

## INGCACISO EBALULEKILEYO EYONGEZELELWEYO

1. Ingcaciso ngeemfuno ezingummiselo zokungenela ukhuphiswano:
  - Zonke izincoko mazingeniswe zibhalwe ngesiNgesi yaye zitayitshwe.
  - Isihloko sesincoko masivele kwikhasi lokuqala lesincoko.
  - Inani lamagama akwisincoko malibhalwe nalo kwikhasi lokuqala.
  - Onke amaphepha makabhalwe iinombolo.
  - Igama lomfundi negama lesikolo makangabikho kula makhasi esincoko. Ezi nkukacha mazibhalwe kuphela kwifom yokungenela.
  - Isincoko, kungadityaniswa bhibliyografi, masibe namagama aphakathi ko-2 200 no-2 500.
  
2. Inkcazo-ntetho yomlomo iyinxenye yala manqaku okhuphiswano lunonke yaye mayenziwe ngesiNgesi esikolweni nangethuba lokugweba lokugqibela.
  
- 3. La maxwebhu alandelayo makahambe nefom yengenelo ngalinye:**
  - 3.1 Ifom yokungenela ukhuphiswano ezalisiweyo.
  - 3.2 Isincoko esimakishiweyo nerubrikhi yovavanyo ezalisiweyo.
  - 3.3 Ikopi engqiniweyo yesazisi saseMzantsi Afrika okanye isatifikethi sokuzalwa salowo ungenele ukhuphiswano.
  - 3.4 Ikopi engqiniweyo yeziphumo zezifundo zeBakala 10 zalowo ungenele ukhuphiswano neziphumo zezifundo zangoJuni zeBakala 11.
  - 3.5 Ingxelo eyazisa ukuthembeka kwengcaciso (*declaration of authenticity*).
  - 3.6 Ubungqina bengeniso yabazali idityanisiwe (*combined income of parents*).
  
- 4. Amaxesha abekiweyo okhuphiswano:**
  - 4.1 Umhla wokugqibela wokungeniswa kwezincoko kumququzeleli wesikolo: ngowe-23 Agasti 2017.
  - 4.2 Inkqubo yokugweba ezikolweni: 23 Agasti – 05 Septemba 2017.
  - 4.3 Ukungeniswa kwezincoko kwi-ofisi yesithili: ungalulanga owe-06 Septemba 2017.  
Mayibhalwe ngolu hlobo imvulophu:  
*For attention: Economics Subject Adviser*  
*(Nedbank-Treasury-WCED Bursary Competition)*
  - 4.4 Ukugweba kwinqanaba lesithili makugqitywe yiphaneli etyunjiweyo ngo-Septemba 2017.
  - 4.5 Ezona zincoko zigqwesileyo zilishumi kwisithili ngasinye mazingeniswe kwi-DCES: *Economics* kwaNdlunkulu weWCED ungalulanga umhla we-20 Septemba 2017.
  - 4.6 Abafike kumjikelo wokugqibela abayi-15 baya kukhethwa yiphaneli ngoJanuwari 2018.

- 4.7 Abafike kumjikelo wokugqibela benza udliwano-ndlebe kwaziswa amagama abaphumeleleyo emva kwemini ngoLwesihlanu noMgqibelo emva kweNtetho yeBhajethi yePhondo ngoMatshi/Apreli 2018.

## 5. Ingcaciso ngenkqubo yokugweba

- 5.1 likhrayitheriya eziphambili
- 5.1.1 Okona kugxininisiwayo kolu khuphiswano kukutshatshela kwizifundo nakwiziphiwo zomfundi ngamnye.
- 5.1.2 Okona kuphambili okuya kujongwa kwizincoko kukuqaqamba komsebenzi (*merit*).
- 5.1.3 Izincoko eziqaqambe ngokulinganayo ziya kuvavanywa kwakhona, kusetyenziswa ezi khrayitheriya zilandelayo:
- Iziphumo zezifundo (iziphumo zeBakala 10 neziphumo zikaJuni zeBakala 11).
  - Iimfuno zemali zomfundi, zisekelwe kwingeniso yekhaya yabazali okanye yabagcini bomfundi (*guardians*).
  - Ukhubazeko (luya kuqwalaselwa ukunika amathuba alinganayo)
  - Ukuthatha inxaxheba komfundi kwezoluntu nokuzinikela ekusombululeni iingxaki zentlalo noqoqosho zeli lizwe.
- 5.2 likhrayitheriya ezongezelelweyo
- Iphaneli yabagwebi kumjikelo wokugqibela iya kuqhuba udliwano-ndlebe nabafikelele kumjikelo wokugqibela wokukhetha abaphumeleleyo. Iphaneli iya kuvavanya umfundi ngamnye ngokwezi khrayitheriya zilandelayo:
- 5.2.1 Ubukrelekrele bengqondo.
- 5.2.2 Ubuchule bokucwangcisa nokuqhuba ingxoxo ecingisisiweyo.
- 5.2.3 Ulwazi nokuqonda imiba eqhubeka njengangoku kwezentlalo nezozoqosho.

## 6. Ingcaciso ngokubanzi

- 6.1 Kuya kukhethwa abafundi abayi-15, abona baninzi, njengabokugqibela (*finalists*).
- 6.2 Bonke abagqwesileyo bokugqibela baya kuba ziindwendwe zikaRhulumente wePhondo leNtshona Koloni noNedbank, nekuya kulindeleka baye kuwo onke amatheko alungiselwe oku.
- 6.3 Zonke iindleko zothutho nezendawo yokulala zohlawulelwa abagqwesileyo bokugqibela nootitshala okanye iimpelesi zabo (*chaperones*) abo bahlala kumgama ongaphezu kwe-250 km ukusuka eKapa. Kuphela ziindleko zothutho eziya kuhlawulelwa abokugqibela nootitshala okanye iimpelesi zabo abo bahlala kumgama ongekho ngaphezu kwe-250 km ukusuka eKapa.
- 6.4 Kuya kulindeleka ootitshala okanye iimpelesi zibakhaphe abafundi bazo yaye zibe ngabasebisi (*mentors*) babo.

