



**Western Cape  
Government**

Education

**CAPE WINELANDS EDUCATION DISTRICT**

**ECONOMICS  
GRADE 12**

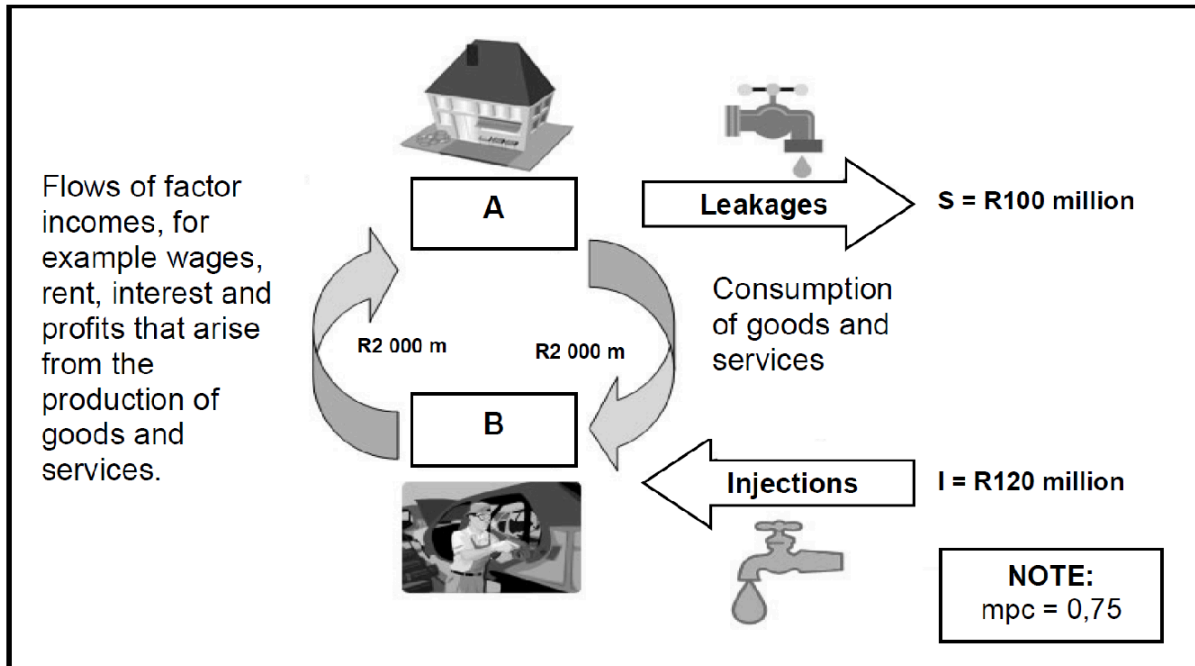
**SPRING SCHOOL  
LEARNERBOOK**

**MODULE 1  
OCTOBER 2021**

**NAME OF LEARNER:** Khanya Ndingaye\_\_\_\_\_

**NAME OF SCHOOL:** Cambridge High School\_\_\_\_\_

1. Study the diagram below and answer the questions that follow.



1.1 Provide the diagram above with an appropriate heading. (1)

---



---



---

1.2 Give any other injection besides investment. (1)

---



---

1.3 Identify A and B in the diagram above. (2)

---



---

1.4 How will national income be influenced by the above leakages and injections? (2)

---



---

1.5 Calculate the change in national income caused by the investment above. Show ALL calculations. (4)

---



---



---



---



---



---



---



---



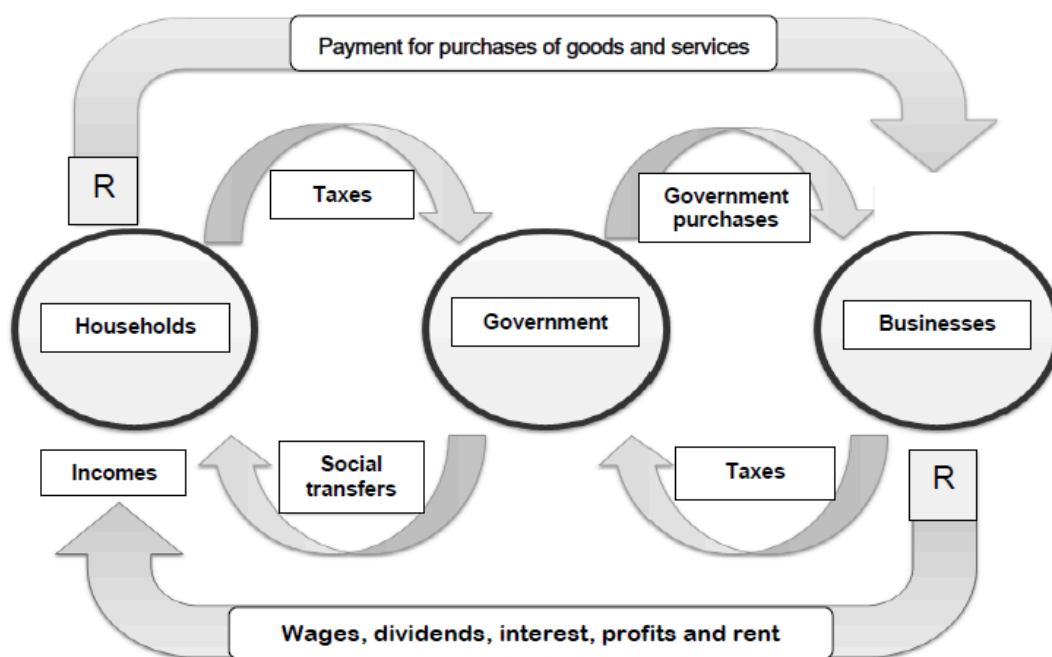
---



---

2. Study the diagram below and answer the questions that follow.

### THE CIRCULAR FLOW OF INCOME AND SPENDING



[Adapted from Google Images 2015]

2.1 Identify ONE injection in the diagram above. (1)

\_\_\_\_\_

2.2 Name the type of economy portrayed by the above diagram. (1)

\_\_\_\_\_

2.3 Briefly describe the term *circular flow*. (2)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2.4 What is the main objective of social transfers? (2)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2.5 Briefly explain the importance of the factor market in the circular flow. (2 x 2) (4)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Study the table below and answer the questions that follow.

