## 2. ASSESSMENT IN GRADE 12

### 2.1 Format of the question papers

**CLASSIFICATION OF TOPICS FOR THE GRADE 12 ECONOMICS QUESTION PAPERS**

| ECONOMICS GR.12 | |
|---|---|
| **PAPER 1**<br><br>**150 MARKS – 2 HOURS** | **PAPER 2**<br><br>**150 MARKS – 2 HOURS** |
| **MAIN TOPIC:<br>MACROECONOMICS** | **MAIN TOPIC:<br>MICROECONOMICS** |
| **SUBTOPICS:**<br>• Circular flow<br>• Business cycles<br>• Public sector<br>• Foreign exchange markets | **SUBTOPICS:**<br>• Perfect markets<br>• Imperfect markets<br>• Market failures |
| **MAIN TOPIC:<br>ECONOMIC PURSUITS** | **MAIN TOPIC:<br>CONTEMPORARY ECONOMIC ISSUES** |
| **SUBTOPICS:**<br>• *Protectionism and free trade<br>• Growth and development<br>• Industrial development policies<br>• Economic and social performance indicators | **SUBTOPICS:**<br>• Inflation<br>• Tourism<br>• Environmental sustainability |
| *** Note that Protectionism and Free Trade has been moved from Macroeconomics to Economic Pursuits.** | |

### 2.2 Details of question papers



- Each paper carries 150 MARKS.
- The duration of each paper is **2 HOURS**.
- Each paper comprises SIX QUESTIONS divided into three sections.
  Of the six questions only FOUR must be answered as follows:
  - SECTION A: QUESTION 1 is COMPULSORY.
  - SECTION B: Consists of THREE questions: QUESTIONS 2–4 of which the candidate must choose only TWO
  - SECTION C: Consists of TWO questions: QUESTIONS 5–6 of which the candidate must choose only ONE
- The above papers must NOT be written on the same day.
- The detailed requirements of each section (per question paper) are indicated on the next page.

**SECTION A (COMPULSORY)** **TOTAL: 30**

**QUESTION 1**

1.1 **MULTIPLE-CHOICE ITEMS** (lower order)
WITH 4 POSSIBLE options **per main topic** = 8 items (2 marks per item) (8 x 2) (16)

1.2 **MATCHING ITEMS (COLUMN A AND B)** (lower order)
FOUR items **per main topic** = 8 items (1 mark per item) (8 x 1) (8)

1.3 **GIVE THE TERM** (lower order)
THREE items **per main topic** = 6 items (1 mark per item) (6 x 1) (6)
Abbreviations, acronyms and examples are not acceptable.

*Although the questions are regarded as lower order, they may be classified as EASY (e.g. open economy), MODERATE (e.g. real flow) or DIFFICULT (e.g. autonomous consumption).*

**SECTION B (ANSWER TWO QUESTIONS IN THIS SECTION)** **TOTAL: 80**

**QUESTIONS 2–4 (THREE QUESTIONS)**

ONE question per MAIN TOPIC and ONE combination question between the 2 MAIN TOPICS. (50%/50%))

2.1 Short items

2.1.1 Lower order (2 ITEMS) Name TWO. (2 x 1) (2)
2.1.2 Middle order (1 ITEM), e.g. How, why and what (an application type of question). (1 x 2) (2)



2.2–2.3 TWO data response questions (middle order), e.g. Study the following graph/cartoon/ table/extract/real data and answer the questions that follow. (10 x 2) (20)

- Items in the data response questions must be 'scaffolded' from easy to difficult: 2 marks easy, 4 marks moderate and 4 marks difficult
- The answers to the first 2 questions (1 mark each) may appear in the data, but will be one of application
- Data response questions give a context on what aspects to be assessed, and answers would not necessary appear in the data

2.4 ONE single question (middle order), e.g. explain, discuss, distinguish or differentiate between, draw a correctly labelled graph/draw a correctly labelled graph and explain//use the given graph and explain. (8)

2.5 ONE single question (higher order), e.g. how, why or evaluate. (8)
***Higher order questions are grounded in the content. These types of questions test critical thinking, where candidates should be able to apply their knowledge, through logical reasoning and also have an awareness of their current economic climate. Content (covered by*** discuss/examine/describe/ analyse/explain/evaluate/compare/assess/justify/construct/calculate) ***can be assessed as higher-order questions. Answers will not necessarily be found in textbooks.***

| |
|---|
| With regard to *what*, *how* and *why questions*, learners must be guided by the mark allocation when answering the question. E.g. *Why … (2 marks)* will require ONE discussion point and *Why … (8 marks)* will require THREE to FOUR discussion points depending on examples given.<br>Responses must give effect to the contextual demands of the question! |