**Research Project Topic for Grade 11 Programme of Assessment (2017)**

- This research task should be done by all learners (600 words).

**OR**

- May be submitted for the 2017/2018 Nedbank-Treasury-WCED Essay Competition (2 200 words) by promising learners (maximum 2 per school). This latter essay; however, may only be submitted in English.

**Scenario:**

“Even if South Africa escapes a downgrade to junk status by ratings agency Standard & Poor’s (S&P), and other important international credit rating agencies, the country has far to go before it will be back on a sound financial footing, according to economists.

But a closer look at South Africa’s ratings framework suggests there may be a little breathing room before the country sees a traumatic exodus of foreign investment.

Key issues flagged by the ratings agency — such as budget consolidation, with government expenditure and revenues on target as forecast in the budget — have been achieved so far this year. Merely sustaining this will not be enough come December. By then, the state must have implemented more structural reforms and shown a material change in the country’s economic growth prospects of economic and social indicators to avoid a downgrade.”

**Adapted from** *Junk status or not, SA faces tough economic times and decisions*, Lynley Donnelly (02 Jun 2016)

**Essay task:**

Critically analyse the abovementioned statement with reference to the current South African (SA) situation regarding the reasons for, and negative impact of, a possible downgrading in the credit rating of the SA economy by international credit rating agencies, as contributed to by the SA Government and private sector.

Make recommendations to the SA Government and private sector to secure and protect the struggling SA economy from a possible downgrading to junk status, ensuring economic growth and development in a global environment while referring to important economic and social indicators in this regard.

**Note to teachers:**

Learners should be guided to make use of the information provided in the following Economics content when writing their essays:

Grade 11

Term 1 — Topic 4: Economic structure of South Africa

Term 2 — Topic 4: Economic growth and development

Term 3 — Topic 1: Economic growth and development

Topic 2: Poverty

Topic 3: Money and banking

Topic 4: Economic growth and development: South Africa's economic importance in Africa

Term 4 — Topic 1: Globalisation

Topic 3: Economic issues of the day, quantitative elements and other essentials

**IMPORTANT:**

- The essay should be well researched, consist of a minimum of 2 200 words and conform to the required layout.
- Refer to the Western Cape Education Department (WCED) Economics curriculum website and Western Cape Treasury for guidelines on writing a good essay (essay-writing tips) and study the “Nedbank Information Booklet”.

It is essential that participating learners are provided with the rubric for the adjudication of essays and presentations at the onset of the task, which provides detailed criteria and the performance levels required.

**Additional recommended resources:**

- Western Cape Provincial Government Provincial Economic Review and Outlook.
- National Budget 2016/2017.
- National Development Plan 2013.
- Any other relevant resources pertaining to the economic growth and development, or lack thereof, of the SA economy.

## NEDBANK/PROVINCIAL TREASURY/WCED ECONOMICS ESSAY COMPETITION 2017/2018

### LEARNER ESSAY AND ORAL PRESENTATION

This rubric is used to assess the learner's final product, namely:

- the research process;
- technical aspects (the framework);
- the content; and
- how the project is communicated (oral).

Scores in the rubric are converted to numerical values to award marks for the project.

### ESSAY

<b>RATING SCALE → CRITERIA ↓</b>	<b>Not achieved 0–20%</b>	<b>Partially achieved 21–39%</b>	<b>Achieved 41–59%</b>	<b>Achieved at a very good level 60–79%</b>	<b>Outstanding/excellent achievement 80–100%</b>	<b>Percentage awarded (%)</b>
<ul style="list-style-type: none"> <li>• <b>Technical aspects (framework)</b> <ul style="list-style-type: none"> <li>▫ Title page</li> <li>▫ Table of contents</li> <li>▫ Introduction</li> <li>▫ Contents</li> <li>▫ Conclusions</li> <li>▫ Recommendations</li> <li>▫ Sources</li> <li>▫ Min 2 200 words, max 2 500</li> </ul> </li> </ul>	<p>Has not met technical requirements at all. Written presentation lacking in many aspects. Lacking detail in most aspects.</p>	<p>Partially meets some of the technical requirements. Not all criteria met — not enough detail evident in some aspects.</p>	<p>Meets technical requirements. Neat appearance of project with adequate attention to detail in most aspects evident.</p>	<p>Project is attractive and meets all requirements very well. Very good attention to detail regarding all aspects is evident.</p>	<p>Exceeds all technical requirements and has submitted an outstanding piece of work with supporting graphics (charts, pictures, photographs, diagrams and tables).</p>	<p>[     ] /100</p>