<b>EXTRACT FROM NATIONAL ACCOUNTS OF SOUTH AFRICA AT CURRENT PRICES</b>	
<b>R million</b>	<b>2017</b>
Gross domestic product (GDP) at market prices	3 155 195
Primary income from the rest of the world	48 501
Primary income to the rest of the world	A
Gross national product (GNP) at market prices	3 085 188

[Source: SARB Quarterly Bulletin, March 2018]

3.1 Define the concept gross domestic product. (2)

---



---

3.2 Calculate the value of A in the table. (2)

---



---

3.3 Give an example of a primary income from the rest of the world. (2)

---



---

3.4 Explain the difference between current prices and constant prices. (4)

---



---



---



---

4 Study the table below and answer the questions that follow.

<b>NATIONAL INCOME AND PRODUCTION ACCOUNTS OF SOUTH AFRICA</b>	
	<b>2016 R million</b>
Compensation of employees	1 451 603
Net operating surplus	922 030
Consumption of fixed capital	405 640
<b>Gross Value Added @ Factor Cost</b>	<b>2 779 273</b>
Other taxes on production	56 527
Other subsidies on production	15 538
<b>(A)</b>	<b>2 820 262</b>
Taxation on products	338 804
Subsidies on products	20 086
<b>Gross Domestic Product @ Market Prices</b>	<b>(B)</b>

[Source: SARB Quarterly Bulletin, December 2016]

4.1 Name the missing item labelled (A). (2)

---

4.2 Define the term gross domestic product (GDP). (2)

4.3 Explain the item 'Consumption of fixed capital'. (2)

4.4 Calculate the 'Gross Domestic Product @ Market Prices' labelled (B). Show ALL calculations. (4)

5. Study the table below and answer the questions that follow.

NATIONAL INCOME ACCOUNTS OF SOUTH AFRICA		
	R millions	
	2016	2017
Compensation of employees	1 451	1 576
Net operating surplus	922	961
Consumption of fixed capital	406	443
Gross value added at factor cost	2 779	2 980
Other taxes on production	56	64
LESS: Subsidies on production	15	14
... (A) ...	2 820	3 030
Taxes on products	338	374
LESS: Subsidies on products	20	19
Gross domestic product at market prices	3 138	3 385

[Adapted from SARB Quarterly Bulletin, September 2017]

5.1 What method of calculation was used in the table above to determine the gross domestic product? (1)

5.2 Give ONE example of taxes on products. (1)

5.3 Name the missing item labelled (A). (2)

5.4 How would you convert GDP to GNP? (2)

- 
- 5.5 Calculate the compensation of employees as a percentage of GDP at market prices in 2013. Show ALL calculations. (4)
- 

6. Study the table below and answer the questions that follow.

GROSS VALUE ADDED BY KIND OF ECONOMIC ACTIVITY (R MILLIONS)	2017
<b>At current prices</b>	
<b>Primary sector</b>	<b>371 268</b>
Agriculture, forestry, fishing	84 662
Mining, quarrying	286 606
<b>Secondary sector</b>	<b>5.3</b>
Manufacturing	452 326
Electricity, gas and water	125 377
Construction	138 917
<b>Tertiary sector</b>	<b>2 316 605</b>
<b>GVA @ basic prices</b>	<b>3 404 493</b>

(Source Quarterly Bulletin SARB 2017)

- 6.1 Identify the method used in the above table to calculate GVA. (2)
- 

- 6.2 Classify any activity under the tertiary sector. (2)
- 
- 
- 

- 6.3 Calculate the contribution of the secondary sector to the GDP (C). (2)
- 

- 6.4 Highlight the importance of National Account Aggregates. (4)
- 
- 
- 
- 
-

**7. Study the extract below and answer the questions that follow.**

**THE MULTIPLIER EFFECT**

The government of Valspar has decided to expand the national road network by R200 million this year. The tendency of households is to save 20 per cent of their income.

7.1 What percentage of their income do households spend? (2)

---

7.2 Explain the term multiplier. (2)

---

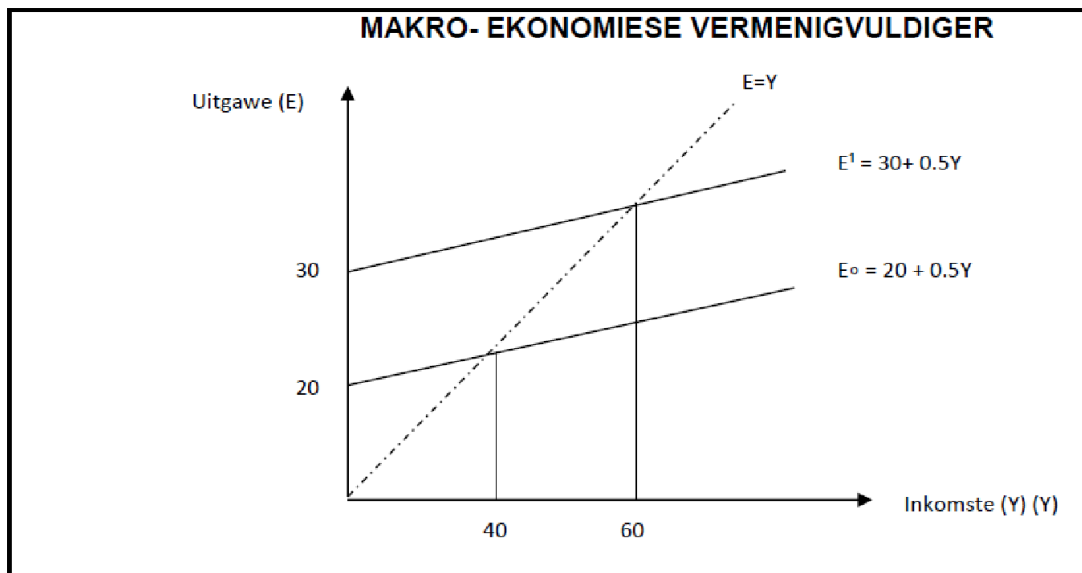
7.3 What impact will a tax increase have on the multiplier? (2)

