



**UMnyango WezeMfundo
Department of Education**

**Lefapha la Thuto
Departement van Onderwys**

GAUTENG DEPARTMENT OF EDUCATION

ECONOMICS

CASS PORTFOLIO

2008

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1. WHAT IS A PORTFOLIO?

A portfolio is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format that will then form the learner's portfolio. It should **always** be available in the classroom. Items, which **can** be included in such a portfolio are, tasks (presentation-, case studies, assignments, report writing), projects, controlled tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of items/products that represent milestones in the learner's journey towards excellence. This collection includes items, which represent the whole curriculum, and also shows how the learner has progressed towards completion of the learning programme.

The collection of portfolio tasks serves as a summary of the learner's progress throughout the year. Portfolios enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves.

Arter and Spandel summarise the main characteristics of portfolios when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a portfolio is an arrangement of the characteristics of authentic assessment. It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do. The content of portfolios can be created within realistic contexts. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the portfolio as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

2. PURPOSE

The primary reasons for using portfolios as a collection of evidence include:

- authentic assessment of the learner's accomplishment of learning outcomes
- authentic assessment of the quality of learner's sustained work
- documenting improvement of learners' work

3. ASSESSMENT IN GRADE 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Economics and an external examination which makes up the remaining 75%.

The Economics teacher must provide a Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up an annual school assessment plan for Economics. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

The programme of Assessment for Economics Grade 12 comprises **seven tasks** which are assessed. Of the seven tasks, the six tasks which are completed during the school year make 25% of the total mark for Economics, while the end-of-year examination is the seventh task and makes up the remaining 75%. The six tasks will be assessed internally and be subjected to cluster moderation. The end-of-year examination will be set and assessed externally. The suggested mark allocation for Grade 12 is as follows:

Programme of Assessment	Marks	Total
2 x term tests (100 marks each)	200	
Mid Year Examination x 300	300	
3 x formal assessment tasks (minimum 50 marks each)	150	
Trial examination x 300	300	
Total converted to 100	950 ÷ 9.5	100
EXTERNAL ASSESSMENT		
External examination		300
	TOTAL	400

The following table provides an example of the programme of Assessment and tasks for Grade 12:

Term	Task	Form of assessment	Focus
1	1	<ul style="list-style-type: none"> Project: e.g. Budget (50 marks) 	LO1
	2	<ul style="list-style-type: none"> Test: Long and short questions, long answer questions (100 marks – 1 hour) 	Los 1 & 2 and ASs covered to date
2	1	<ul style="list-style-type: none"> Assignment: e.g. Compiling graphs 50 marks 	LO3
	2	<ul style="list-style-type: none"> Test Objective questions, long and short questions, long answer questions (100 marks – 1 hour) 	LOs and ASs covered to date
	3	<ul style="list-style-type: none"> Midyear examination (300 marks) 	LOs 1 - 3 and ASs covered to date
3	1	<ul style="list-style-type: none"> Investigation and presentation: Socio-economic issues e.g. Inflation 	LO4
	2	<ul style="list-style-type: none"> Trial examination (same format as final exams -300 marks) 	LOs 1 - 4

4. EDUCATORS' PORTFOLIOS

It is required from the Department of Education that a teacher's portfolio should accompany the learners' portfolios. It should follow the same logical order as the learner portfolio. This portfolio should include the following:

- a contents page;
- the formal Programme of Assessment;
- record sheets for each class (working mark sheets).
- a continuous moderation report; (school, cluster & district)
- the requirements of each of the assessment tasks (e.g. tasks, tests and examination papers); and
- the tools / model answers used for assessment for each task (e.g. memorandums, checklists, rubrics).

→ All educators are expected to keep a portfolio containing all documents related to assessment. It is the educator's responsibility to ensure that the information in their assessment portfolio is kept up to date.

→ An educator's assessment portfolio may be a file, a folder, a box, or any other suitable storage system.

