

2021/22 Western Cape Essay Writing Bursary Competition
Important additional information

1. Entry requirements:
 - All essays must be typed and submitted in English.
 - The essay title must appear on the first page of the essay.
 - The total number of words of the essay must also appear on the first page.
 - All pages must be numbered.
 - The learner's name and that of the school must appear on the cover page of the essay.
 - The essay, excluding the bibliography, must contain between 2 200 and 2 500 words.

2. The oral presentation forms part of the total competition mark and must be conducted in English at school and during the final adjudication.

3. **The following documents must accompany each entry:**
 - a) Completed entry form.
 - b) Marked essay and completed rubric.
 - c) Certified copy of learner's SA identity document or birth certificate.
 - d) Certified copy of learner's Grade 10 academic results and Grade 11 June academic results.
 - e) Declaration of authenticity.
 - f) Proof of combined income of parents.

4. **Competition time frames**
 - 4.1 Essays were submitted to the school convenor: **22 August 2021.**
 - 4.2 Adjudication took place at schools: **23 August to 06 September 2021.**
 - 4.3 Submission to local district office: **15 November 2021.**
Label the envelope as follows:
For attention: Economics Curriculum Adviser
(Nedbank-Treasury-WCED Bursary Competition)
 - 4.4 Adjudication at district level to be completed by an appointed panel during November 2021.
 - 4.5 The ten best entries per district (limited to two entries per school) to be submitted to the Deputy Chief Education Specialist: Economics at the Western Cape Education Department (WCED) Head Office by **30 November 2021.**

4.6 Finalists will be selected by a panel by February 2022.

4.7 Finalists interviewed and winners announced on a Friday afternoon and Saturday in March/April 2022.

5. **Adjudication information**

5.1 Primary criteria

5.1.1 The focus of the competition is on academic excellence and the potential of each learner.

5.1.2 Essays will be judged primarily on merit.

5.1.3 Essays of equal merit will be evaluated further, using the following criteria:

- Academic results (Grade 10 results and Grade 11 June results)
- Learner's financial needs, based on parents' or guardians' household income
- Disabilities (equal opportunities will be taken into account)
- Learner's community involvement and commitment to addressing the country's socio-economic problems.

5.2 Additional criteria

The final adjudication panel will interview the finalists to determine the winners. The panel will evaluate each learner in terms of the following criteria:

- a) Intellectual sparkle
- b) Ability to formulate and express a rational argument
- c) Knowledge and understanding of current socio-economic issues.

6. **General information**

6.1 The best essays of the total number submitted will be selected as finalists.

6.2 All finalists will be guests of the Western Cape Provincial Government and Nedbank, and will be expected to attend all functions arranged.

6.3 Due to the virtual nature of both the adjudication and award sessions, there is no need for transportation and therefore, no costs will be incurred in this regard.

6.4 Teachers will be expected to act as mentors for learners by offering guidance during the virtual sessions.

Research Project Topic for Grade 11 Programme of Assessment (2021)

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

OR

- May be submitted for the 2021/22 Western Cape Essay Writing Bursary Competition (2 200 words) by promising learners (maximum two per school). The latter essay, however, may only be submitted in English.

Scenario and background:

On 15 March 2020, President Cyril Ramaphosa declared a **national state of disaster** and announced measures such as:

- immediate **travel restrictions**; and
- the **closure of schools** from 18 March 2020.

On 17 March 2020, the National Coronavirus Command Council (NCCC) was established, "to lead the nation's strategic plan to managing the spread and mitigate the negative impact of the coronavirus". On 23 March 2020, a **national lockdown** was announced, starting on 27 March 2020. On 21 April 2020, a **500 billion rand stimulus package** was announced in response to the pandemic.

President Ramaphosa announced that from 01 May 2020, a gradual and phased easing of lockdown restrictions would begin, lowering the national **Alert Level** to 4. From 01 June 2020, the national restrictions were lowered to Alert Level 3. The restrictions were lowered to Alert Level 2 on 17 August 2020. From 21 September 2020, restrictions were lowered to Alert Level 1. In December 2020, the country experienced a **second wave** of COVID-19 infections. The lockdown was **tightened** from an Adjusted Alert Level 1 to an Adjusted Alert Level 3, starting on 29 December 2020.

Essay task:

Critically analyse and examine the abovementioned scenario by means of:

- **outlining/sketching** the economic implications of COVID-19 with special reference to the South African economy;
- **fully evaluating** the impact of COVID-19 on the economy; and
- suggesting **recommendations** to the South African government (economic cluster) on how to respond to the restrictions as imposed by COVID-19 on the economy, going forward.