---

7.4 Calculate the size of the multiplier. Show ALL calculations. (4)

--	--

**8. Study the graph below and answer the questions that follow.**



8.1 What is represented by the line  $E = Y$  in the above graph? (1x2) (2)

---



---

8.2 Briefly describe the concept multiplier. (1x2) (2)

---



---



---

8.3 What is the relationship between the multiplier and the marginal propensity to consume (mpc)? (1x2) (2)

---

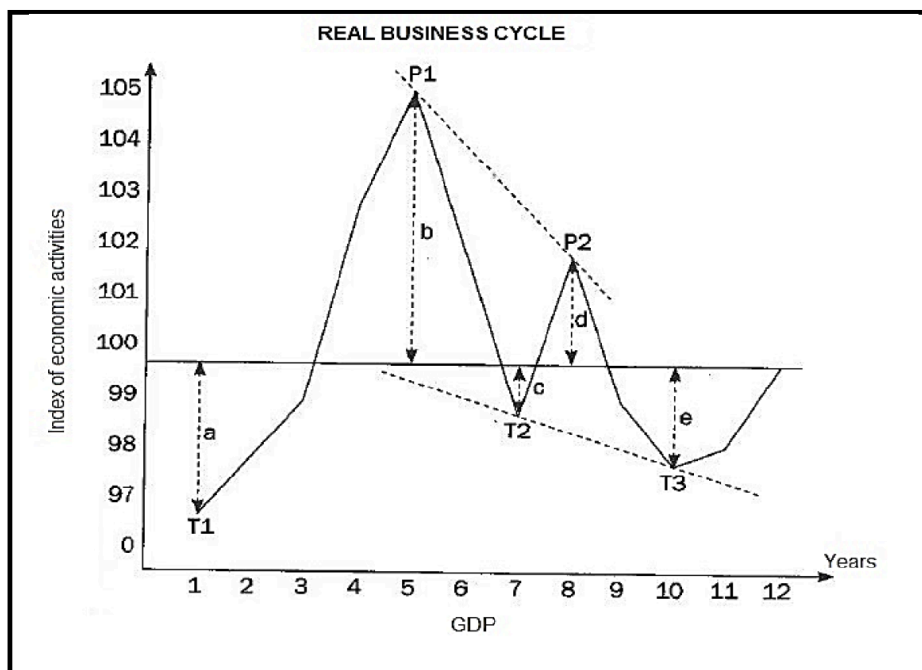
8.4 Calculate the multiplier for the above scenario. (Show all calculations.) (4)