- An educator's portfolio should contain the tasks for assessment as well as the planning that informs the development of these tasks and the records of assessment (e.g. rubric/memorandum etc.) of the formal tasks.
- Educators should as part of their planning provide an indication of the Learning Outcome and Assessment Standards assessed in each task. Examples of how this should be undertaken are provided in the Assessment Guidelines.
- The formal assessment task must be recorded properly. Working mark sheets of all learners' progress must be included in the portfolio. The worksheet must conform to the education department's requirements.
- Educators' portfolios should be available on request at all times for moderation and accountability purposes.

5. LEARNERS' PORTFOLIOS

The learners' portfolios should be well planned, organised and presented in a neat manner, for example, a file. It should include the following:

- a contents page;
 - a declaration by the learner;
 - a summary of marks;
 - the tests, examinations and assessment tasks each clearly separated from the next in accordance with the contents page.
- The assessment tasks that learners do must be filed. This collection of assessment tasks will become the learner's portfolio. A learner's assessment portfolio may be a file, a folder, a box, or any other suitable storage system.
 - Assessment tasks may be typed or handwritten. Learners should make use of pictures, photographs, drawings, clips, graphs, etc. in support of their answers.
 - Learners should complete and submit **all** required pieces of portfolio requirements to obtain the highest possible mark towards the CASS-mark
 - All work/tasks **MUST** reflect individual effort and quality, unless otherwise required. Originality and creativity are emphasised. All tasks must be done in classroom as far as possible, for supervision. Learners should be creative and original in their assessment tasks, keeping it brief and bearing instructions in mind.
 - All assessment tasks should conform to the following requirements:
 - Have a table of contents
 - Have a framework (introduction, body and conclusion).
 - Keep to the required length and make use of headings, sub-headings, etc.
 - Show evidence of research done (quoting sources and references)
 - Fulfil the requirements of each assessment task.
 - At the end of each assignment include a bibliography / list of references.
 - The mark sheet must be included in the portfolio and stapled to the assessment task.
 - All portfolios should have a front page consisting of the school's name, learner's name, grade and the year
 - Learners will sign a declaration that the work/tasks in the portfolio is their own and original effort.

6. SKILLS TO BE ASSESSED IN ECONOMICS

CASS allows for skills that cannot be assessed under examination conditions to be assessed by the teacher in an environment that is more appropriate to the form of assessment. The knowledge that learners gain should be accompanied by the acquiring of Economics- and other kinds of skills.

Skills to be assessed in CASS

- Critical thinking
- Argue logically
- Observation skills: match, classify, identify, interpret
- Recording skills: Present data, recording information, summarise written and spoken information
- Evaluating skills: Identify weaknesses and strong points, recognise incomplete results, and formulate constructive criticism and appraisals
- Investigative skills, etc

7. MODERATION

To ensure that learners' portfolios of evidence complies with generally accepted quality standards, moderation of such portfolios should be conducted on an ongoing basis. Moderation should not be seen as being an '*event*' but a continuous process. The following three-tier moderation model is hereby suggested:

School/site-based moderation

Each school should ideally have an assessment committee in place to oversee and monitor, amongst others, all moderation related processes. The subject head/head of department should moderate portfolio CASS tasks on a continuous basis as and when such tasks are completed and assessed by subject teachers. Great care should be taken that the standard of the evidence is in line with the marks allocated. The subject head/head of department will moderate a 10% sample, with a minimum of 5 portfolios, as well as the master portfolio of the subject teachers.

The school principal is ultimately responsible and accountable for all site-based moderation processes. The district office will institute the necessary monitoring mechanisms.

District/cluster moderation

At the beginning of the academic year a preliminary subject meeting should be held by the district subject advisor to, *inter alia*:

- elect cluster leaders
- clarify all CASS requirements
- decide in advance on dates/venues for cluster moderation

A suitable number of schools, for example 8, will form a cluster with a subject teacher/ representative from each school. A panel of moderators under the chair of a cluster leader will moderate a 10% sample, with a minimum of 5 portfolios per school. A moderation report, compiled by each cluster leader should be submitted to the district subject advisor after every cluster moderation meeting, who will compile a comprehensive report. At the final moderation session, the moderated portfolios and the signed mark sheets of all schools must be submitted to the subject advisor or officials nominated by the provincial departments. District/cluster moderation should take place at least **four times** for the year.