<b>RATING SCALE → CRITERIA ↓</b>	<b>Not achieved 0–20%</b>	<b>Partially achieved 21–39%</b>	<b>Achieved 41–59%</b>	<b>Achieved at a very good level 60–79%</b>	<b>Outstanding/excellent achievement 80–100%</b>	<b>Percentage awarded (%)</b>
<ul style="list-style-type: none"> <li><b>Research process</b></li> </ul> <p>There is clear evidence that a thorough background study was done and that existing aspects which address the topic have been examined, using appropriate methods to conduct research (e.g. conducting interviews/recording own observations and taking photos/researching a variety of literature on the topic, etc.).</p>	<p>Displays little or no skill in data collection.</p> <p>Very little (only one or two) or no evidence of sources consulted.</p>	<p>Displays some skill in data collection.</p> <p>Some evidence of only a few sources consulted.</p>	<p>Shows knowledge of and displays skill in data collection.</p> <p>Acceptable evidence of a range of sources consulted.</p>	<p>Shows very good knowledge of and displays skill in data collection.</p> <p>Good evidence of a very good range of sources consulted.</p>	<p>Shows outstanding knowledge of and displays excellent skill in data collection.</p> <p>Excellent evidence of an extremely wide range of sources consulted.</p>	[    ] /100
	<p>Displays little or no skill in:</p> <p>Recording and organising data, e.g. tables and graphs.</p>	<p>Displays some skill in:</p> <p>Recording and organising data, e.g. tables and graphs.</p>	<p>Shows knowledge of and displays skill in:</p> <p>Recording and organising data, e.g. tables and graphs.</p>	<p>Shows very good knowledge of and displays skill in:</p> <p>Recording and organising data, e.g. tables and graphs.</p>	<p>Shows outstanding knowledge of and displays excellent skill in:</p> <p>Recording and organising data, e.g. tables and graphs.</p>	[    ] /100
<ul style="list-style-type: none"> <li><b>Content Introduction</b></li> </ul>	<p>Introduction not relevant to topic at all — no interest roused.</p>	<p>Introduction has some relevance to topic — very little interest is roused on what is to follow.</p>	<p>Introduction relevant and sufficient to introduce essay in most aspects — some interest roused.</p>	<p>Very good introduction, sufficient both in length and coverage of all aspects to be addressed — rouses interest on what is to follow.</p>	<p>Introduction provides all parameters of research topic in an exciting way — reader inquisitive and interested in what is to follow.</p>	[    ] /100

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<ul style="list-style-type: none"> <li><b>Content Body</b></li> </ul> <p>Critically analyse the <b><u>REASONS FOR a possible downgrading of the SA economy to junk status</u></b></p>	Shows no or limited understanding of the topic.	Has some idea of the topic. Not convinced that reasons for a possible downgrading of the SA economy to junk status was analysed satisfactorily. Discussion not convincing at all.	Shows a good understanding of the topic. Shows that reasons for a possible downgrading of the SA economy to junk status was analysed well and discussed in some detail.	Shows a very good understanding of the topic. Evident that reasons for a possible downgrading of the SA economy to junk status was analysed very well and discussed in good detail.	Shows an excellent understanding of the topic. Clear evidence that reasons for a possible downgrading of the SA economy to junk status was analysed excellently and discussed in great detail.	Mark [    ]  X2  [    ] /200
<ul style="list-style-type: none"> <li><b>Content Body</b></li> </ul> <p>Critically analyse the <b><u>NEGATIVE IMPACT OF a possible downgrading to junk status</u></b> ON the SA economy (with reference to important economic and social indicators)</p>	Shows no or limited understanding of this aspect.	Has some idea of this aspect. Not convinced that the negative impact of a possible downgrading to junk status on the SA economy (with reference to important economic and social indicators) was analysed. Discussion not convincing at all.	Shows a good understanding of this aspect. Shows that the negative impact of a possible downgrading to junk status on the SA economy (with reference to important economic and social indicators) was analysed and discussed in some detail.	Shows a very good understanding of this aspect. Evident that the negative impact of a possible downgrading to junk status on the SA economy (with reference to important economic and social indicators) was analysed and discussed in good detail.	Shows an excellent understanding of this aspect. Clear evidence that the negative impact of a possible downgrading to junk status on the SA economy (with reference to important economic and social indicators) was analysed and discussed in great detail.	Mark [    ]  X2  [    ] /200

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<ul style="list-style-type: none"> <li><b>Content Body</b></li> </ul> <p>Make <b>practical recommendations</b> to the <b>SA government</b> to <b>secure and improve</b> the <b>SA economy</b> and therefore promote economic growth and development in order to prevent a possible downgrading to junk status (with reference to important economic and social indicators)</p>	<p>Not able to make <u>practical recommendations</u> to government and suggest creative, practical strategies (with reference to important economic and social indicators).</p>	<p>Very little critical thinking displayed — ability to make practical recommendations to government and suggest creative, practical strategies is unsound and unjustified. Securing and promoting economic growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status <u>not taken seriously</u>.</p>	<p>Good critical thinking displayed — ability to make practical recommendations to government and suggest creative, practical strategies is sound and justified. <u>Good practical recommendations</u> that will secure and improve the SA economy's growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status.</p>	<p>Very good critical thinking displayed — ability to make practical recommendations to government and suggest creative, practical strategies is critically sound and justified. <u>Very good practical recommendations</u> that will ensure and improve the SA economy's growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status.</p>	<p>Excellent critical thinking displayed — ability to make practical recommendations to government and suggest creative, practical strategies critically sound and justified. <u>Excellent practical recommendations</u> that will secure and improve the SA economy's growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status.</p>	<p>Mark [    ]  X2  [    ] /200</p>