--	--



## TOPIC 2: BUSINESS CYCLE

1. Study the following graph and answer the questions that follow.



1.1 What do dotted lines a and b represent? (2 x 1) (2)

1.2 Define the term real (actual) business cycle. (2)

1.3 What is the importance of the length (T2 T3) of the business cycle? (2)

---

---

---

---

1.4 What can government do to ensure that high inflation does not occur during peaks of business cycles? (2 x 2) (4)

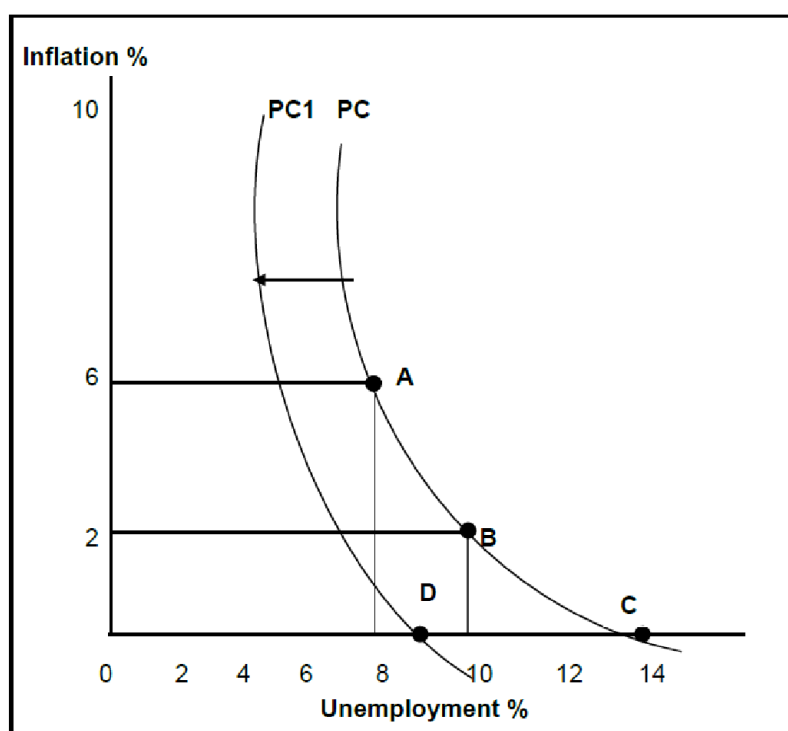
---

---

---

---

2. Study the following graph and answer the questions that follow.



2.1 Name the graph depicted above. (1)

---

2.2 Which point in the graph indicates the initial natural unemployment rate? (1)

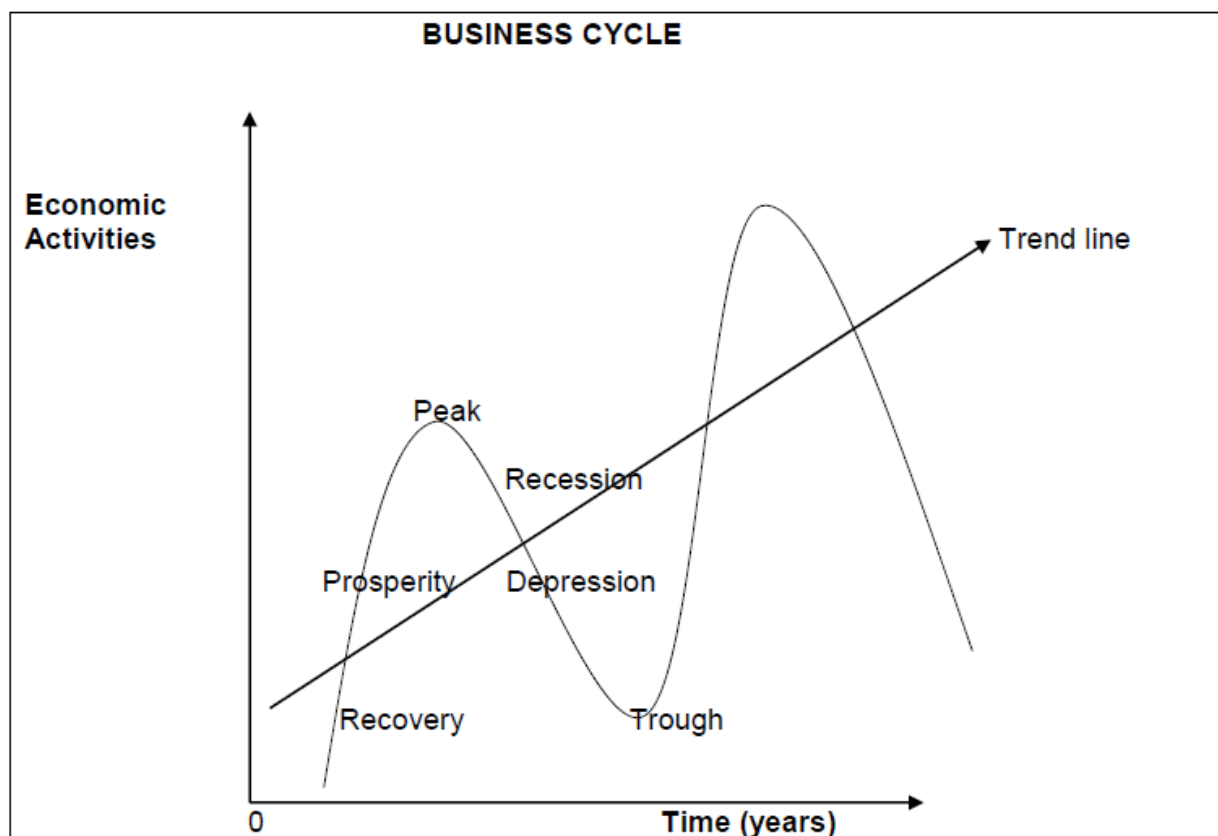
---

2.3 What is the result of PC1 intersect at point D? (2)

2.4 Mention any supply-side policy measure that can be used to shift PC to PC1. (2)

2.5 Explain the relationship between unemployment and inflation in the above graph. (4)

3. Study the following graph and answer the questions that follow.



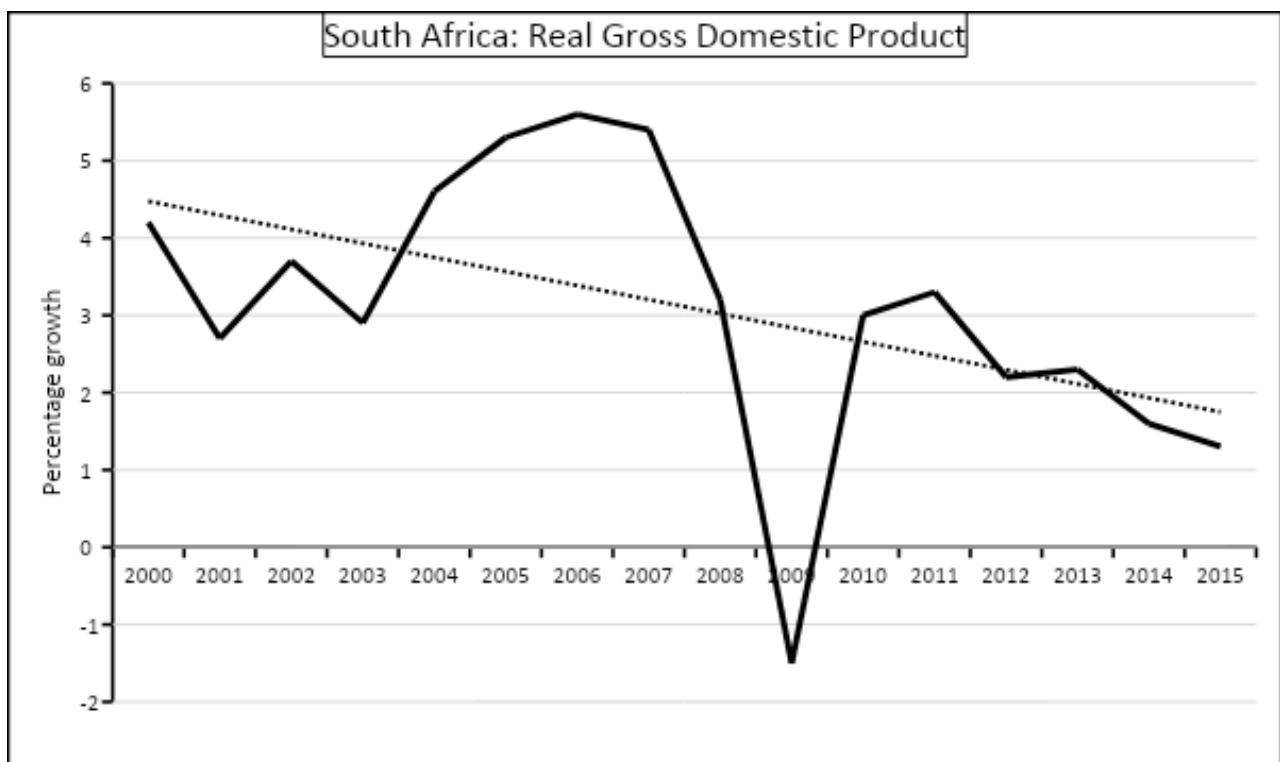
3.1 At which stage does the economy experience inflation in the above graph? (2)

3.2 Describe the term *business cycle*. (2)

3.3 What is indicated by the trend line? (2)

3.4 Explain how the government can stimulate economic activity in an effort to smooth out business cycles. (4)

4. Study the graph below and answer the questions that follow.



4.1 What was the real GDP growth in 2009? (1)

---

4.2 Identify the period (years) when the longest business cycle can be observed in the above graph. (1)

---

4.3 Briefly describe the term *Gross Domestic Product*. (2)

---

4.4 Explain the underlying forces of the amplitude in 2009. (2)

---

---

---

---

4.5 How can taxation be used to reverse the downward trend in the economy? (2 x 2) (4)

---

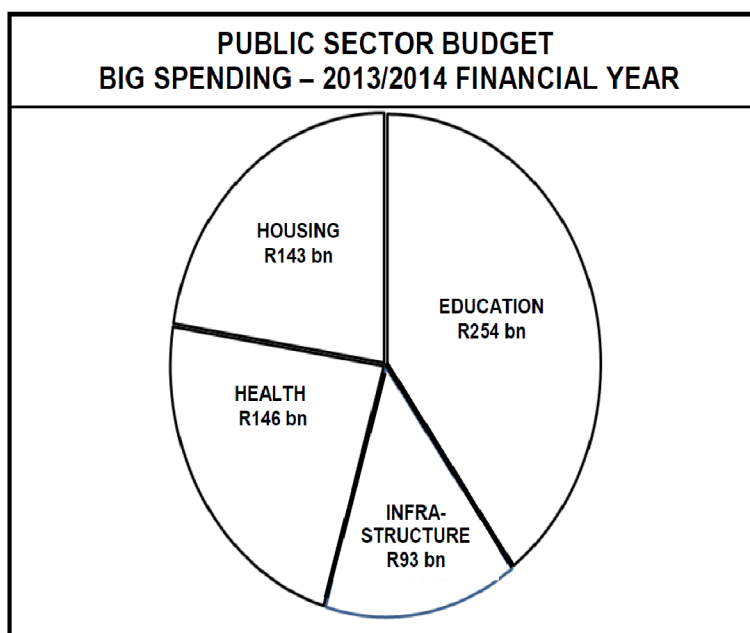
---

---

---

---

5. Study the pie chart below and answer the questions that follow.



5.1 Which government department received the highest allocation of the budget? (1)

\_\_\_\_\_

5.2 When does the financial year of the government begin? (1)

\_\_\_\_\_

5.3 Name any TWO items in the pie chart above that are related to social spending. (2 x 1) (2)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.4 Why do you think the government should spend more on infrastructure development? (2)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.5 Why does the government allocate 60% of the entire budget to social spending? (2 x 2)(4)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Study the table below and answer the questions that follow.