District/cluster moderation should ideally be done as follows:

- 1st term: forming clusters and election of cluster leaders
- beginning of 2nd term: cluster moderation
- beginning of 3rd term: cluster moderation
- final district moderation towards end of 3rd term
- provincial moderation beginning of 4th term

Clusters should consider 'standardised' CASS tasks set by selected educators to ensure uniformity and the maintenance of standards. Components of portfolios should be moderated in depth and moderation reports completed. Where schools cannot be clustered because of distance factors, it is advisable that the subject advisor perform contact moderation.

Provincial moderation

Provincial moderation will take place under the auspice of the Gauteng Education Department. A random sample of portfolios (per district) will be selected across a range of schools /circuits/ districts and scores as arranged by provincial education departments.

8. FORMS OF ASSESSMENT

(a) Tests and examinations

In grade 12 at least **two controlled tests** should be part of the formal assessment tasks.

- Time allocation: 1 Hour: 100 marks
- All learners write the same test at the same time under controlled conditions.
- Question papers and memoranda to comply with year-end examination standards in terms of its composition and structure

(b) Midyear examination

A midyear examination should be written in grade 12. The time and mark allocation is similar to the final examination

- Time allocation: 3 hours: 300 marks
- Question papers and memoranda to comply with year-end examination standards in terms of its composition and structure

Structure for midyear examinations

Section	Description	Marks	Time
A	Short questions (multiple choice, true or false; matching; choose the correct one)	50	30 min
B	Long and short questions (data response)	150	90 min
C	Long answer questions Give 4 – Learner must answer two (2)	100	60 min
	Total	300	180 min

(c) Preparatory examination

- Must cover the whole syllabus
- The Preparatory Examination will be externally set, but internally assessed. The Gauteng Department of Education is responsible for the setting of this question paper. School, clusters, however, are at liberty to set their own question paper(s). This is subject to conditions as set by the Gauteng Department of Education.

9. CASS EXEMPLARS

The following exemplars of CASS activities are included in this document and may be used as CASS activities/tasks.

**ECONOMICS
GRADE 12**

ASSESSMENT TASK: PROJECT

Instructions

1. Your project must meet the following criteria.
 - 1.1 A front page
 - 1.2 A table of contents
 - 1.3 Text must be divided into paragraphs
 - 1.4 References of sources must be indicated
 - 1.5 Text should be supported by pictures, photos, diagrams, graphs, etc.
 - 1.6 The final product must be bound or stapled in an acceptable way.
2. The project must consist of a maximum of 3 000 words (about 6 handwritten pages or 4 x A4 typed pages at a font Arial size 12, and 1,5 line spacing) excluding pictures, graphs, displays etc.
3. This is an individual task.
4. Each learner's work must be unique. Learners will be penalised (getting nought) if two or more learners' work are exactly the same.
5. Do only **ONE** of the following topics.

Topic: Business cycles LO1 AS2

When the economy is in a recession, the state can attempt to contain the economic slump and stimulate economic activity using expansionary monetary and fiscal policy instruments. Discuss business cycles and how the government uses policies to encourage recovery and upswing in the economy.

Use the following as guidelines:

- Definition
- Causes
- Policy
- Forecasting (Features underpinning forecasting)

OR

Topic: Socio-economic issues LO1 AS3

Housing is a hotly debated topic in South Africa. Discuss this overwhelming problem as faced by South Africa and regional governments.

Use the following as guidelines in your discussion.

- Causes
- Policy e.g. RDP
- Problems faced in the provisioning of housing
- Possible solutions