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<ul style="list-style-type: none"> <li><b>Content Body</b></li> </ul> <p>Make <b>practical recommendations</b> to the <b>SA private sector</b> to <b>secure and improve</b> the <b>SA economy</b> and therefore promote economic growth and development in order to prevent a possible downgrading to junk status</p>	<p>Not able to make <u>practical recommendations to SA private sector</u> and suggest creative, practical strategies, ensuring environmental care and therefore promoting economic sustainability.</p>	<p>Very little critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is unsound and unjustified. Securing and promoting economic growth and development in order to prevent a possible downgrading to junk status <u>not taken seriously</u>.</p>	<p>Good critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is sound and justified. <u>Good practical recommendations</u> that will secure and improve the SA economy's growth and development in order to prevent a possible downgrading to junk status.</p>	<p>Very good critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is critically sound and justified. <u>Very good practical recommendations</u> that will ensure and improve the SA economy's growth and development in order to prevent a possible downgrading to junk status.</p>	<p>Excellent critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is critically sound and justified. <u>Excellent practical recommendations</u> that will secure and improve the SA economy's growth and development in order to prevent a possible downgrading to junk status.</p>	<p>Mark [    ]  X2  [    ] /200</p>
<ul style="list-style-type: none"> <li><b>Final conclusion</b></li> </ul>	<p>Conclusion not related to research done or content — no valid conclusions regarding SA government and private sector's ability to secure and improve the SA economy's growth and development.</p>	<p>Conclusion not satisfactory — does not portray research done — most conclusions are not valid or practical regarding SA government and private sector's ability to secure and improve the SA economy's growth and development.</p>	<p>Good conclusion; however, it does not encapsulate research done — some conclusions not 100% valid regarding SA government and private sector's ability to secure and improve the SA economy's growth and development.</p>	<p>Very good conclusion — encapsulates research, findings and recommendations regarding SA government and private sector's ability to secure and improve the SA economy's growth and development.</p>	<p>Impressive conclusion — encapsulates valid and relevant research findings regarding SA government and private sector's ability to secure and improve the SA economy's growth and development.</p>	<p>Mark [    ]  X2  [    ] /200</p>

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<ul style="list-style-type: none"> <li><b>References/sources</b></li> </ul>	Extremely few sources listed in an unacceptable, disorganised way.	Only a few sources listed with quite a number of errors in referencing protocol.	Acceptable list of sources listed with a number of errors in referencing protocol.	Very good list of sources listed in correct format with only a few errors in referencing protocol.	Impressive list of sources listed perfectly in correct format in accordance with accepted referencing protocol.	[ ] /100
<b>TOTAL /100</b>  (NB: Out of 1 500 and divided by 15)					(Add total of percentages/marks obtained out of 1 500 and recalculate to mark out of 50)	/1 500 ÷15 [ ]/100

**ORAL PRESENTATION** (compulsory for learners participating in the Nedbank Bursary competition)

<b>RATING SCALE → CRITERIA ↓</b>	<b>Not achieved 0–20%</b>	<b>Partially achieved 21–39%</b>	<b>Achieved 41–59%</b>	<b>Achieved at a very good level 60–79%</b>	<b>Outstanding/excellent achievement 80–100%</b>	<b>Percentage awarded (%)</b>
<ul style="list-style-type: none"> <li><b>Oral presentation</b></li> </ul> <p>Self-confidence and intellectual sparkle.</p> <p>Contact with audience.</p>	<p>Total lack of confidence. Learner often hesitates — loses train of thought.</p> <p>Does not manage to interest audience at all.</p>	<p>Learner lacks self-confidence.</p> <p>Does not manage to raise audience interest in presentation.</p>	<p>Fairly confident presentation.</p> <p>Just manages to get audience interested in presentation.</p>	<p>Enthusiastic and confident presentation.</p> <p>Obtains good level of contact with audience — raises very good audience interest in presentation.</p>	<p>Radiates self-confidence, enthusiasm and academic sparkle.</p> <p>Holds audience in palm of their hand.</p>	/100
<ul style="list-style-type: none"> <li><b>Understanding and knowledge of topic</b></li> </ul>	<b>Demonstrates almost total lack of insight into the topic.</b>	<b>Demonstrates a lack of insight into the topic.</b>	<b>Illustrates some insight into the topic.</b>	<b>Illustrates good insight into the topic.</b>	<b>Illustrates excellent insight, perspective into the topic.</b>	/100

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<ul style="list-style-type: none"> <li><b>Content Body</b></li> </ul> <p>Critically analyse the <b><u>REASONS FOR a possible downgrading of the SA economy to junk status</u></b></p>	Shows no or limited understanding of this aspect.	Has some idea of this aspect. Not convinced that the <b><u>REASONS FOR a possible downgrading of the SA economy to junk status</u></b> was analysed. Discussion not convincing at all.	Shows a good understanding of this aspect. Shows that the <b><u>REASONS FOR a possible downgrading of the SA economy to junk status</u></b> was analysed and discussed in some detail.	Shows a very good understanding of this aspect. Evident that the <b><u>REASONS FOR a possible downgrading of the SA economy to junk status</u></b> was analysed and discussed in good detail.	Shows an excellent understanding of this aspect. Clear evidence that the <b><u>REASONS FOR a possible downgrading of the SA economy to junk status</u></b> was analysed and discussed in great detail.	/100
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<ul style="list-style-type: none"> <li><b>Content Body</b></li> </ul> <p>Make <b>practical recommendations</b> to the <b>SA government</b> to <b>secure and improve</b> the <b>SA economy</b> and therefore promote economic growth and development in <b>order to prevent a possible downgrading to junk status</b> (with reference to important economic and social indicators)</p>	<p><u>Not able to make practical recommendations</u> to government and suggest creative, practical strategies (with reference to important economic and social indicators).</p>	<p>Very little critical thinking displayed — ability to make practical recommendations to government and suggest creative, practical strategies is unsound and unjustified. Securing and promoting economic growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status <u>not taken seriously</u>.</p>	<p>Good critical thinking displayed — ability to make practical recommendations to government and suggest creative, practical strategies is sound and justified. <u>Good practical recommendations</u> that will secure and improve the SA economy's growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status.</p>	<p>Very good critical thinking displayed — ability to make practical recommendations to government and suggest creative, practical strategies is critically sound and justified. <u>Very good practical recommendations</u> that will secure and improve the SA economy's growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status.</p>	<p>Excellent critical thinking displayed —ability to make practical recommendations to government and suggest creative, practical strategies is critically sound and justified. <u>Excellent practical recommendations</u> that will secure and improve the SA economy's growth and development (with reference to important economic and social indicators) and prevent downgrading to junk status.</p>	<p>/100</p>