**[40]**

**SECTION C (ANSWER ONE QUESTION IN THIS SECTION** **TOTAL: 40**

**QUESTIONS 5–6 (TWO ESSAY QUESTIONS)** ONE question per MAIN TOPIC

| STRUCTURE OF ESSAY | MARK ALLOCATION |
|---|---|
| **Introduction**<br>The introduction is a lower-order response.<br>• A good starting point would be to define the main concept related to the question topic.<br>• Do not include any part of the question in your introduction.<br>• Do not repeat any part of the introduction in the body.<br>• Avoid saying in the introduction what you are going to discuss in the body. | Max. 2 |
| **Body**<br>**Main part:** Discuss in detail/In-depth discussion/Examine/Critically discuss/ Analyse/Compare/Evaluate/Distinguish/Differentiate/Explain / Draw a graph and explain / Use the graph given and explain/Complete the given graph/ | Max. 26 |
| **Additional part:** Give own opinion/Critically discuss/Evaluate/Critically evaluate/ Calculate/Deduce/Compare/Explain/Distinguish/Interpret/Briefly debate/ How/Suggest /Construct graph (foreign exchange market, multiplier) | Max. 10 |
| **Conclusion**<br>Any higher-order conclusion should include:<br>• A brief summary of what has been discussed without repeating facts already mentioned<br>• Any opinion or value judgement on the facts discussed<br>• Additional support information to strengthen the discussion/analysis<br>• A contradictory viewpoint with motivation, if required<br>• Recommendations | Max. 2 |
| **TOTAL** | **40** |