Rubric: PROJECT

Name:		Class:		Date:	
CRITERIA	Does not meet the requirement	Partially meets requirement	Meets the requirement	Exceeds the requirement	Excellent
Norm	1 – 2	3 – 4	5 – 6	7 – 8	9 - 10
Quality of research	Only school text book(s) used	Less than adequate number of sources used	Adequate number of sources used	More than required number of sources used	Wide variety of sources used
Continuous collection of information and material	Very little information collected/seldom adhered to cut off dates	Less than adequate information collected / very few cut off dates missed	Adequate information collected continuously / submitted on cut off dates	More than adequate information collected / submitted before/on cut off dates	A lot of information collected continuously / submitted before cut off dates
Final product – quality of contents	Very little effort made – content greatly copied directly from sources	Some part of content is relevant – partly copied directly from sources – insight lacking	Relevant content shows good insight, area of research well covered	Relevant and well-researched presentation – Learner demonstrates very good insight	In depth presentation pertaining to real world practice / evidence is shown of insight into relationship between subject theory and real world practice
Technical quality	Very little trouble taken – untidy, shabby presentation	Minimal effort made – presentation still acceptable.	Very good final presentation	Excellent presentation – made full use of available sources/technology	Proof of pride and very hard work – impressive final product
Individual / group role	Only a small contribution made towards the group effort	A reasonable contribution made, but mastery of specific group role is still inadequate	Good contribution made – without this contribution this group would not have been able to produce required standard	Very good contribution made – this contribution was mainly responsible for this group being on par with the better/other groups	His/her contribution was of a high quality – this contribution was mainly responsible for this group attaining the best result
(50)					

RESEARCH ASSIGNMENT

Topic: INDUSTRIAL DEVELOPMENT ZONES (LO3 AS2)

Task:

Read the three articles below and answer the questions which follow.

RICHARDS BAY IDZ

The Richards Bay IDZ forms part of the Government's macro-economic policy to develop South Africa's manufacturing sector by encouraging investment in export-orientated industries, centred on beneficiation of the country's mineral resources. The intention is to provide purpose-built infrastructure for manufacturing industries and to link the IDZ to the Port of Richards Bay.

TWO KEY RICHARDS BAY IDZ PROJECTS FACE CHALLENGES OVER POLLUTION

The Richards Bay industrial development zone (IDZ) has been hard at work to attract business and may be extended, but pollution in the area is jeopardising at least two projects representing a combined investment of more than R3 billion.

RICHARDS BAY'S IDZ HOLDS BASKET OF BENEFITS

While the IDZs would not provide the hoped-for complete tax-free benefits, they would be import duty and VAT free, in line with standard international practice. About R15 billion has been invested in the area since 1997, so there is confidence that the benefits the IDZ will provide to export-orientated business will attract further investment.

The creation of an IDZ around the Richards Bay harbour and adjacent land was important for the country because it represented a unique opportunity for business, allowing competition on a free port basis with the rest of Africa and Asia.

1. Richards Bay, a port on the KwaZulu Natal north coast, is one of four registered IDZs in South Africa. Name the other three.
2. Outline the prerequisites of an IDZ and indicate why a business would situate itself in an IDZ.
3. Indicate the main focus of the Richards Bay IDZ.
4. Discuss possible positive and negative impacts of the IDZ on the economy taking the following as a guideline:
 - 4.1 Impact of the Richards Bay IDZ on the physical environment
 - 4.2 Impact on foreign investment
 - 4.3 Impact on employment rates

RESEARCH ASSIGNMENT
INDUSTRIAL DEVELOPMENT ZONES

NAME: _____ **GRADE:** _____

SCHOOL: _____

EDUCATOR: _____ **DATE:** _____

FINAL MARK: _____ / 50

COMMENTS:

	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
KNOWLEDGE AND UNDERSTANDING	Mentions some general things of importance	Demonstrates some understanding of simple concepts	Demonstrates understanding of ordinary concepts, principles and theories	Demonstrates significant understanding of major concepts, principles and theories	Demonstrates comprehensive understanding of advanced concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
		2	4	6	8	10
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates general command of relevant factual knowledge	Demonstrates significant command of relevant factual knowledge	Demonstrates comprehensive command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
		1	2	3	4	5
	Shows little understanding of composition and structure of research – question 3	Shows some understanding of composition and structure of research - question 3	Shows general understanding of composition and structure of research (Introduction, body and conclusion) - question 3	Shows significant understanding of composition and structure of research (Introduction, body and conclusion – including full sentences) - question 3	Shows comprehensive understanding of composition and structure of research (Introduction, body and conclusion – including paragraphing and full sentences) - question 3	Shows complete understanding of composition and structure of research (Introduction, body and conclusion – including headings of relevant aspects of topic, paragraphing, full sentences) - question 3
	1	2	3	4	5	

