

## The Economic Cycle Test/Exam

### Assessment Task

#### **Formal Assessment Task 1 (Individual activity) (LO1 AS1-5)**

#### **Activity 1: Demand, supply and price in your community (Individual activity) (LO1 AS1, AS3)**

Write a report about the need for basic foodstuffs in your community and how demand, supply and price operate to satisfy needs and wants in your community. Use the report-writing format below. Refer to the rubric at the end of the question to see how you will be assessed. Include the following information in your report:

- Identify the need for basic foodstuffs in your community.
- Demand: Explain how the demand for these foodstuffs is identified.
- Supply: Explain how these foodstuffs are supplied in response to the demand.
- Demand, supply and price: Explain how the demand and supply influence the price of these goods and how the price influences the demand and supply.
- Price and other factors: Identify other factors that influence the price of basic foodstuffs.

[15 marks]

#### **Report writing format**

Your report should contain the headings below in bold (if typed) and underlined (if handwritten). The section between the 'Introduction' and 'Conclusion' forms the main body of your report.

#### **Title**

Demand, supply and price in my community.

#### **Summary**

Summarise the main points, main conclusions and recommendations. Keep your summary short. (Although your summary appears below the title, you should write it last.)

#### **Introduction**

State the problem you are investigating. State the purpose of your report.

#### **Problem and theory**

Explain the problem you are investigating. Explain any theory that applies to the problem. (E.g.: How prices are influenced by demand and supply and how supply and demand influence prices.) Define your key concepts, e.g. 'supply' and 'demand'.

#### **Method and results**

Explain the method(s) you are using to obtain your result. State what your results are. Include any questionnaires, tables, diagrams and graphs you may be using to record your results.

#### **Discussion**

Assess your results. (E.g.: What other factors have you found that influence price? How do demand, supply and price influence each other?)

#### **Conclusion**

Summarise your results. Explain the importance of your results. Make recommendations about how solutions can be found to the problem you investigated.

#### **Teacher assessment rubric: report**

Criteria					Marks
Format of report <b>[Marks out of 5]</b>	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	

Information contained in report <b>[Marks out of 5]</b>	The learner included all the relevant points in the report. [5 marks]	The learner included most of the relevant points in the report. [4 marks]	The learner included some of the relevant points in the report. [3 marks]	The learner left out most of the relevant points in the report. [1-2 mark]	
Language use in report <b>[Marks out of 5]</b>	Excellent language usage with no mistakes. [5 marks]	Good language usage with only a few mistakes (fewer than five). [4 marks]	Acceptable language usage with more than five mistakes. [3 marks]	Little attempt to use correct language. [1-2 marks]	
<b>Total marks out of 15:</b>					

**Level 4: 11-15 marks (70–100%) – Outstanding**

**Level 3: 7-10 marks (50–69%) – Achieved**

**Level 2: 5-6 marks (35–49%) – Partially achieved**

**Level 1: 1–4 marks (1–34%) – Not achieved**

### **Activity 2: South Africa’s main trade unions (Individual activity) (LO1 AS4)**

Read the information below and do the activity that follows.

South Africa’s three main trade unions are:

- The Congress of South African Trade Unions (Cosatu)
- The Federation of Trade Unions of South Africa (Fedusa)
- The National Council of Trade Unions (Nactu)

Do research and write an essay of two pages on one of South Africa’s three main trade unions.

Refer to the rubric at the end of the question to see how you will be assessed. Use the essay template below.

[20 marks]

#### **How to write an essay:**

The first paragraph of an essay consists of the introduction. In the introduction you tell people what you will be telling them about in the essay. The body of the essay consists of several paragraphs in which you state the different points you want to convey (each in its own paragraph). You will state the facts of each point and explain them in the body. The last part of the essay is the conclusion. In the conclusion you will summarise the supporting information and show how you reached your conclusion. In short, remember: In the introduction you tell people what you are going to tell them. In the body, you tell them. Then in the conclusion, you tell them what you have told them!

Make use of these tips:

- Once you have a topic, prepare an outline of ideas to include in your essay.
- You will be responsible for supplying facts in your essay, so ensure that your facts are correct.
- Use your own words to explain the facts in your essay; don’t just copy them out of the content you have read.
- Use examples to explain what you mean, if necessary.
- Use appropriate terminology and avoid using slang.
- Be concise and relevant.
- Every paragraph should answer the question asked.
- Pay attention to your grammar usage and spelling in the essay.

#### **Guidelines for the structure of this essay:**

Introduction: Introducing the main topic and main sections of the essay.

Paragraph 1: Explain when the trade union was established.

Paragraph 2: Describe the trade union’s beliefs and goals.

Paragraph 3: Describe the trade union's role under apartheid.  
 Paragraph 4: Describe the trade union's current role in South Africa.  
 Conclusion: Comment on why the trade union is still active and important in South Africa.