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<ul style="list-style-type: none"> <li><b>Content Body</b></li> </ul> <p>Make <b>practical recommendations</b> to the <b>SA private sector</b> to <b>secure and improve</b> the <b>SA economy</b> and therefore promote economic growth and development in order to prevent a possible downgrading to junk status</p>	<p>Not able to make <u>practical recommendations to SA private sector</u> and suggest creative, practical strategies, thereby ensuring environmental care and promoting economic sustainability.</p>	<p>Very little critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is unsound and unjustified. Securing and promoting economic growth and development in order to prevent a possible downgrading to junk status <u>not taken seriously</u>.</p>	<p>Good critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is sound and justified. <u>Good practical recommendations</u> that will secure and improve the SA economy's growth and development in order to prevent a possible downgrading to junk status.</p>	<p>Very good critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is critically sound and justified. <u>Very good practical recommendations</u> that will ensure and improve the SA economy's growth and development in order to prevent a possible downgrading to junk status.</p>	<p>Excellent critical thinking displayed — ability to make practical <b>recommendations to SA private sector</b> and suggest creative, practical strategies is critically sound and justified. <u>Excellent practical recommendations</u> that will secure and improve the SA economy's growth and development in order to prevent a possible downgrading to junk status.</p>	<p>/100</p>
<ul style="list-style-type: none"> <li><b>Final conclusion</b></li> </ul>	<p>No final conclusion or completely unjustified conclusion made.</p>	<p>Final conclusion not completely justified and with deficiencies.</p>	<p>Generally sound final conclusion.</p>	<p>Very sound final conclusion.</p>	<p>Creative, convincing conclusion.</p>	<p>/100</p>

RATING SCALE → CRITERIA ↓	Not achieved 0–20%	Partially achieved 21–39%	Achieved 41–59%	Achieved at a very good level 60–79%	Outstanding/excellent achievement 80–100%	Percentage awarded (%)
<ul style="list-style-type: none"> <li>• <b>Ability to formulate and express rational arguments, use of Economics and Mathematics-related terminology</b></li> </ul>	<p>Total lack of ability to formulate and express rational arguments — audience not convinced by presentation.</p> <p>Use of Economics terminology very poor.</p> <p>Very poor demonstration of Mathematics-related terminology and information, e.g. tables graphs, statistics.</p>	<p>Lacking ability to formulate and express rational arguments — audience not convinced by presentation.</p> <p>Use of Economics terminology lacking.</p> <p>Lacking demonstration of Mathematics-related terminology and information, e.g. tables graphs, statistics.</p>	<p>Demonstrates some ability to formulate and express rational arguments — audience not totally convinced by presentation.</p> <p>Fair use of Economics terminology.</p> <p>Fair demonstration of Mathematics-related terminology and information, e.g. tables graphs, statistics.</p>	<p>Demonstrates good ability to formulate and express rational arguments — audience convinced by presentation.</p> <p>Good use of Economics terminology.</p> <p>Good demonstration of Mathematics-related terminology and information, e.g. tables graphs, statistics.</p>	<p>Demonstrates excellent ability to formulate and express rational arguments — audience totally convinced by presentation.</p> <p>Excellent use of Economics terminology.</p> <p>Excellent demonstration of Mathematics-related terminology and information, e.g. tables, graphs, statistics.</p>	/100
<ul style="list-style-type: none"> <li>• <b>Use of media</b></li> </ul>	<p>Unfamiliar with use of media.</p> <p>Presentation riddled with errors.</p> <p>Very little care taken.</p>	<p>Quite a number of obvious errors in use of media.</p> <p>Some errors.</p> <p>More care could have been taken.</p>	<p>Standard presentation.</p> <p>No obvious errors in use of media.</p> <p>Adequate care was taken during the preparation of the presentation.</p>	<p>Very good presentation.</p> <p>Confident in use of media.</p> <p>Presentation was prepared very well.</p>	<p>Original, creative presentation — excellently portrayed.</p> <p>Utmost care is evident in meticulous presentation.</p>	/100

<b>RATING SCALE → CRITERIA ↓</b>	<b>Not achieved 0–20%</b>	<b>Partially achieved 21–39%</b>	<b>Achieved 41–59%</b>	<b>Achieved at a very good level 60–79%</b>	<b>Outstanding/excellent achievement 80–100%</b>	<b>Percentage awarded (%)</b>
<ul style="list-style-type: none"> <li><b>Ability to understand questions and formulate and express rational responses to questions</b></li> </ul>	Responses to questions completely lacking understanding of aspects enquired into — almost all questions not answered satisfactorily/unable to answer most questions.	Responses to questions indicate a lacking understanding of aspects enquired into — most questions not answered satisfactorily/unable to answer some questions	Responses to questions indicate a good understanding of aspects enquired into — some questions not answered satisfactorily/hesitant on some questions.	Responses to questions indicate very good understanding of aspects enquired into. All questions answered well.	Responses to questions indicate excellent understanding of aspects enquired into. All questions excellently answered.	/100 X 2 = /200
<b>TOTAL</b> (NB: Out of 1 000 and divided by 20)						/50



**FINAL SCORE:**

<b>Essay</b>	<b>/100</b>	
<b>Oral presentation</b>	<b>/50</b>	
<b>Total</b>	<b>/150</b>	
<b>Converted to /100 (mark divided by 1,5)</b>	<b>/100</b>	