Note to subject teachers:

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

Grade 11:

Term 1 **Topic 1:** Factors of production

	Topic 2: Circular flow and quantitative elements – national income
	Topic 3: Economic systems – inclusive of the dualistic nature of the South African economic system
	Topic 4: Economic structure of South Africa
Term 2	Topic 2: Dynamics of markets – effects of cost and revenue analysis
	Topic 3: Dynamics of markets – relationship between markets
	Topic 4: Dynamics of markets – price elasticity of demand theory
Term 3	Topic 1: Economic growth and development – wealth creation process and patterns of distribution
	Topic 2: Economic growth and development – measuring levels of development
Term 4	Topic 1: Globalisation

The following must be taken into account:

- It is essential that the research essay is well researched and well structured.
- The essay should consist of a **minimum of 2 200 words** and conform to the required or suggested layout.
- Refer to the WCED's Economics curriculum and Western Cape Provincial Treasury websites for essay writing tips.
- Study the *Nedbank Information Booklet*.

In addition, at the onset of the task, participating learners should be provided with the marking guideline (marking rubric) for the adjudication of essays and oral presentations, which provides the detailed criteria and performance levels to be adhered to.

Additional recommended resources for more information on the economic impact of the COVID-19 pandemic in South Africa:

- [2020 Review: SA economy rocked by COVID-19](#)
- <https://www.ru.ac.za/latestnews/seminalresearchbyrhodes-uctresearcherrevealthatinsouthafricablackwom.html>
- <https://www.sciencedirect.com/science/article/pii/S221191242030064X>
- <https://www.nature.com/articles/s41562-021-01060-5>
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3562570

**2021/22 WESTERN CAPE ESSAY WRITING BURSARY COMPETITION
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 marking rubric are converted to numerical values to award marks for the project.

ESSAY

RATING SCALE → CRITERIA ↓	1 = Not achieved 0–20%	2 = Partially achieved 21–39%	3 = Achieved 40–59%	4 = Achieved at a very good level 60–79%	5 = Outstanding/ excellent achievement 80–100%	Mark awarded (%)
Technical aspects (framework) <ul style="list-style-type: none"> ▫ Title page ▫ Table of contents ▫ Introduction ▫ Contents ▫ Conclusions ▫ Recommendations ▫ Sources ▫ Min 2 200, max 2 500 words 	<p>Has not met the technical requirements at all.</p> <p>Written presentation lacking in many aspects.</p> <p>Lacking detail evident in most aspects.</p>	<p>Partially meets some of the technical requirements.</p> <p>Not all criteria met – not enough detail evident in some aspects of the essay.</p>	<p>Meets the technical requirements.</p> <p>Neat appearance of project with adequate attention to detail in most aspects evident.</p>	<p>Project is attractive and meets all requirements very well.</p> <p>Very good attention to detail regarding all aspects is evident.</p>	<p>Exceeds all the technical requirements and has submitted an outstanding piece of work with supporting graphics (charts, pictures, photographs, diagrams and tables).</p>	<p>[] /100</p>
Research process There is clear evidence that a thorough background study was done and that existing aspects which address	<p>Displays little or no skill in data collection.</p> <p>Very little (only one or two) or no evidence of resources consulted.</p>	<p>Displays some skill in data collection.</p> <p>Some evidence of only a few resources consulted.</p>	<p>Shows knowledge of and displays skill in data collection.</p>	<p>Shows very good knowledge of and displays skill in data collection.</p>	<p>Shows outstanding knowledge of and displays excellent skill in data collection.</p>	<p>[] /100</p>