CONTEXT	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Responds by outlining, mentioning and listing elements relating to the topic	Responds by describing, mentioning inadequately some policies and makes inappropriate mention of relevant facts and knowledge	Demonstrates the ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates significant ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates comprehensive ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates outstanding ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable
	1	2	4	6	8	10
ATTITUDES	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Does not mention advantages and disadvantages	Mentions only advantages OR disadvantages	Briefly mentions advantages and disadvantages, however more focus is placed on one	Mentions both advantages and disadvantages. Provides valid facts, however, very little support is given to statements	Discusses both advantages and disadvantages. Provides valid facts and provides support to statements made. Good arguments offered	Discusses both advantages and disadvantages. Provides valid facts, and provides excellent support to statements made. Excellent arguments given and demonstrates excellent understanding
		2	4	6	8	10
COMMUNICATION AND SKILLS	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Shows a limited Economics vocabulary. Cannot write proper sentences and paragraphs	Uses Economics terms but lacks the ability to communicate quantitatively. Makes errors in grammar and paraphrasing	Uses standard Economics terminology – those found in school Economics	Uses enriched (as found in the media) Economics terminology and 'good practice' language conventions	Uses advance (as found in HET) Economics terminology and 'best practice' language conventions	Demonstrates exceptional command of advanced Economics terminology and 'best practice' language conventions
		2	4	6	8	10

RESEARCH ASSIGNMENT

Topic: NATIONAL INCOME (LO3 AS4)

To do this assignment you will need a copy of the SARB Quarterly Bulletin from the

- December of the previous year
- March of the present year
- June of the present year

OR

Go to the SARB website

- <http://www.reservebank.co.za>

A copy of the SARB Quarterly Bulletin can be obtained from the SARB. Contact details are as follows:

- Tel.: (012) 313-3645
- Research Department
SARB
P.O. Box 427
PRETORIA
0001

1.1 Use table KB602 in the SARB Quarterly Bulletin and use this information to do the following:

1.1.1 Copy the following table and complete columns (c) and (d).

- (c) Supply the current year's figures at constant prices.
- (d) Make use of the figures at constant prices and calculate the relative contribution of each sector for the current year in percentage.

ECONOMIC ACTIVITY	2006 AT REAL PRICES (R millions)	2006 % OF GDP	CURRENT YEAR AT CONSTANT PRICES (R millions)	% OF GDP
	(a)	(b)	(c)	(d)
Primary	89 883	10,42		
Secondary	208 241	24,15		
Tertiary	564 129	65,43		
GDP	862 253	100,00		

1.1.2 Draw a pie chart/graph to reflect the information supplied in column (d). Remember to use labels.

1.2 The table below depicts the gross value added by the primary sector from 2004 to 2006, at current and constant 2000 prices.

R millions

	2004	2005	2006	
AT CURRENT PRICES				
Primary sector	128 722	138 140	161 853	
Agriculture, forestry and fishing	39 432	37 625	41 632	
Mining and quarrying	89 290	100 515	120 221	
AT CONSTANT PRICES				
Primary sector	95 446	98 219	93 926	
Agriculture, forestry and fishing	28 083	29 232	25 390	
Mining and quarrying	67 363	68 987	68 536	

KB 602

Source: SARB Quarterly Bulletin, March 2007 – KB602

- 1.2.1 Complete the table up to end of last year. (Use the information supplied in the latest SARB Quarterly Bulletin.)
- 1.2.2 What can be concluded if a comparison is made between the economic activities at current prices and those at constant prices for the period 2004 up to the most recent data?
- 1.2.3 State the causes for the phenomena in 1.2.2.
- 1.3 Consider the table below and answer the questions that follow.

