

Skills Short part: Discuss in detail / In-depth discussion / Examine / Critically discuss / Analyse / Compare / Distinguish / Evaluate / Differentiate / Explain (Discuss / Debate)	Mark 20
Assessment tasks (Short part: Discuss in detail / In-depth discussion / Examine / Critically discuss / Analyse / Compare / Distinguish / Evaluate / Differentiate / Explain (Discuss / Debate)) Long part: Discuss in detail / In-depth discussion / Examine / Critically discuss / Analyse / Compare / Distinguish / Evaluate / Differentiate / Explain (Discuss / Debate) / Complete the given graph / Explain / Debate / Compare / Explain / Distinguish / Compare / Briefly discuss / Insert / Suggest	Mark 30
Conclusion Any relevant higher-order conclusions that should include: - A brief summary of what has been discussed without repeating facts already mentioned in the body - Any opinion or value judgement on the facts discussed - Additional support information to strengthen the discussion / analysis - A concluding statement with evaluation, if so required Recommendations	Mark 2
Total:	40 Marks

QUESTION 1: MACROECONOMICS

- Discuss in detail the phases of a business cycle with the aid of a diagram. (20 marks)
- Evaluate the exogenous reasons for changes in the business cycle. (20 marks)

[40]

QUESTION 2: ECONOMIC PURSUITS

- Fully discuss the main factors that impact on South African labour force growth and composition. (20 Marks)
- Explain how surplus production, trade and transport development is used in the evolution of markets. (20 marks)

[40]

TOTAL SECTION C: [40]

***** TOTAL: 100 MARKS *****

Grade 10 Economics
November 2022 – Paper 1
100% Editable

Grade 10 Economics Memorandum Question Parper 1 2014

Nic Spaull, Jonathan D. Jansen



Grade 10 Economics Memorandum Question Parper 1 2014:

South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI *Scientific and Technical Aerospace Reports*, 1973 Resources in Education, 1988 *Who's who Among Students in American Universities and Colleges* Henry Pettus Randall, 1969 *Economics*, 2012

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