the topic have been examined, using appropriate methods to conduct research (e.g., conducting interviews/recording own observations and taking photographs/ researching a variety of literature on the topic, etc.).			Acceptable evidence of a range of resources consulted.	Good evidence of very good range of resources consulted.	Excellent evidence of extremely wide range of resources consulted.	
	Displays little or no skill in: Recording and organising data, e.g., tables and graphs.	Displays some skill in: Recording and organising data, e.g., tables and graphs.	Shows knowledge of and displays skill in: Recording and organising data, e.g., tables and graphs.	Shows very good knowledge of and displays skill in: Recording and organising data, e.g., tables and graphs.	Shows outstanding knowledge of and displays excellent skill in: Recording and organising data, e.g., tables and graphs.	[] /100
Content: Introduction	Introduction not relevant to topic at all – no interest roused.	Introduction has some relevance to topic – very little interest is roused on what is to follow.	Introduction relevant and sufficient to introduce essay in most aspects – some interested roused.	Very good introduction, sufficient both in length and coverage of all aspects to be addressed – rouses interest on what is to follow.	Introduction provides all parameters of research topic in an exciting way – reader inquisitive and interested in what is to follow.	[] /100
Content: Body Critically examine the abovementioned scenario with reference to the South African economy before the lockdown restrictions were imposed, by focusing on critical economic indicators in this regard.	Shows no or limited understanding of the topic.	Has some idea of the topic. Not convinced that the scenario was fully understood and satisfactorily analysed.	Shows a good understanding of the topic. The South African economy was well examined and discussed in some detail.	Shows a very good understanding of the topic. Evident that the South African economy and COVID-19 pandemic lockdown restrictions were well understood and critically examined.	Shows an excellent understanding of the topic. Evident that the South African economy and COVID-19 pandemic lockdown restrictions were excellently understood and critically examined.	Mark [] X2 [] /200

<p>Content: Body Provide a brief background to COVID-19 by unpacking:</p> <ul style="list-style-type: none"> • What is it? • Where did it originate from? • When did it enter South African borders? • Why is it an economic threat (if at all)? 	Shows no or limited understanding of this aspect.	Has <u>minimal idea</u> of this aspect. Not convinced that the background behind the COVID-19 pandemic and its economic implications are properly outlined and well understood. Essentially, the discussion in this regard is limited.	Shows a <u>good understanding</u> of this aspect. Evident that the background to the COVID-19 pandemic is fairly explored and its economic implications fairly discussed in some detail.	Shows a <u>very good understanding</u> of this aspect. Evident that the background to the COVID-19 pandemic is well explored and economic implications well discussed in some detail.	Shows an <u>excellent understanding</u> of this aspect. Clear evidence that the background to the COVID-19 pandemic and its economic implications are excellently understood and excellently outlined. Discussions are very convincing.	Mark [] X2 [] /200
Compare and contrast various perspectives as articulated by renowned economists about the consequences of COVID-19 on the world economy generally and the South African economy in particular.	<u>Not able to compare and contrast various perspectives</u> of economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.	Very <u>limited comparison and contrasting of various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.	An acceptable <u>comparison and contrasting of various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.	A <u>very good way of comparing and contrasting various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.	An <u>excellent way of comparing and contrasting various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.	Mark [] X2 [] /200
<p>Content: Body Assuming you were a health economist and serving on the NCCC. Suggest economic advice (recommendations) to the cabinet and the President on how to manage the economics of this pandemic in the South African context.</p>	<u>Not able to make practical and economically sound recommendations</u> and suggestions to the cabinet and President. Conclusion not related to research done or content in question.	<u>Very little critical thinking displayed</u> – an inability to make practical and sound economic recommendations and suggestions to the cabinet and President, suggesting impractical, unsound and unjustified strategies.	<u>Good critical thinking displayed</u> – an ability to make <u>practical and sound economic recommendations and suggestions</u> to the cabinet and the President, suggesting practical, sound and justified strategies which are meant to ensure that economic growth	<u>Very good critical thinking displayed</u> – an ability to make <u>practical and sound economic recommendations and suggestions</u> to the cabinet and the President, suggesting practical, sound and justified strategies which are meant to ensure that economic growth	<u>Excellent critical thinking displayed</u> – a <u>creative ability to make excellent practical and sound economic recommendations as well as suggestions</u> to the cabinet and President, putting forward practical, economically sound and justified strategies	Mark [] X2 [] /200