PUBLIC SECTOR'S BUDGET FRAMEWORK				
R BILLION	REVISED	MEDIUM-TERM ESTIMATES(MTEF)		
	2012/2013	2013/2014	2014/2015	2015/2016
<b>Revenue</b>	<b>830</b>	<b>904</b>	<b>1 005</b>	<b>1 118</b>
Percentage of GDP	27%	27%	27,80%	28%
<b>Expenditure</b>	<b>972</b>	<b>1 058</b>	<b>1 149</b>	<b>1 239</b>
Percentage of GDP	32%	32%	31%	31%
<b>Surplus/ Deficit</b>	<b>-142</b>	<b>-153</b>	<b>-143</b>	<b>-12</b>
Percentage of GDP	-4%	-4%	-4%	<b>(A) 4.2.3</b>
<b>Gross Domestic Product</b>	<b>2995</b>	<b>3 301</b>	<b>3 622</b>	<b>3 997</b>

[Adapted from The National treasury: Budget Review]

6.1 What does the abbreviation MTEF stand for? (2)

---

6.2 The deficit on the budget should NOT exceed which percentage of GDP? (2)

---

6.3 Calculate the budget deficit as a percentage of GDP (A). (2)

---

6.4 In your opinion, what can the government do to reduce the budget deficit? (4)

---



---



---

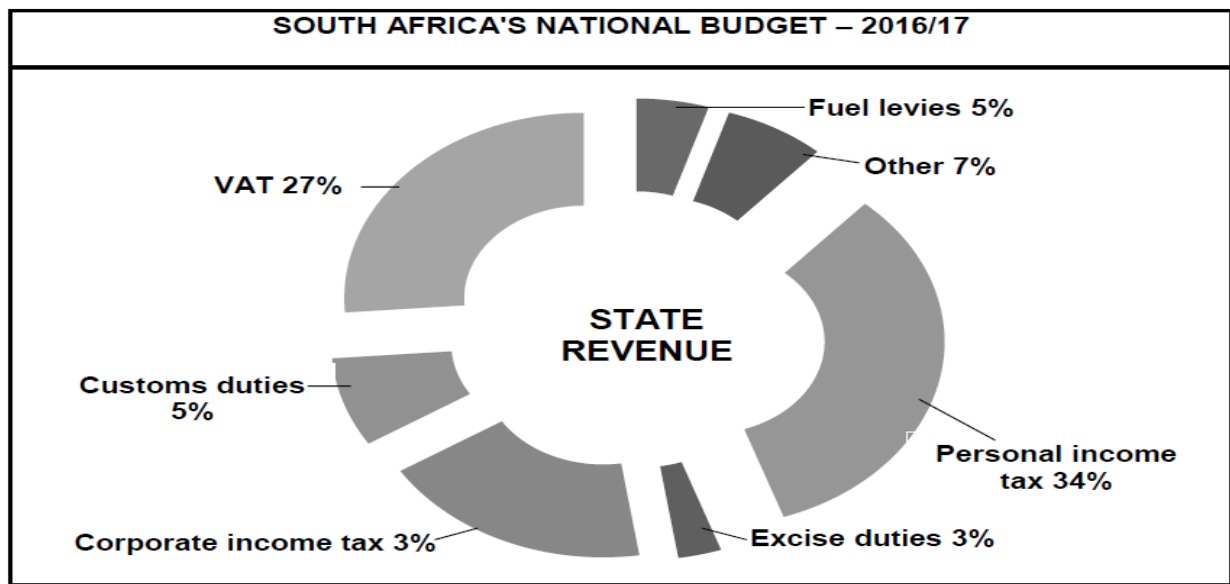


---



---

7. Study the information below and answer the questions that follow.



[Adapted from the 2016 Budget Speech]

7.1 Identify ONE form of an indirect tax in the information above. (1)

---



---



---

7.2 What type of tax will contribute most to state revenue during the 2016/17 financial year? (1)

---

7.3 Briefly describe the term *budget*. (2)

---



---

7.4 Give ONE reason why the government increased taxation (excise duties) on demerit goods during the 2016/17 financial year. (2)

---



---

7.5 How will an increase in corporate income tax impact negatively on economic growth? (4)

---



---



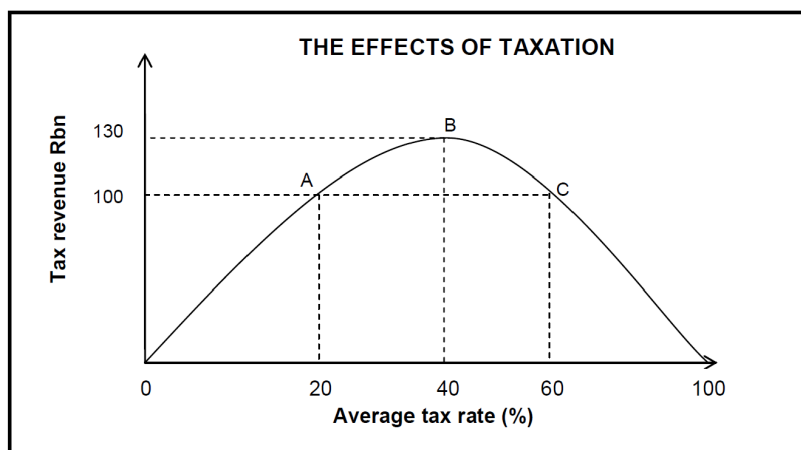
---



---

8 Study the graph below and answer the questions that follow.





8.1 Which curve is depicted in the graph above? (2)

---

8.2 What tax rate will generate maximum revenue for the government? (2)

---

8.3 What is the correlation between a tax rate of zero and a tax rate of 100% for the government? (2)

---

8.4 Explain the implication of a tax rate of 60% on the taxpayer. (4)

---



---



---

#### TOPIC 4: INTERNATIONAL TRADE

1. Study the table below and answer the questions that follow.

BALANCE OF PAYMENTS (BoP)	December 2016 (R million)
<b>1. CURRENT ACCOUNT</b>	
Merchandise exports	1 053 628
Net gold exports	50 585
Service receipts	210 852
Income receipts	87 773
Less: Merchandise imports	1 089 677
Less: Payments for services	219 056
Less: Income payments	208 243
Current transfer	-27 458
<b>Balance on current account</b>	<b>-141 596</b>
Memo item: trade balance	<b>A</b>
<b>2. CAPITAL TRANSFER ACCOUNT</b>	241
<b>Net lending to (+) or borrowing from (-) rest of the world</b>	<b>-141 355</b>

