individual answers. No formal assessment necessary.

chapter 2
current affairs and business

Activity 18, 19, 20: How will the drying up of oil wells affect industry?
The effects of the drying up of Lake Victoria on local businesses and industry
The effects on Japan and the global economy if Tokyo is hit by a devastating earthquake

Assessment: Self

Individual answers.

Activity 21: What is the effect of rapid urbanisation?

Assessment: Peer

Individual answers.

Activity 22: The impact of a social event

Assessment: Lecturer

This is a possible ICASS task.

Activity 23: How do current events affect a business sector?

Assessment: Lecturer

This is a possible ICASS task.

Activity 24: The National Credit Act

Assessment: Peer

Individual answers.

Activity 25: South Africa: industries/sectors

Assessment: Group

1. primary, secondary, tertiary
2. individual answers
3 and 4. primary: Anglo-Gold – gold mining
    secondary: Koo – cans fruit and vegetables
    tertiary: ABSA – sells financial services

Activity 26, 27, 28: Problems and their causes and
    New developments
    What do we think?

Assessment: Group/ Peer

Individual answers

chapter 3
the international trade environment

Activity 29: Identify imported goods

Assessment: Self

Individual answers.

Challenge activity:
Assist students to explore this issue. It is unlikely that they will find any country that do not trade internationally at all.