**Teacher assessment rubric: essay**

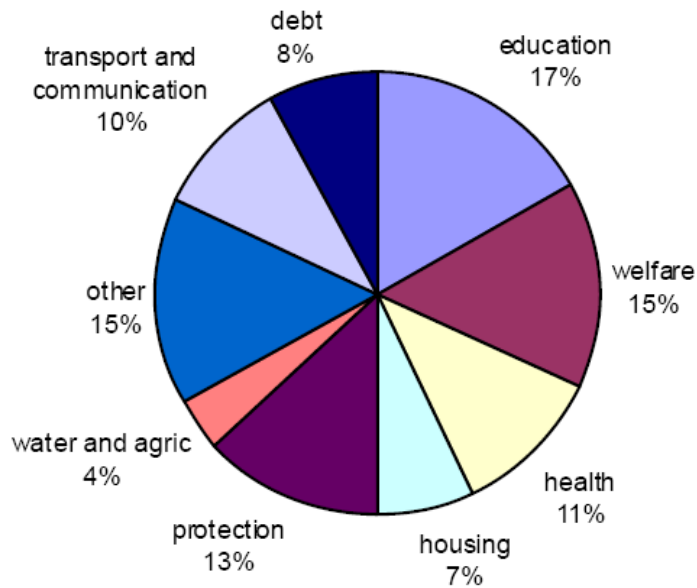
Criteria					Marks
Collect, analyse and organise information on one of the three main trade unions <b>[Marks out of 5]</b>	The learner shows exceptional skill in collecting, analysing and organising information. The learner brought research to class from four or more sources. [5 marks]	The learner shows very good skill in collecting, analysing and organising information. The learner brought research to class from three sources. [4 marks]	The learner shows satisfactory skill in collecting, analysing and organising information. The learner brought research to class from two sources. [3 marks]	The learner shows little skill in collecting, analysing and organising information. The learner relied on information supplied by the teacher and textbook. [1-2 marks]	
Inclusion of all points <b>[Marks out of 5]</b>	The learner included all the points required in the essay and expanded on them all. [5 marks]	The learner included all the points required in the essay and expanded on some of them. [4 marks]	The learner included all the points required in the essay. [3 marks]	The learner did not include all the points required in the essay. [1-2 marks]	
Content and structure <b>[Marks out of 5]</b>	The content is correct and well structured. [5 marks]	The content is mostly correct and well structured. [4 marks]	The essay contains a few factual errors but is fairly well structured. [4 marks]	The essay contains many factual errors and is poorly structured. [1-2 marks]	
Language use in paragraph <b>[Marks out of 5]</b>	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
<b>Total marks out of 20:</b>					

**Level 4: 15–20 marks (70–100%) – Outstanding**  
**Level 3: 10–14 marks (50–69%) – Achieved**  
**Level 2: 7–9 marks (35–49%) – Partially achieved**  
**Level 1: 1–6 marks (1–34%) – Not achieved**

**Activity 3: The effect of the national budget on education, social welfare, health and security (Individual activity) (LO1 AS5)**

The graph below shows the Government expenditure in 2009. Study the graph and answer the questions that follow.

**Budget: 2008/2009**



(Source: [www.etu.org.za/toolbox/docs/development/income](http://www.etu.org.za/toolbox/docs/development/income))

- Education receives the largest chunk of the budget pie. Name three ways in which the education budget can be used to improve conditions for learners. [3 marks]
  - Which services provided by Government are covered under welfare? [4 x ½ marks]
  - Which government departments do you think fall under the 'protection' allocation? [5 marks]
  - Why is it necessary that Government spend money on transport and communication? After all, we pay for our own fuel, we pay our own telephone bills and we buy our own airtime. [2 marks]
  - If Government suddenly decided to take half of the education, health and welfare budgets away in order to spend this money on buying military weapons, what effect would this have on the people of South Africa? (Name three things.) [3 marks]
- [Total: 15 marks]

#### Activity 4: Class test (LO1 AS1-5)

- Fill in the correct word: [5 marks]
  - Households are important to the economy because they consist of \_\_\_\_\_ with needs and wants creating a demand in the economy.
  - Services are \_\_\_\_\_ (cannot be touched) products produced in the market to address needs and wants, such as repairs.
  - Services are 'perishable', because the service lasts only as long as it is being \_\_\_\_\_.
  - International trade refers to the \_\_\_\_\_ and \_\_\_\_\_ of goods across international borders.
- Say whether the following statements are true or false: [5 marks]
  - A developing country is a wealthy and technologically advanced country, with sophisticated manufacturing and service industries.
  - The economic problem refers to the inability to satisfy unlimited needs and wants with limited resources.
  - Factors of production are what are required for demand to take place.
  - Consumers will be willing to pay any price a producer puts on a product; the demand will never cease.
  - In times of drought, famine and war, the price of food goes up.
- Choose the correct answer: [5 marks]
  - An \_\_\_\_\_ is when the supply of a product exceeds the demand.

(i) undersupply	(ii) oversupply	(iii) deficit	(iv) increase
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b) When demand for a product increases, the price will increase because producers would have to pay more \_\_\_\_\_.

(i)	input costs	(ii)	tax	(iii)	VAT	(iv)	inflation
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c) The point where the demand and supply curves intersect on a graph is called the \_\_\_\_\_.

(i)	diversion point	(ii)	demand point	(iii)	supply point	(iv)	equilibrium
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d) Minimum \_\_\_\_\_ workers cannot earn less than a certain amount per month.

(i)	paid	(ii)	wage	(iii)	income	(iv)	slave
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e) Fringe benefits are things such as a \_\_\_\_\_ and \_\_\_\_\_.

(i)	salary and wage	(ii)	income and expense	(iii)	investment and savings	(iv)	medical aid and pension fund
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4. For production to take place you need four factors. Name these factors, explain them and give an example of each. [12 marks]

5. When a business sells its goods to a market overseas, and is paid in euros, this brings foreign exchange into the country. How does this influence the local economy? [3 marks]

6. Name three negative effects of strike action and stayaways. [3 marks]

7. Name three positive effects of strike action and stayaways. [3 marks]

8. In the production of a pair of jeans, name one of each of these factors of production. Complete the table: [4 marks]

Raw materials	Labour	Capital	Entrepreneurship

9. Give three advantages of trade unions and two disadvantages of trade unions. [5 marks]

10. The national budget is Government's income and plan. Name the main source of income of Government, as well as four things Government spends its money on.

[5 marks]  
[Total: 50 marks]