<b>3. FINANCIAL ACCOUNT</b>	
Net direct investment	-16 352
Net portfolio investment	254 964
Net financial derivatives	-13 757
Net other investments	-21 144
Reserve assets	-40 580
<b>Balance on financial account</b>	<b>163 131</b>
<b>Memo item: Balance on financial account excluding reserve assets</b>	<b>203 711</b>
<b>UNRECORDED TRANSACTIONS</b>	<b>-21 776</b>
<b>Balance on financial account excluding reserve assets including unrecorded transactions</b>	<b>181 935</b>

(Source: SARB Quarterly Bulletin, March 2017)

1.1 Which institution publishes the information in the table above? (1)

---

1.2 How much money will the South African government have to borrow to balance the Balance of Payments? (1)

---

1.3 Explain the item "Unrecorded transactions". (2)

---

1.4 Calculate the trade balance (A) for December 2016. (2)

---

1.5 Which measures, except borrowing from other countries, can be implemented to correct a deficit on the Balance of Payments? (2 x 2) (4)

---



---



---



---



---



---



---



---



---



---

2. Study the table below and answer the questions that follow.

**BALANCE OF PAYMENTS (BoP)  
THE CURRENT ACCOUNT (R MILLIONS)**

	2012	2015
Merchandise exports	751 332	973 778
Net gold exports	71 050	67 662
Service receipts	144 789	191 656
Income receipts	48 501	98 016
Less: Merchandise imports	859 172	1 075 850
Less: Payments for services	155 243	197 643
Less: Income payments	136 837	198 382
Current transfers	-31 369	-33 533
<b>Balance on current account</b>	<b>-166 949</b>	<b>-174 298</b>

[Adapted from SARB Quarterly Bulletin, June 2016]

2.1 Which institution provides the statistics above? (1)

2.2 Which item records transactions relating to donations and gifts to other countries? (1)

2.3 Briefly describe the *capital transfer account* as part of the BoP. (2)

2.4 Give ONE reason for the decline in gold exports. (2)

2.5 Calculate the trade balance for 2015. Show ALL calculations. (4)

**3 Study the details below and answer the questions that follow.**

	2015	2016	2017
<b>Current Account:</b>			
Merchandise Exports, free on board	682,4	698,6	973.7
Net Gold exports	75,4	69,2	67.6
Goods imports	-686.9	-853.5	-1075.8
Trade balance	70,9	-85,7	-34.5
Net services, income and current transfers	-124,4	-134,3	-141.8
<b>Balance on the current account</b>	<b>-53,5</b>	<b>220</b>	<b>?</b>

(Fictitious totals)

- 3.1 Calculate the balance on the current account for the second quarter of 2017. (2)

NB: Can be calculated in the following ways:


- 3.2 Give TWO reasons for the change in the trade balance between 2015 and 2016. (2x2) (2)

---



---



---



---

- 3.3 In your opinion, what can be done to ensure a surplus on the current account of the balance of payments? (2 x 2) (4)


- 4 Study the information below on the South African balance of payments and answer the questions that follow.

Balance on the Current Account				
Year	2013	2014	2015	2016
R (Billions)	-52,6	68,0	-164,5	-197,2

[Fictitious totals]

- 4.1 Define the term balance of payments. (2x1) (2)

---



---

- 4.2 What is the current base year used by the South African Reserve Bank? (2x1) (2)

---

- 4.3 What effect did the closing-down of textile factories in South Africa have on the balance on the current account of the balance of payments during the last three years? Motivate your answer. (4)

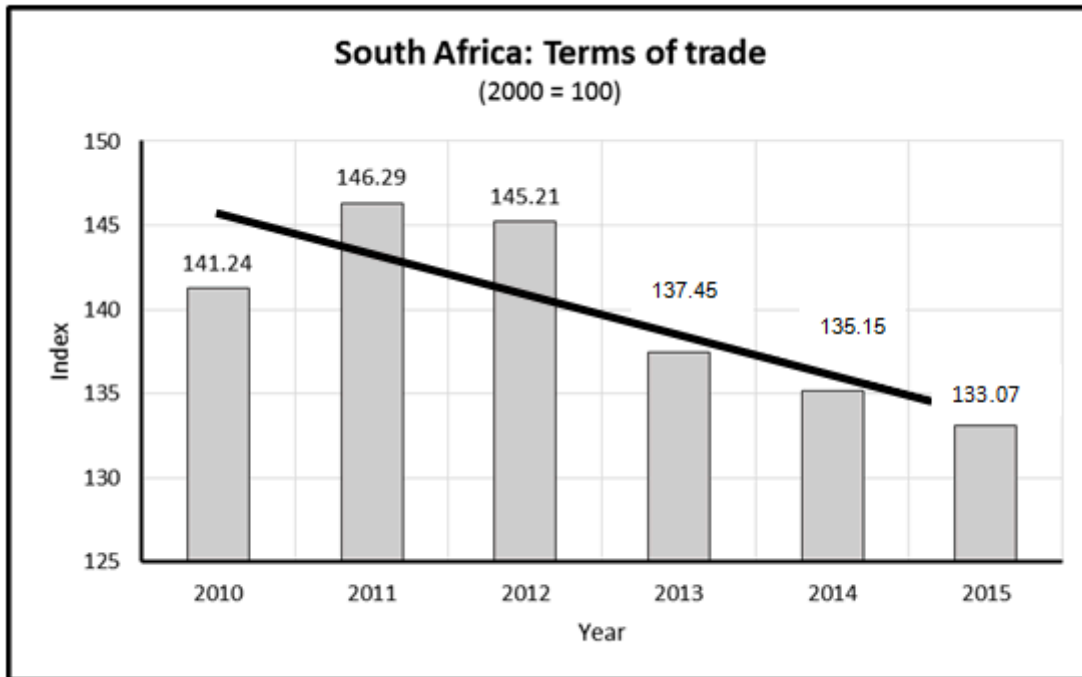
---

---

4.4 What is the trend of the balance on the current account from 2006 to 2008? (2x1) (2)

---

5. Study the bar chart below and answer the questions that follow.



[Source: [www.data.worldbank.org](http://www.data.worldbank.org)]