Production, distribution and accumulation account of South Africa
Non-financial corporations
At current prices

R millions	2005	2006
Output at basic price	2 142 263	2 399 788
Less Intermediate consumption	1 394 046	1 560 200
Gross value added at basic prices	748 217	839 588
Less Compensation of employees	359 611	395 322
Less Other taxes on production	17 016	17 257
Other subsidies on production	2 248	3 180
Gross operating surplus	373 838	430 189

Source: Quarterly Bulletin March 2007- KB639

- 1.3.1 Explain the concept **at basic price**.
- 1.3.2 Give another term which may be used instead of **Gross value added**.
- 1.3.3 Differentiate between **taxes on production** and **taxes on products** and give an example of each.
- 1.3.4 Differentiate between **subsidies on production** and **subsidies on products** and give an example of each.
- 1.4 Consult table KB 810 (National accounts – selected data) in the SARB Quarterly Bulletin to answer the following questions.
- 1.4.1 What happened with the economic growth in South Africa with respect to this year and the previous year?
- 1.4.2 Which figures did you use to obtain your answer in Question 1.4.1?
- 1.4.3 Why did you use this figure? Give reasons for your answer.

RESEARCH ASSIGNMENT

NATIONAL INCOME

NAME: _____ **GRADE:** _____

SCHOOL: _____

EDUCATOR: _____ **DATE:** _____

FINAL MARK: _____ / 50

COMMENTS:

	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
KNOWLEDGE AND UNDERSTANDING	Mentions some general things of importance	Demonstrates some understanding of simple concepts	Demonstrates understanding of ordinary concepts, principles and theories	Demonstrates significant understanding of major concepts, principles and theories	Demonstrates comprehensive understanding of advanced concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
		1	2	3	4	5
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates general command of relevant factual knowledge	Demonstrates significant command of relevant factual knowledge	Demonstrates comprehensive command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
		1	2	3	4	5

	Shows little understanding of composition and structure of research	Shows some understanding of composition and structure of research	Shows general understanding of composition and structure of research (Introduction, body and conclusion)	Shows significant understanding of composition and structure of research (Introduction, body and conclusion – including full sentences)	Shows comprehensive understanding of composition and structure of research (Introduction, body and conclusion – including paragraphing and full sentences)	Shows complete understanding of composition and structure of research (Introduction, body and conclusion – including headings of relevant aspects of topic, paragraphing, full sentences)
		1	2	3	4	5
CONTEXT	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
		Responds by describing, mentioning inadequately some policies and makes inappropriate mention of relevant facts and knowledge	Demonstrates the ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates significant ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates comprehensive ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates outstanding ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable
		1	2	3	4	5
SKILLS	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Response includes no data and or graph	Response includes some data and or graph	Response includes data and graph but are inaccurate	Response includes accurate data and graph where applicable	Response includes accurate data and graphs to articulate, clearly labelled	Response includes accurate data and graph, clearly labelled and used as a visual tool to illustrate the percentage contribution made by the various sectors
		1	2	3	4	5
	Makes inadequate interpretations based on data and other evidence	Makes inadequate interpretations based on data and other evidence	Makes limited interpretations based on data and other evidence	Uses reasonable means to analyse and present data and draws substantiated conclusions	Uses reasonable means to analyse and present data and draws defensible conclusions	Uses a variety of means to analyse and present data and draws valid conclusions
		2	4	6	8	10
Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding	
Calculations totally incorrect	20 % of calculations correct	40 % of calculations correct	60 % of calculations correct	80 % of calculations correct	Calculations correct in every respect	
	2	4	6	8	10	
COMMUNICATION	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Shows a limited Economics vocabulary. Cannot write proper sentences and paragraphs	Uses Economics terms but lacks the ability to communicate quantitatively. Makes errors in grammar and paraphrasing	Uses standard Economics terminology – those found in school Economics	Uses enriched (as found in the media) Economics terminology and 'good practice' language conventions	Uses advance (as found in HET) Economics terminology and 'best practice' language conventions	Demonstrates exceptional command of advanced Economics terminology and 'best practice' language conventions
	1	2	3	4	5	

**ECONOMICS
GRADE 12**

RESEARCH ASSIGNMENT

Topic: EXCHANGE RATES (LO3 AS3)

Task:

1. Monitor the trends of the following exchange rates of the Rand against the **US dollar** and the **British pound** over a period of four (4) weeks.
2. Draw line graphs to indicate the trend of the Rand against the US Dollar and the British Pound. (Monitor on a daily basis but record only the rate of exchange as at close of trade on Friday.)
3. Discuss the graphs, referring the highs and lows and provide possible explanations for these.