# THE WESTERN CAPE ESSAY COMPETITION

## Entry Form

### School information

Name of school:			
<input type="text"/>			
Name of principal:		Signature of principal:	
<input type="text"/>		<input type="text"/>	
Name of convener / teacher:		Signature of convener / teacher:	
<input type="text"/>		<input type="text"/>	
Contact details of principal:			
Daytime telephone	<input type="text"/>	Fax	<input type="text"/>
Cellphone	<input type="text"/>	Email address	<input type="text"/>
Postal address	<input type="text"/>		Code <input type="text"/>
Contact details of convenor / teacher:			
Daytime telephone	<input type="text"/>	Fax	<input type="text"/>
Cellphone	<input type="text"/>	Email address	<input type="text"/>
Postal address	<input type="text"/>		Code <input type="text"/>

### Learner information - please complete in full in block letters in your own handwriting.

Gender : Mr <input type="checkbox"/>	Ms <input type="checkbox"/>	Race: A <input type="checkbox"/>	C <input type="checkbox"/>	I <input type="checkbox"/>	W <input type="checkbox"/>
First name:		Surname:			
<input type="text"/>		<input type="text"/>			
Identity number: (from I.D. Document or Birth Certificate)			Date of birth:		
<input type="text"/>			YYYY / MM / DD		
Contact details:					
Daytime telephone	<input type="text"/>	Fax	<input type="text"/>	<input type="text"/>	
Cellphone	<input type="text"/>	Email address	<input type="text"/>		
Postal address	<input type="text"/>			Code	<input type="text"/>
Do you have a disability?	Y <input type="checkbox"/>	N <input type="checkbox"/>	Nature of disability	<input type="text"/>	

# THE WESTERN CAPE ESSAY COMPETITION

## Entry Form

### Grade 10 academic results (November Exam)

Subject	Percentage:

### Grade 11 academic results (June Exam)

Subject	Percentage:

### Indication of combined annual household income of parents (proof required).

R0 - R150 000

R150 000 - R300 000

R300 000 - R450 000

R450 000 plus

I have read, understand and agree to be bound by the rules of the competition. I hereby certify that all details supplied on this entry form are true and that I have completed this form in my own handwriting.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### THE FOLLOWING DOCUMENTS MUST ACCOMPANY THE ENTRY FORM:

- Your essay, in English and typed.
- A copy of your SA identity document or birth certificate.
- A copy of your grade 10 results and your June results of grade 11.
- The declaration of authenticity.
- Proof of combined annual household income of parents.
- The rubric completed by teacher.
- Learner profile

Good luck!



**NEDBANK AND OLD MUTUAL**  
BUDGET SPEECH COMPETITION



# ASSISTANCE PROGRAMME TO STUDENTS

## ESSAY WRITING MANUAL

This manual was specially commissioned by the sponsors of the Nedbank & Old Mutual Budget Speech Competition as an aid to students entering the competition. It was written by:  
**Professor Rajendra Chetty**  
Cape Peninsula University of Technology  
April 2006.

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## 1. Objective

The objective of this manual is to provide assistance with writing a successful academic essay.

## 2. Introduction

*Either write something worth reading; or do something worth writing.*

Benjamin Franklin

If you know the steps towards writing a successful essay and understand what to do to make the essay interesting, creative and reader-friendly, the exercise can be easy and rewarding.

Follow the steps outlined in this manual to ensure that the quality of your essay is high, it has adhered to basic technical details and it is an academically excellent product. If you want a positive response from your reader, then you must consider the salient points of a good essay, namely, structure, style, logical arguments, current and contemporary information, well researched and correct language usage. This manual would address these points.

### **3. Writing an academic essay**

#### **3.6 What are the steps to writing an academic essay?**

- Research the topic/question;
- Brainstorm the topic to get original ideas (your view is important!);
- Analyse the arguments;
- Define your main point or 'theme';
- Create a structure or outline;
- Write an introduction;
- Write the paragraphs;
- Write the conclusion;
- Complete the references; and
- Check your language.

#### **3.7 Who are my readers?**

Your readers are academics and experts in the field. They are therefore aware of contemporary information and current knowledge of the topic. Keep this in mind as you have to convince them that your essay is well researched and you understand the topic.

You must also bear in mind what the adjudicators are looking for in your essay. The webpage, [www.budgetspeechcompetiton.co.za](http://www.budgetspeechcompetiton.co.za), would provide you with this information.

#### **3.8 Why is my idea important here and now?**

- You need to contribute sound arguments and innovative/new information on the topic; and
- You have to be convinced that your argument is important and that there is a need in you to share your ideas.

#### **3.9 What makes a winning academic essay?**

- You must have a central argument or theme;
- It must answer the key question;
- Do not write any information that does not answer this question, i.e. do not include any irrelevant information;
- It must be well-researched;
- Provide evidence of sources that you have consulted;
- The argument must be logical. If your essay is well structured, the argument would flow in a logical manner;



- The essay must be evidence-based. Your opinions are important, however, you must substantiate your points with evidence; and
- Provide relevant examples to strengthen your essay;

### 3.4 How do I start with my essay?

- Understand the question/topic;
- Check the meaning of the key words e.g. debate, describe, evaluate, discuss, etc.;
- You must know **exactly** what you need to do in the essay;
- Read widely on the topic;
- Do an internet search and a literature search in the library on the key words;
- Write! Write the ideas that come to you as you explore and discover the topic. Even if you are not sure if it answers the question, write the information down; and
- Collect data. Remember the most current information would appear in the media and journals.

### 3.10 How do I make my essay engaging and interesting?

- Write with passion. If you are not convinced that your essay has something interesting to offer the reader, you cannot convince anyone else!
- Have information that is unique and different. If it is boring, or if the reader has read it somewhere else, the reader would be disinterested; and
- Have a purpose for the essay. There must be something that you want to convey to the reader.

## 4. Academic Research

### 4.1 What is academic research?

- Academic research includes the use of information and ideas from books, journals, the internet and other secondary sources.
- You can also include primary sources e.g. an interview with an economist or the Minister of Finance.
- A well-researched essay would use a variety of sources, quote interesting information to substantiate the arguments and debate (discuss, interrogate, agree/disagree) with the information.