5.1 Describe the general trend of the terms of trade between 2011 and 2015. (1)

---

5.2 Identify the basis year in the above graph. (1)

---

5.3 Briefly describe the term *terms of trade*. (2)

---

5.4 What does an improvement in the terms of trade mean? (2)

---

5.5 How does a deterioration in the terms of trade impact on the balance of payments? (4)

---

**6 Study the table below and answer the questions that follow.**

Terms of Trade			
Year	Index of export price	Index of import prices	Terms of Trade
2010	100	100	100
2015	105	102	A

6.1 Calculate the terms of trade for A. Show ALL calculations. (3)

6.2 What does a decrease in the terms of trade mean? (2)

6.3 What is the base year according to the table? (2)

6.4 Describe the movement in the terms of trade from 2005 – 2010. (3)

(Max 3) (3)

**7. Study the table below and answer the questions that follow.**

SOUTH AFRICA: TERMS OF TRADE			
Year	Index of import prices	Index of export prices	Terms of trade
2010	141	171	121.3
2011	153	191	A
2012	163	200	122.7
2013	179	214	119.6

[Source: SARB Quarterly Bulletin, March 2015]

- 7.1 Identify the institution responsible for publishing the data above. (1)
- 
- 7.2 What is the trend in the index of import prices? (1)
- 
- 7.3 Explain the term terms of trade. (2)
- 
- 
- 7.4 Briefly explain why an increase in the terms of trade will have a positive effect on the welfare of the country. (2)
- 
- 
- 7.5 Calculate the terms of trade for 2011 (A). Show ALL calculations. Round off your answer to ONE decimal place. (4)

**how do I answer/approach my economics question papers / What is expected of me????**

## **FIRST STEPS = STUDY, PRACTISE**

### **PAPER 1**

**MODULE 1: MACROECONOMICS  
MODULE 3: ECONOMIC PURSUITS**

### **PAPER 2**

**MODULE 2: MICROECONOMICS  
MODULE 4: ECONOMIC ISSUES**

### **SECTION A - COMPULSORY**

#### **QUESTION 1 [30]**

Q1.1 = Options / multiple choice questions	8 x 2 [16]
Q1.2 = Column A / B (Matching)	8 x 1 [8]
Q1.3 = Terminology / ONE concept/term	6 x 1 [6]

### **SECTION B - CHOOSE ANY TWO (2) OF THE THREE QUESTIONS**

#### **PAPER 1**

Question 2 - Macro [40]

Economics Grade 12 Spring School 2021

#### **PAPER 2**

Question 2 - Micro [40]

## **SECTION C - ESSAY TYPE QUESTION**

### **PAPER 1 - CHOOSE ANY ONE (1)**

Question 5 - Macroeconomics  
Question 6 – Economic Pursuits

### **PAPER 2 - CHOOSE ANY ONE (1)**

Question 5 - Microeconomics  
Question 6 – Economic Issues

#### **NOTES:**

---

---

---

---

---

<h2><b>SECTION A – TIPS – READ THESE CAREFULLY TO EQUIP YOURSELF WITH THE TECHNIQUES TO PASS THIS SECTION OF THE PAPER</b></h2>
---

### **QUESTION 1 (COMPULSORY)**

- This question is **compulsory** and must be completed by all candidates.
- To answer this question, it is essential that the candidates know the **economic concepts / terminology** and the definitions and/or descriptions.
- **Attempt** an answer for all the questions, even if you do not know the answer.
- If you are **uncertain about the answer**, continue writing the examination and return to the question at the end of the examination. It may be that you can find clues for the unanswered question as you proceed with the test/examination. (Remember to leave lines open for this – this also makes it easy to see where you need to complete answers if you need to return.
- If you do not know the answer, take **an educated guess**.
- **It is important to note the following:** If you leave questions unanswered, you will get no marks. However, if you write an answer which makes economic sense and answers the question, you can be awarded marks.

#### **1.1 Multiple choice questions**

- Read the question / **statement** thoroughly before attempting to answer.
- FOUR options are provided as possible answers to a question or statement.
- It is expected of learners to choose only **ONE option / possible answer** and write down only the letter next to the question number.
- Only **ONE option / possible answer per question will be accepted**. If more than one option/answer is written, **both will be marked as incorrect**.

#### **Hints on how to answer the multiple-choice questions:**

- **Read** the entire question / statement.



- First **cover the possible answers** to the question.
- **Formulate / anticipate** the correct possible answer **in your mind**.
- **Open** the possible answers / options given.
- See if **your choice** to the answer is one of the options / answers.
- If your answer is not available, then you must use **a method of elimination**.
- Eliminate the answers which you know are **totally wrong / nonsensical**.
- Select the **best answer** from the remaining possible answers.
- If you are uncertain, **go ahead with writing the examination** and return to the multiple-choice questions at the end of the examination. It may be that you can find clues to the answers as you proceed with the examination.
- It is sometimes good to make an educated guess if you do not know the answer - but never leave the question unanswered.

## 1.2 Matching-type Questions

- Read the question carefully.
- The TERM is provided in COLUMN A and the DESCRIPTION is provided in COLUMN B.
- Learners are expected to provide the description in COLUMN B next to the TERM in COLUMN A.
- Only ONE choice / option / possible answer is accepted per term. E.g., Q1.2.1 A and not Q1.2.1 A or G  
- Only ONE choice from COLUMN B is accepted for the match against the term in COLUMN A.
- If two answers are chosen, both will be marked as incorrect.

### An example of how to answer the matching question.

- Read all options in each column before answering.
- Use logic - look for logical clues in the statement / description.
- Use your knowledge and first answer the terms which you know.
- Cross out the terms in both columns once you have made your choice - This is a form of elimination and makes it easier to answer the rest.
- Tackle the tougher choices now
- See if you can find a match for the remaining terms.
- If you are not sure, continue writing the test or examination and return to the matching question at the end of the test or examination. It may be that you can find clues to the answers as you proceed with the test.
- If you do not know the answer, it is always good to make an educated guess, but never leave the answer open.

## 1.3 Give ONE term for each of the following descriptions.

- A description is given, and it is expected of the learners to give only ONE term for the description.
- The learners may not provide answers in the form of abbreviations, acronyms and examples.
- If learners use abbreviations, acronyms and examples for this question in the test or examination, they will forfeit the marks.

