



University of Fort Hare  
*Together in Excellence*

**UNIVERSITY OF FORT HARE  
ECONOMICS METHOD-MMC 411 & MCE 412  
B.Ed 4's and PGCE**

**EXAMINATIONS** : JUNE 2023  
**INTERNAL EXAMINER** : N. MQINGWANA  
**EXTERNAL EXAMINER** : Dr PW BWOWE  
**TIME** : 3 HOURS  
**MARKS** : 100  
**MEMORANDUM**  
**MARKS** :100

**This Memorandum consists of Pages 7 including cover page**

**QUESTION 1- {Didactic application of content to recent event} [25]**

South Africa's public servants under NEHAWU have embarked on a lengthy strike which had a negative effect on employment, reduced business confidence, and increased the risk of economic stagflation. In addition, such a strike resulted in a major setback in the growth of the economy and investment opportunities.

1.1 Any topic on the Dynamics of the market, e.g.

- Value, Price, and Utility
- Perfect Markets
- Imperfect markets
- World Markets
- Supply and Demand
- Price Elasticity

Production Possibility curve, e.g.

- Scarcity

Public Sector Intervention, e.g.

- Taxes

**[2 x 2 = 4]**

1.2

A detailed step-by-step explanation of the Dynamics of the Market or Public Sector Intervention. Suggested Rubric

CATEGORY	SCORING CRITERIA	TOTAL POINTS	SCORE
CONTENT	clearly tabulated with the background knowledge shown	2	
	Well-developed content aligned with the statement above	2	
	Learner engagement is shown with learner attentiveness	2	
	Points made reflect the well understanding of the content	3	
	There is a well-drawn-up conclusion summarizing the essay	2	

**[11]**

1.3

Assessment in line with Bloom's Taxonomy levels of ability

CATEGORY	SCORING CRITERIA	Key Word	Total	SCORE
Lower order question	Question showing just recall of facts	What, Name, List, State, Define, Identify	3	
Medium	Question showing understanding	Describe, Explain, Distinguish	4	
Higher order	Synthesis and Application of Knowledge	Apply, Compare, Demonstrate	3	

[10]

**QUESTION 2 {Relation of constitution to Teaching & Learning}**

[25]

2.1 Present how these fundamental values of SA Constitution relate to the teaching and learning in an Economics classroom: Your explanation must also include practical examples or scenarios.

Fundamental value of constitution	How they relate to economics class	Practical example
Democracy	Since CAPS envisages learners who are independent thinkers, allow debates, class discussion, encourage peer assessment, group leaders ✓✓✓	Allowing all learners freedom to voice their ideas ✓✓
Social Justice and Equity	Ensuring that all learners have equal access to schooling and resources. Provision of nutrition to needy learners ✓✓✓	Distribute all learning material equally to your learners ✓✓
Ubuntu	Treating all learners with dignity. Encourage sharing Encourage team-work Encourage helping in other ✓✓✓	One learner not having calculator, borrowed by others ✓✓ No swearing

Accountability (Responsibility)	Learners responsible for their progress  Encourage leadership roles  Let them account√√√	Teaching them to be responsible for their actions√√
Respect	Encourage them to listen to one another.  Respect each other's ideas√√√	No swearing or use of derogatory language√√

[5 x 5 = 25]

**QUESTION 3 {Lesson Plan Preparation}**

**[25]**

Design a detailed Lesson Plan for a Grade 10 Economics class in one of the following topics:

Elasticity of Demand

Economic Cycle

Possible responses on Lesson Plan question: TOPIC: **ECONOMIC CYCLE/ELASTICITY OF DEMAND**

SUB-TOPIC:

GRADE: 10

DATE :

NUMBER OF LEARNERS:

DURATION:

<b>ASPECTS TO BE MENTIONED</b>	<b>Rectification/advice on what could be done</b>	<b>TOTAL</b>	<b>SCORE</b>
1. The general aims	Generals aims are obtainable in the CAPS document wherein one selects the general aim that speaks to his lesson.	2	
2. The lesson objectives	Use action verbs like, describe, explain, calculate, draw, etc	2	
3. References/ LTSM	Use Harvard referencing when stating the books referenced. LTSM to be used must be stated	2	

4. Teaching Methods	Can be used in all stages of the lesson	2	
5. Assessment Strategy	Forms Tools Methods	2	
6. Prior Knowledge	To be linked to the lesson to be presented	2	
7. Introduction	Time Allocation Teacher's Action Learner's Action Teaching Method Assessment Strategy LTSM	2	
8. Lesson Development	Time Allocation Teacher's Action Learner's Action Teaching Method Assessment Strategy LTSM	3	
9. Conclusion	Time Allocation Teacher's Action Learner's Action Teaching Method Assessment Strategy LTSM	2	
10. Lesson Summary	The teacher can either summarise or allow the students to summarise on their own.	2	
11. Teacher Reflection/ Lesson Evaluation	Reflection after the short assessment to measure learner knowledge. Was the learning objective achieved?	2	
12. Inclusivity & Expanded opportunities	Can be written or implied	2	

[25]

**QUESTION 4- ASSESSMENT**

**[25]**

**RELATIONSHIP BETWEEN MARKETS**

**NOMINAL PRICE**-Absolute price or actual price

- Price as it is.
- No adjustments made.

**RELATIVE PRICE**

- Adjusted price.
- They can show inflation.
- Show whether economic activities are worsening or improving.

**SUBSTITUTE GOODS**

- Goods used in place of other goods.
- Examples; ...

**COMPLEMENT GOODS**

Goods that work together

For example.....

**DEMAND AND SUPPLY**

**DEMAND:** Quantity of goods that consumers are willing and able to buy at a specific price

**SUPPLY:** Quantity of goods that suppliers or producers are willing and able to supply at a specific time

**SUBSTITUTE LAW:** A price in one product will cause a greater demand for the substitute product.

- For Example.....

**GRAPHICAL REPRESENTATION OF SUBSTITUTE GOODS**

**REQUIRED:**

Using the content on Relationship between Markets. Prepare an assessment using the plotted table below.

**Aligning your question to Bloom**

**Subject: Economics**  
**Grade: 10**

Topic: Relationship between markets v  
 Sub-Topic: Graphical representation of substitute goods v

Learning Objective/Outcome: 1. Learners will be able to differentiate between substitute goods and complement goods v  
 2. Learners will be able to define substitute law v  
 3. Learners will be able to draw a graph on substitute goods v

Assessment Question: 1. Define Substitute law v  
 2. Differentiate between substitute goods and complement goods and give examples for each v  
 3. Draw a graph representing substitute goods using the following co-ordinates v

		COGNITIVE PROCESS DIMENSION					
		<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
KNOWLEDGE DIMENSION	<i>Factua l</i>	Define substitute law v v	Give examples of substitute goods v v	Differentiate between substitute gods and complementary v v	Analyze the graphical representation of substitute goods to show how they react to demand and supply v v	Evaluate whether the price increase in substitute goods affects demand-increase/decrease v v	When demand increases the demand curve has an upward c downward slope
	<i>Conce ptual</i>	Substitute v	compliment ary v	demand v	supply v	price v	

N.B. Your questions must be designed to meet the cognitive process dimension of the template given. [25]

.....END.....