### 4.2 Why must I do research?

- It provides a good knowledge base for the topic;
- You include the most recent information;
- It adds credibility to your argument;
- It strengthens your essay; and
- It adds an academic slant to your essay.

### 4.4 What is not academic research?

- Summaries of books or articles;
- Relying on sources for the whole essay without personal input on the topic;
- Essays that are merely paraphrases of other peoples' arguments;
- Long quotations from different sources;
- Only using internet sources (it's a sign of limited research and reading!);
- Using a single text as a source; and
- Not reading critically, i.e. re-writing from the sources without engaging with the information.

### 4.4 How do I use sources in my essay?

#### 4.4.1 Summarise

- Condense a main idea of an article or book;
- You must first understand what you read!
- Be concise;
- All information must be relevant to the question; and
- Be careful of '*Interesting*' information that is totally irrelevant to the question!

#### 4.4.2 Quote

- Use quotation marks for direct quotes;

- Is the quote relevant to your argument? If not, do not include it;
- Quotes must be short;
- Take a little from a lot! Quote briefly from a variety of sources; and
- Can you paraphrase the idea? If yes, do not use the quote.

#### 4.4.3 Paraphrase

- Recast an idea in your own words;
- Paraphrasing is better than quoting; and
- Most of the information in your essay should be paraphrased from sources.

#### 4.5 Hints to remember with research

- Can the reader differentiate between your voice and the voice of your sources?
- Your essay would be confusing or contradictory if your voice gets mixed up with the different viewpoints of your sources.
- If you use someone else's idea or information, you must give them credit in the essay (see the section on referencing);
- You should respond or react to information and not just copy it;
- Don't only choose information that supports your argument. A good essayist also provides information that contradicts their argument. It gives you an opportunity to say why you disagree with the information!
- Use current information. If your essay leans on outdated information, the reader would not be impressed with you; and
- Use the thoughts and ideas of great thinkers in the field e.g. the country's top economists or academics.

## 5. The hypothesis

### 5.1 What is the hypothesis?

e.g. **A paradigm shift in fiscal policy would result in increased growth and development.**

- It is an intelligent guess of what you think the answer is to the key question in your essay;
- Your hypothesis is your **best** idea for your answer;
- It is a clear assertion around which you write your essay;
- You sum up your main points in a concise sentence;
- It is impossible to write a good essay without a hypothesis that drives the essay;
- The hypothesis is the foundation of your essay and it provides a clear focus in the essay; and
- The hypothesis lets your reader know where you are going and why.

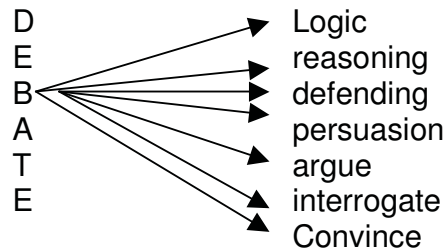
### 5.2 Why is the hypothesis important?

- It emphasizes the central point that you want in the essay;
- It guides you in choosing your examples to substantiate your points;
- It helps you to think about the validity of your points; and
- It assists you to keep the reader convinced of your argument and to remain interested in your idea.

### 5.3 How do I structure the hypothesis?

- Know what your **claim** is. It is the key point in your essay;
- Give reasons for your claim;
- Provide evidence that your claim is true;
- Be logical as you link your **hypothesis** (what you think the answer is), your **claim** (why you think the answer should be that) and your **evidence** (content and research) to substantiate your claim.
- If you are sufficiently confident and convinced that your evidence supports your claim, then you can accept your hypothesis. You must be convinced of your claim!
- You should not start your essay with a hypothesis and then provide evidence that contradicts your hypothesis. Your essay will not be convincing.

## 6. Structuring and articulating the debate



### 6.1 What is a debate in an essay?

- When you debate a point in an essay, you use logic and reasoning;
- You decide on a core value and you argue why your core value should be accepted;
- It is an interactive exercise where you take a strong position on something (claim), and present an argument to defend that position;
- The two important factors in a debate are **logical argument** and **persuasion**; and
- You have to convince your reader that your claim is true.

### 6.2 How do I debate?

- Take sides on the topic and defend your stance;
- You need to form judgments based on your facts;
- Use sources in an intelligent manner;
- Interrogate your sources i.e. engage with the points raised by the authors e.g. agreeing or disagreeing;
- Don't simply recycle information from your sources without a robust discussion and linking with your hypothesis;
- Strengthen your argument by providing as much evidence and information as possible to counter the other side;
- Try to find faulty reasoning in the opposing arguments to strengthen your case;
- Provide counterexamples to strengthen your argument e.g. The sources may refer to Europe and you provide examples from Brazil or India to illustrate differences within developing countries; and
- Win your argument through logical presentation that leads to a convincing conclusion.

### 6.3 Why must I debate?

- It adds credibility to your argument;

- You don't rely only on opinions, but provide convincing evidence from your sources;
- Some essays have an **advocacy** approach where the argument advocates something very strongly e.g. ***The economic policy of a country should be monetarist.*** In this kind of essay you have to challenge your reader to accept your theory and argument by advocating very strongly what you believe. You do this by debating your points and countering the opposing views; and
- It shows the reader that you are thinking **critically**.

#### 6.4 How do I think critically in my essay?

- Collect opinions and arguments from both sides (your standpoint and those that contradict you);
- Analyse the arguments and draw out implications from these statements;
- Examine the statements for contradictions;
- Evaluate the arguments;
- Locate the opposing claims to your own claim;
- Choose information that is relevant to your central issue, although they may oppose your standpoint;
- Support and justify your claim; and
- Draw conclusions and form a judgment.