			and development are not compromised during the COVID-19 pandemic.	and development are not compromised during the COVID-19 pandemic.	which are meant to ensure that economic growth and development are not compromised during the COVID-19 pandemic.	
Final conclusion	<u>Conclusion is academically and economically weak</u> – not related to research done or content. <u>No valid conclusions</u> regarding how SA citizens and other participants in the economy will be affected by the decisions to restrict economic activities (lockdown) during the COVID-19 pandemic.	<u>Conclusion is not satisfactory</u> – <u>does not</u> portray sound research done. Most conclusions are not valid or practical regarding how SA citizens and other stakeholders will be affected by the decisions to restrict economic activities (lockdown) during the COVID-19 pandemic.	<u>Good conclusion</u> , however, it <u>does not</u> encapsulate good research, findings and recommendations done on this topic of the economics of COVID-19 in terms of how SA citizens and other participants in the economy will be affected by the decisions to restrict economic activities (lockdown) during the COVID-19 pandemic.	<u>Very good conclusion</u> – encapsulates very <u>effective</u> scientific research, findings and recommendations done on this topic of the economics of COVID-19 in terms of how SA citizens and other participants in the economy will be affected by the decisions to restrict economic activities (lockdown) during the COVID-19 pandemic.	<u>Impressive conclusion</u> – encapsulates <u>valid</u> and <u>relevant</u> research, findings and recommendations regarding the topic on the economics of COVID-19 in terms of how SA citizens and other participants in the economy will be affected by the decisions to restrict economic activities (lockdown) during the COVID-19 pandemic.	Mark [] X2 [] /200
References/sources	<u>Extremely few sources</u> listed in an unacceptable, disorganised way.	<u>Only a few sources</u> listed with quite a number of errors in referencing protocol.	<u>Acceptable list of sources</u> listed with a number of errors in referencing protocol.	<u>Very good list of sources</u> listed in correct format with only a few errors in referencing protocol.	<u>Impressive list of sources</u> listed perfectly in correct format in accordance with accepted referencing protocol.	[] /100
TOTAL (Important: Out of 1 500 and divided by 15)						[]/100

ORAL PRESENTATION (compulsory for learners participating in the Western Cape Essay Writing Bursary Competition)

RATING SCALE → CRITERIA ↓	1 = Not achieved 0–20%	2 = Partially achieved 21–39%	3 = Achieved 40–59%	4 = Achieved at a very good level 60–79%	5 = Outstanding / Excellent achievement 80–100%	Mark awarded (%)
Oral presentation Self-confidence and intellectual sparkle. Contact with audience.	Total lack of confidence. Learner often hesitates – loses train of thought. Does not manage to interest audience at all.	Learner lacks self-confidence. Does not manage to raise audience's interest in presentation.	Fairly confident presentation. Just manages to get audience interested in presentation.	Enthusiastic, confident presentation. Obtains good level of contact with audience – raises very good audience interest in presentation.	Radiates self-confidence, enthusiasm and academic sparkle. Holds audience in palm of their hand.	/100
Understanding and knowledge of topic	Demonstrates almost total lack of insight into the topic.	Demonstrates a lack of insight into the topic.	Illustrates some insight into the topic.	Illustrates good insight into the topic.	Illustrates excellent insight, perspective into the topic.	
Content: Body	Shows <u>no or limited understanding</u> of the topic. No articulation of the South African economic situation (with particular reference to core economic indicators) before COVID-19 restrictions were imposed.	Has <u>some idea</u> of the topic. A fairly limited articulation of the South African economic situation (with particular reference to core economic indicators) before COVID-19 restrictions were imposed.	Shows a <u>relatively good understanding</u> of the topic. Shows a good articulation of the South African economic situation (with particular reference to core economic indicators) before COVID-19 restrictions were imposed.	Shows a <u>very good understanding</u> of the topic. Evidence of a very good articulation of the South African economic situation (with particular reference to core economic indicators) before COVID-19 restrictions were imposed.	Shows an <u>excellent understanding</u> of the topic. Provides an excellent picture of the South African economic situation (with particular reference to core economic indicators) before COVID-19 restrictions were imposed.	/100
Content: Body Provide a brief background to COVID-19 by unpacking: <ul style="list-style-type: none"> • What is it? • Where did it originate from? 	Shows <u>no or limited understanding</u> of this aspect.	Has a <u>minimal idea</u> of this aspect. Not convinced that the background behind COVID-19 and its economic implications are well understood and	Shows a <u>good understanding</u> of this aspect. Evident that the background to COVID-19 is fairly explored and its economic	Shows a <u>very good understanding</u> of this aspect. Evident that the background to COVID-19 is well explored and economic implications	Shows an <u>excellent understanding</u> of this aspect. Clear evidence that the background to COVID-19 and its economic implications are	/100