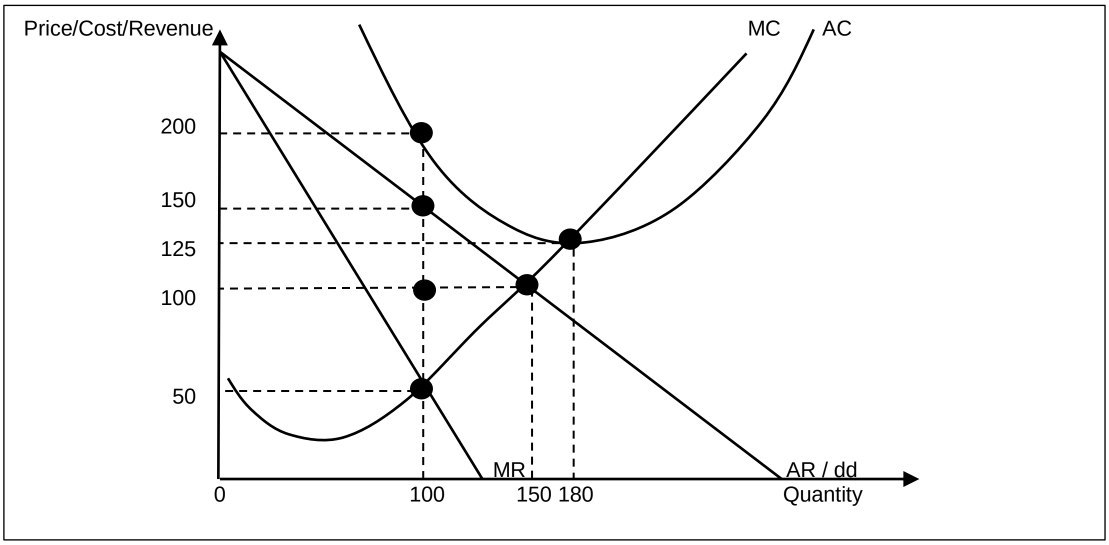


## 2.3 Cognitive-level grid

| MAIN TOPICS | | SECTION A | | | SECTION B | | | | | SECTION C | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Multiple choice | Matching Items A and B | Give the term | Short items | | Data response | Single Questions | | Essay Questions | |
| | | Lower | Lower | Lower | Lower | Middle | Middle | Middle | Higher | Lower | Higher |
| PAPER 1 | Macroeconomics | 4x2 = 8 | 4x1 = 4 | 3x1 = 3 | 2x1 = 2 | 1x2 = 2 | 2x10 = 20 | 8 | 8 | 10 | 30 |
| | Economic Pursuits | 4x2 = 8 | 4x1 = 4 | 3x1 = 3 | 2x1 = 2 | 1x2 = 2 | 2x10 = 20 | 8 | 8 | 10 | 30 |
| | Macro and Pursuits | | | | 2x1 = 2 | 1x2 = 2 | 2x10 = 20 | 8 | 8 | | |
| | **TOTAL** | **16** | **8** | **6** | **4** | **4** | **40** | **16** | **16** | **10** | **30** |
| | | | | | | | | | | | |
| PAPER 2 | Microeconomics | 4x2 = 8 | 4x1 = 4 | 3x1 = 3 | 2x1 = 2 | 1x2 = 2 | 2x10 = 20 | 8 | 8 | 10 | 30 |
| | Contemporary Economics | 4x2 = 8 | 4x1 = 4 | 3x1 = 3 | 2x1 = 2 | 1x2 = 2 | 2x10 = 20 | 8 | 8 | 10 | 30 |
| | Micro and Contemporary | | | | 2x1 = 2 | 1x2 = 2 | 2x10 = 20 | 8 | 8 | | |
| | **TOTAL** | **16** | **8** | **6** | **4** | **4** | **40** | **16** | **16** | **10** | **30** |

| | COGNITIVE LEVELS | MARKS | % |
|---|---|---|---|
| **PAPER 1 AND PAPER 2** | **Lower Order (Levels 1 and 2)** | 44 | 29,3 |
| | **Middle Order(Levels 3 and 4)** | 60 | 40,0 |
| | **Higher Order(Levels 5 and 6)** | 46 | 30,7 |

**NOTE:** Cognitive-level deviations not to exceed 2,67%.




2.2.1 What is the selling price of the business above? (1)

2.2.2 Identify the letter in the graph above that represents the loss minimising point. (1)

2.2.3 Briefly describe the term *monopoly*. (2)

2.2.4 Why is the equilibrium position above typical of the short run? (2)

2.2.5 Determine the loss for this business. Show ALL calculations. (4)

**Paragraph question** **(4 x 2) or (2 x 4) (8)**

*(This is a <u>moderate to difficult</u> **<u>middle-order</u>** <u>question</u> and requires insight and understanding of the particular topic, candidates must be able to recall/ reason facts from approved textbooks and then substantiate/demonstrate the facts with appropriate examples)*



Allocation of marks: TWO marks will be allocated per fact. Listing of examples will only count ONE mark. If an example is appropriately explained, TWO marks will be allocated. If facts are only listed, a maximum of FOUR marks will be allocated.

**Paragraph question** **(4 x 2) or (2 x 4) (8)**

*(This is a **<u>higher-order</u>** <u>question</u> and requires deeper insight and understanding of the particular topic. Candidates must be able to give their own opinion and then substantiate / demonstrate arguments against / in favour of or to recommend solutions on certain issues. Application of knowledge.)*

*Candidates must be able to:*

- *give their own opinion and then substantiate / demonstrate arguments against or in favour*
- *evaluate and critique certain actions/values… in the economy*
- *analyse certain aspects … in the economy by unpacking and critique*
- *use economic models e.g. graph and diagram to explain certain aspects of economics*

| TOPIC 11: ECONOMIC AND SOCIAL INDICATORS | CONTENT DETAILS FOR TEACHING, LEARNING AND ASSESSMENT PURPOSES |
|---|---|
| **Analyse South Africa's economic and social performance indicators and their uses** | |
| **11.1 Assessing the performance of an economy** | • Briefly describe the **concepts**<br>• Briefly discuss the importance of **measuring** the performance of the economy |
| **11.2 Economic indicators** | • ***Discuss in detail the following economic indicators***:<br>- **Inflation rate indicators**<br>o Production prices (PPI)<br>o Consumer prices (CPI)<br>- **Foreign trade indicators**<br>o Terms of trade<br>o The exchange rate<br>- **Employment indicators**<br>o Economically active population (EAP)<br>o Employment rate<br>o Unemployment rate<br>- **Productivity indicators**<br>o Labour productivity<br>o Remuneration per worker<br>- **Interest rate indicators**<br>o Repo rate (link to other interest rates such as prime rate)<br>- **Money supply indicators**<br>o M1<br>o M2<br>o M3 |
| **11.3 Social indicators** | • ***Discuss in detail the following social indicators***:<br>- **Demographic indicators**<br>o Population growth<br>o Life expectancy<br>- **Nutrition and health indicators**<br>**Nutrition**<br>o Malnutrition<br>o Obesity<br>**Health**<br>o Child mortality<br>o Under 5 mortality<br>o Spending on health<br>o Access to clean water<br>o Access to sanitation<br>- **Education**<br>o Percentage public-sector spending<br>o Percentage enrolment in secondary schools<br>- **Services**<br>o Electricity<br>o Refuse/Garbage removal<br>o Water supply<br>o Sanitation |