**LET'S HAVE A LOOK AT SECTION B**  
**HOW DO I ANSWER EVERY SECTION AND SUBSECTION??**

**IMPORTANT!!!!!!** - Meaning of **ACTION WORDS / VERBS / COMMAND WORDS**  
- **MARK ALLOCATION** per question

**REMEMBER !!** The cognitive level of questions and the mark allocation also give an indication of what is expected.

<b>EXPLANATION OF QUESTIONS 2, 3 AND 4</b>			<b>Marks</b>
2.1	<b>2.1.1</b> Name / List / Give	<b>Provide short answers, no full sentence or paragraph answer</b>	2 x 1 (2)
e.g.,	Name the TWO instruments of fiscal policy.	Answers: Government spending ✓ Taxation ✓	
	<b>2.1.2</b> How / What / Which / Why	<b>Must be an explanatory answer / maybe a give reason + description / qualify your answer / full sentence</b>	
e.g.,	What effect will a progressive income tax system have on the redistribution of income?	Answer: Positive effect + reason why ✓✓	1 x 2 (2)
<b>2.2 &amp; 2.3</b>			
<b>Data Response</b> (Reading / Extract / Table / Calculation / Cartoon / Diagram)			
	2.2.1 Identify / Name / List / Which	<b>Indirect answer / deductions from content of the data response</b> <b>Does not require a full sentence</b>	(1)
	2.2.2 Identify / Give / Name / List / Which	<b>Indirect answer / deductions from content of the data response</b> <b>Does not require a full sentence</b>	(1)
	2.2.3 Describe the term / concept	<b>Descriptive fact / definition of the concept / description related to the concept - not to be a formal definition</b> <b>- content from your NOTES</b>	(2)

2.2.4	Which / Discuss / Explain / How / Why / What impact /	<b>(MIDDLE ORDER)</b> <b>Explain / describe your answer / full explanation - Name + defined /described</b>	(2)
2.2.5	How / What / Why	<b>(HIGH ORDER)</b> <b>Qualify your answer / Substantiate / Explanatory / full sentences / expand on the question - NO LISTING OF FACTS IS ACCEPTED.</b>	(4)
2.4	Explain / Discuss / Use... and draw a graph / Distinguish	<b>(MIDDLE ORDER)</b> <b>Full sentences / Representation of well-structured-The facts that make economic sense.</b>	2 x 4 (8) OR 4 x 2 (8)
2.5	How / Evaluate / Use the / Graph / Write in broad outline / Assess / Analyse	<b>(HIGH ORDER)</b> <b>Application / Interpretation / “unpack” facts / explanatory answers / name + reason / effect / result / ” out of the box ”/ NO LISTING is accepted</b> In a HOW question, you may answer by <b>Evaluating or Analysing</b>	2 x 4 (8) OR 4 x 2 (8)

## What is the difference between EVALUATE and ANALYSE ????

<b>Evaluate</b>	<b>Analyse</b>
It is based on FACTS / EVIDENCE	<ul style="list-style-type: none"> <li>Refer to interpretation, examine</li> <li>Examine = “unpack” the question</li> </ul>
Refer to something that is already in use	<ul style="list-style-type: none"> <li>Refer to an in-depth discussion</li> </ul>
-e.g., effect of COVID 19 on economy	<ul style="list-style-type: none"> <li>Refers to definition / effects / reasons /</li> <li>Pros / cons / current situation / statistics /</li> <li>Comparisons</li> </ul>
Learner must evaluate by stating the IMPACT / EFFECT or IMPLICATIONS, i.e. <b>YES or NO / POSITION OR NEG / SUCCESS OR FAILURE</b>	<ul style="list-style-type: none"> <li>Learner unravelling concept / question</li> </ul>
Was it good or bad for economy / country	<ul style="list-style-type: none"> <li>Forms a conclusion / own opinion / give recommendations</li> </ul>
Did it add any value to economy?	
Base answer on facts - successful or less successful	
Answer is also based on your opinion	
<b>Evaluation means that you need to judge something to its worth or significance</b>	

**REMEMBER!!!** The above TWO action words are high cognitive verbs / levels and **MUST** therefore be in full sentences and your answer **MUST** be substantiated / explained.

**Ooooooooooooo!!!!!! THE ESSAY TYPE QUESTIONS EVERYONE  
IS WAITING ON...  
HOW CAN I OBTAIN FULL MARKS IN THIS SECTION???  
..... LET'S HAVE A LOOK!!!!!!**

**SECTION C - QUESTIONS 5 and 6 - ANSWER ONLY ONE QUESTION**

<input type="checkbox"/> The answer to the question consists of four parts (structure) <input type="checkbox"/> Clear instructions are given on the question paper. <input type="checkbox"/> Write in paragraph style / use headings / subheadings. <input type="checkbox"/> <b>The answer / structure MUST clearly indicate AND INCLUDE THE FOUR PARTS:</b>		
<b>INTRODUCTION</b>	Starting point of the essay / Preferably a description / description of the topic of the essay - <b>PLEASE DO NOT REPEAT THE QUESTION IN THE INTRODUCTION.</b>	Max 2 marks
<b>CONTENTS / BODY / MAIN PART</b>	<p>DISCUSS IN DETAIL / DISCUSS ALL / DISCUSS CRITICALLY <b>OR</b> DISCUSS THE FOLLOWING FEATURES // FACTORS....</p> <ul style="list-style-type: none"> <li>• The learner is expected to his answers in <b>full sentences / descriptive facts</b> to answer</li> <li>• If you use examples as part of your discussion, it should be <b>fully explained, defined</b> or within the context of the question</li> <li>• A <b>maximum of 8 marks</b> are awarded for listing of facts, headings, mentioning examples</li> <li>• In <b>preparing</b> your essay-type questions, please follow the <b>2021 Examination Guidelines</b>, clearly indicating the depth to which you must answer the essay.</li> </ul>	Max 26 marks
<b>ADDITIONAL PART</b>	<p><b>WHY / EVALUATE / ASSESS -</b> This section MUST be regarded as a HIGH COGNITIVE QUESTION AND THEREFORE ALSO THE ANSWER. (Refer to section B how the type of questions should be answered)</p> <ul style="list-style-type: none"> <li>• <b>NO LISTING OF ANSWERS OR NAME</b></li> <li>• <b>FULL SENTENCES / DESCRIPTIVE FACTS</b></li> </ul>	Max 10 marks
<b>CONCLUSION</b>	<p>Any <b>HIGH ORDER CONCLUSION - based on Main part or Additional part.</b>  <b>Summary / own opinion / recommendations - NO REPETITIONS OF FACTS ALREADY MENTIONED IN INTRODUCTION, CONTENT AND ADDITIONAL PART!!</b></p>	Max 2 marks