**ECONOMICS
GRADE 12**

RESEARCH ASSIGNMENT: EXCHANGE RATES

NAME: _____ **GRADE:** _____

SCHOOL: _____

EDUCATOR: _____ **DATE:** _____

FINAL MARK: _____ / 50

COMMENTS:

	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
KNOWLEDGE AND UNDERSTANDING	Mentions some general things of importance	Demonstrates some understanding of simple concepts	Demonstrates understanding of ordinary concepts, principles and theories	Demonstrates significant understanding of major concepts, principles and theories	Demonstrates comprehensive understanding of advanced concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
		1	2	3	4	5
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates general command of relevant factual knowledge	Demonstrates significant command of relevant factual knowledge	Demonstrates comprehensive command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
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	1	2	3	4	5	

CONTEXT	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Responds by outlining, mentioning and listing elements relating to the topic	Responds by describing, mentioning inadequately some policies and makes inappropriate mention of relevant facts and knowledge	Demonstrates the ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates significant ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates comprehensive ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable	Demonstrates outstanding ability to make clear content, using examples, describes policies and infuses information on relevant facts and knowledge where applicable
	1	2	4	6	8	10
SKILLS	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Response includes no data and or graphs	Response includes some data and or graphs	Response includes data and graphs but are inaccurate	Response includes accurate data and graphs where applicable	Response includes accurate data and graphs to articulate	Response includes accurate data and graphs and are used successfully to illustrate the movements in the rates of exchange
	Makes inadequate interpretations based on data and other evidence	Makes limited interpretations based on data and other evidence	Makes reasonable interpretations based on data and other evidence	Uses a variety of means to analyse and present data and draws substantiated conclusions	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
		1	2	3	4	5
	2	4	6	8	10	
ATTITUDES	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Does not mention advantages and disadvantage	Mentions only advantages OR disadvantages	Briefly mentions advantages and disadvantages, however more focus is placed on one	Mentions both advantages and disadvantages. Provides valid facts, however, very little support is given statements	Discusses both advantages and disadvantages. Provides valid facts and provides support to statements made. Good arguments offered	Discusses both advantages and disadvantages. Provides valid facts, and provides excellent support to statements made. Excellent arguments given and demonstrates excellent understanding
		1	2	3	4	5
COMMUNICATION	Inadequate	Partial	Adequate	Satisfactory	Meritorious	Outstanding
	Shows a limited Economics vocabulary. Cannot write proper sentences and paragraphs	Uses Economics terms but lacks the ability to communicate quantitatively. Makes errors in grammar and paraphrasing	Uses standard Economics terminology – those found in school Economics	Uses enriched (as found in the media) Economics terminology and 'good practice' language conventions	Uses advance (as found in HET) Economics terminology and 'best practice' language conventions	Demonstrates exceptional command of advanced Economics terminology and 'best practice' language conventions
	1	2	3	4	5	

**ECONOMICS
GRADE 12**

ASSESSMENT TASK: INVESTIGATION / PRESENTATION

Instructions

1. Your TASK must meet the following criteria.
 - 1.1 A front page
 - 1.2 A table of contents
 - 1.3 Text must be divided into paragraphs
 - 1.4 References of sources must be indicated
 - 1.5 Text should be supported by pictures, photos, diagrams, graphs, etc.
 - 1.6 The final product must be bound or stapled in an acceptable way.
2. The task must consist of a maximum of 3 000 words (about 6 handwritten pages or 4 x A4 pages at a font Arial size 12) excluding pictures, graphs, displays etc.
3. Do only **ONE** of the following topics.
4. This is an individual task.
5. Each learner's work must be unique. Learners will be penalised (getting nought) if two or more learners' work is exactly the same.

Topic: Inflation LO4 AS1&4

Has the South African Reserve Bank failed in keeping inflation within the range of 3% to 6%?
Discuss.

Topic: Tourism LO4 AS2&4

Tourism has the potential to increase the employment opportunities and real income per capita. However, crime is a major inhibiting factor in the growth of this industry. Discuss tourism as a factor facing obstacles to contributing towards economic development in South Africa.