#### 6.5 How do I evaluate an argument?

- Question what the statement means.
- How did the person come to that conclusion?
- Why do you believe that your argument is right?
- What evidence do you have to substantiate your argument?
- What happens if you are wrong?
- Are there sources that disagree with you?
- Do you understand why they disagree with you?
- Why is your argument significant?
- Is your argument valid and true?

## 7. Concluding the essay

The conclusion is an integral part of the essay. It looks back on the points you have raised and reinforces, but does not repeat the main idea. It must create a feeling of closure of the argument, an ending to the debate.

### 7.1 What should I be careful of?

- End gracefully, never abruptly;
- End with a quick wrap-up sentence, a memorable thought, an interesting twist of logic, point to the future or have a call to action;
- Is there something that the reader can take away after reading?
- The conclusion must fit naturally with the essay;
- Don't introduce new information;
- Keep it short;
- Don't summarise your essay in the conclusion!

### 7.2 Questions to ask myself:

- Have I reviewed the key claim/main point of my essay?
- Have I briefly described my concluding feeling about the topic?
- Did I leave the reader with something to think about?
- How has the reader's mind been changed by following the logic of my argument and evidence?
- Did I connect back with the introduction?

## 8. Language editing

### 8.1 How can I ensure a smooth flow in my sentences?

- Add words to connect your sentences (see 8.2).
- Make sure that the paragraph is connected with a central point.
- Make sure that each sentence makes sense!
- Does each paragraph link with the topic?
- Revise the essay extensively. Write at least 3 drafts before you go to the final essay.

### 8.2 What transition words can help to link my sentences and paragraphs?

- However;
- Even though;
- On the other hand;
- Nevertheless;
- Therefore;
- Thus;
- As a result of;
- Consequently;
- In addition to;
- Furthermore; etc.

### 8.3 How do I do the final editing?

- Run a spelling and grammar check in your computer;
- Make sure each sentence has a subject;
- Make sure the subject and verb agrees with each other;
- Is the verb tenses of the essay consistent e.g. past tense;
- Be careful of mixing American and British spelling;
- Does the introduction and a conclusion link with each other?
- Does each paragraph follow the proper format?
- Is there any repetition?
- Have I replaced vagueness and ambiguities?
- Are there any emotional statements?
- Is the essay easy to understand?



#### **8.4 Before I submit the essay, did I do the following?**

- Read the essay many times;
- Get someone else to review my essay; and
- Encourage impartial criticism of my essay.

## 9. Referencing

Correct referencing in the essay and acknowledging the sources you used at the end of the essay is an important part of the technical detail. More importantly, we reference to avoid plagiarism!!

### 9.1 What do I include in my list of references?

- All the sources consulted;
- Only sources cited in the essay; and
- Information from tables, graphs or charts must be cited.

### 9.2 How do I reference correctly and consistently?

- Use the more widely known Harvard Method;
- Arrange sources alphabetically (author's name); and
- Don't number the sources in the reference section.

### 9.3 What should I be careful of?

- References cited in the essay, but not included in the bibliography;
- Incorrect spelling of authors, titles and publishers;
- No indication of editor/s in edited texts;
- Omission of subtitles of books, journal titles and journal articles;
- Confusion with italicization of books and titles of journals;
- Underlining instead of italicizing titles; and
- Date of downloading of internet citations omitted.

### 9.4 How do I use footnotes?

- Use a small raised number in the essay to signal a footnote;
- Indicate the full reference (as indicated in the examples below) at the foot of the page in which the source is cited;
- When you refer to a source for the second time, shorten the note by using only the author's surname and page number in the footnote (e.g. Singh, 321). Avoid the Latin *ibid.* ('in the same place'); and
- For web-pages, indicate the date you accessed the information.

***(NB. It is not necessary to use footnotes in an essay. You can simply cite the reference in the essay and list it fully in the bibliography)***

### 9.5 Examples of references

#### 9.5.1 In the essay.

(Peters 2000:14) or ....according to Peters (2000:14)

### 9.5.2 In the Bibliography

**a. Books**

Stone, R. 1997. *The science of beadwork*. New York: Oxford.

**b. Chapter in Book** (with an editor, where each chapter has been written by a different author.

Chetty, K. 2001. The place of values in a world of facts. In Arries, C. (Ed). *The nature of knowledge*. London: Prentice-Hall: 124-139.

**c. Journals**

Johnson, S. 2006. Towards a Keynesian model of economics. *Economics Today*. 19:33-39, September.

**d. Government Gazette**

South Africa. Department of Trade and Industries. 2005. *The DOHA Agreement*. Pretoria: Government Gazette, 385 (18164): 1-96, July 28.

**e. Internet**

Stamp, G. 1997. Domains of Work. Review of Hoebeke's *Making Work Systems Better – A Practitioner's Reflections*.

[www.bioss.mwebhosting.net/Phase 1](http://www.bioss.mwebhosting.net/Phase 1). (6 Dec 2005)

[www.dit.gov.za](http://www.dit.gov.za). opening the door to EU trade. (7 February 2006)

**f. Interviews**

Manual, T. 2006. Interview with the researcher on 4 March 2006, Cape Town.

**g. Legislation promulgated by Parliament**

South Africa. 1982. *Atomic Energy Act, No 92 of 1982*. Pretoria: Government Printer

**h. Legislation promulgated by a government department**

South Africa. Department of Finance. 2005. *Draft Policy on Value Added Tax*. Pretoria: Government Printer.

**i. Newspaper article**

Pop, C.A. 2003. Should privatization prosper? SAA in the year 2002. *Mail and Guardian*: 15, March 11.

- j. **Thesis**  
Lombard, A. 2006. Economics of Teacher Education.  
Unpublished MEd thesis, University of Cape Town.