Rubric for Investigation / Presentation

Name		Class	Date		
Skills for assessments	Requires intensive intervention	Needs Additional Support	Credit/competent	Merit/good	Excellent
Norm	1 – 2	3 – 4	5 – 6	7 - 8	8 - 10
Relevance Presentation is in line with the topic under discussion					
Logical reasoning Information systematically and effectively conveyed					
Factual correctness Understanding and insight of topic; correct and up-to date information conveyed					
Persuasiveness Convincing arguments; well presented; body language					
Use of Economics terminology Use standard Economics terminology; clear and unambiguous					
TOTAL (50)					

Annexure A (Moderation Tool for School Moderation of Internal Assessment by the Subject Head or Head of Department)

Subject: Economics

Grade 12

Component of Assessment Tasks	Number of Learners Moderated	Remarks	Date	Moderator's Signature
Term 1				
<i>Test 1</i>				
Project				
Term 2				
<i>Assignment</i>				
<i>Test 2</i>				
Midyear Examination				
Term 3				
<i>Investigation/ Presentation</i>				
Preliminary Exam				
Standard of Assessment Tasks	Indicate Yes or No	Remarks		Moderator's Signature
Clear Instructions				
Format				
Spread of Questions				
LO's and Assessment Standards Identified				
Standard of Questions				
Marking	Indicate Yes or No	Remarks		Moderator's Signature
According to Rubric Memo or Appropriate Assessment Tool				
Marks Correctly Transferred to Mark Sheets				
Marks Correctly Converted to CASS Mark Sheet				

Remarks:

Signature subject teacher: _____

Signature Subject Head, Head of Department or Principal: _____

School: _____ **Educator:** _____
District: _____ **Date:** _____

Assessment Task	No of activities completed			Comments
	Term 1	Term 2	Term 3	
Test(s)				
Project				
Assignment				
Midyear Exam				
Investigation/ Presentation				
Preliminary Exam				
Total				

Assessment Tasks	Yes	No	Comments
Tasks conform to SAG?			
LOs & ASs identified?			
Task(s) relevant to LO?			
Portfolio Guideline requirements met? (length, total, instructions etc)			
Rubric(s) suitable to assessment task?			
Marking of assessment task(s)			
Marking done according to assessment tool (rubric, memo)?			
Marks correctly transferred to mark sheet?			
Marks correctly converted to CASS mark sheet?			
Correct no of portfolios submitted for cluster moderation?			
Correct no of portfolios submitted for provincial moderation?			

List of learners’ portfolios moderated

Learner’s Name	Comments

Remarks:

Signature: Educator

Signature: Cluster leader

Annexure C

INDIVIDUAL LEARNER'S MARK SHEET
Economics

NAME OF LEARNER: _____

EXAMINATION NUMBER: _____

SCHOOL: _____

Assessment Task	Total	Mark obtained	Mod. mark	Comments
Project	50			
Test 1	100			
Assignment	50			
Test 2	100			
Midyear Exam	300			
Investigation	50			
Trial Exam	300			
Total	950			
Total ÷ 9.5=	100			
% Yearmark	25%			

Each learner is required to present his/her assessment tasks in a folder for assessment by the school and moderation by the department. This mark sheet must be placed in front of the folder before being submitted to the education department.

We hereby certify that these marks are a true reflection of above learner's work		
	SIGNATURE	DATE
LEARNER		
EDUCATOR		
PRINCIPAL		

SCHOOL STAMP

ECONOMICS

DECLARATION BY LEARNER

<p>SCHOOL: _____</p> <p>NAME OF LEARNER: _____ (Surname and First name)</p> <p>EDUCATOR'S NAME: _____</p>
--

I hereby declare that all pieces contained in this portfolio, are my own, original work and that if I have made use of any sources, I have acknowledged them.

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

CANDIDATE'S SIGNATURE

DATE

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

EDUCATOR'S SIGNATURE

DATE

<p>SCHOOL STAMP</p>

Annexure E (WORKING MARKSHEET)

	Surname	Initials	Term 1		Term 2			Term 3		Total	Total Conv (100)	Year mark
			Project	Test	Assig	Test	Midyear Examination	Investigation/ Presentation	Prelim			
			50	100	50	100	300	50	300	950	950/9.5	25%
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
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24												
25												
26												