<ul style="list-style-type: none"> • When did it enter South African borders? • Why is it an economic threat (if at all)? 		<p>properly outlined. Essentially, the discussion in this regard is limited.</p>	<p>implications fairly discussed in some detail.</p>	<p>well discussed in some detail.</p>	<p>excellently understood and excellently outlined. Discussions are very convincing.</p>	
<p>Content: Body Compare and contrast various perspectives as articulated by renowned economists about the consequences of COVID-19 on the world economy generally and the South African economy in particular.</p>	<p><u>Not able to compare and contrast various perspectives</u> of economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.</p>	<p><u>Very limited comparison and contrasting of various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.</p>	<p>An <u>acceptable comparison and contrasting of various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.</p>	<p>A <u>very good way of comparing and contrasting various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.</p>	<p>An <u>excellent way of comparing and contrasting various perspectives</u> by economists about the consequences of COVID-19 on the world economy generally and that of South Africa in particular.</p>	<p>/100</p>
<p>Content: Body Assuming you were a health economist and serving on the NCCC. Suggest economic advice (recommendations) to the cabinet and the President on how to manage the economics of this pandemic in the South African context.</p>	<p><u>Not able to make practical and economically sound recommendations</u> and suggestions to the cabinet and President. Conclusion not related to research done or content in question.</p>	<p><u>Very little critical thinking displayed</u> – an inability to make practical and sound economic recommendations and suggestions to the cabinet and President, suggesting impractical, unsound and unjustified strategies.</p>	<p><u>Good critical thinking displayed</u> – an ability to make <u>practical and sound economic recommendations and suggestions</u> to the cabinet and President, suggesting practical, sound and justified strategies which are meant to ensure that economic growth and development are not compromised during the COVID-19 pandemic.</p>	<p><u>Very good critical thinking displayed</u> – an ability to make <u>practical and sound economic recommendations and suggestions</u> to the cabinet and President, suggesting practical, sound and justified strategies which are meant to ensure that economic growth and development are not compromised during the COVID-19 pandemic.</p>	<p><u>Excellent critical thinking displayed</u> – a <u>creative ability to make excellent practical and sound economic recommendations as well as suggestions</u> to the cabinet and President, putting forward practical, economically sound and justified strategies which are meant to ensure that economic growth and development are not compromised during the COVID-19 pandemic.</p>	<p>/100</p>

Final conclusion	No final conclusion or completely unjustified conclusion made.	Final conclusion not completely justified and with deficiencies.	Generally sound final conclusion.	Very sound final conclusion.	Creative, convincing conclusion.	/100
Ability to formulate and express rational arguments, use of Economics and Mathematics-related terminology	Total lack of ability to formulate and express rational arguments – audience not convinced by presentation. Use of Economics terminology very poor. Very poor demonstration of Mathematics-related terminology and information, e.g., tables graphs, statistics.	Lacking ability to formulate and express rational arguments – audience not convinced by presentation. Use of Economics terminology lacking. Lacking demonstration of Mathematics-related terminology and information, e.g., tables graphs, statistics.	Demonstrates some ability to formulate and express rational arguments – audience not totally convinced by presentation. Fair use of Economics terminology. Fair demonstration of Mathematics-related terminology and information, e.g., tables graphs, statistics.	Demonstrates good ability to formulate and express rational arguments – audience convinced by presentation. Good use of Economics terminology. Good demonstration of Mathematics-related terminology and information, e.g., tables graphs, statistics.	Demonstrates excellent ability to formulate and express rational arguments – audience totally convinced by presentation. Excellent use of Economics terminology. Excellent demonstration of Mathematics-related terminology and information, e.g., tables, graphs, statistics.	/100
Use of media	Unfamiliar with use of media. Presentation riddled with errors. Very little care taken.	Quite a number of obvious errors in use of media. Some errors. More care could have been taken.	Standard presentation. No obvious errors in use of media. Adequate care in preparation of presentation has been taken.	Very good presentation. Confident in use of media. Presentation has been prepared very well.	Original, creative presentation – excellently portrayed. Utmost care is evident in meticulous presentation.	/100
Ability to understand questions and formulate and express rational responses to questions	Responses to questions completely lack understanding of aspects enquired into – almost all questions not answered satisfactorily/ unable to answer most questions.	Responses to questions indicate a lack of 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

AUTHENTICITY DECLARATION

NAME OF SCHOOL	
NAME OF LEARNER	
GRADE	

LEARNER STATEMENT

<p>I hereby declare that this is my own, original work and that all sources have been acknowledged.</p>	
<p>_____</p> <p>SIGNATURE OF LEARNER</p>	<p>_____</p> <p>DATE</p>

STATEMENT BY TEACHER

<p>As far as I could ascertain, the above learner statement is true and I accept that the work offered is the learner's own.</p>	
<p>_____</p> <p>SIGNATURE OF TEACHER</p>	<p>_____</p> <p>DATE</p>



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"/>
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!



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, 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.

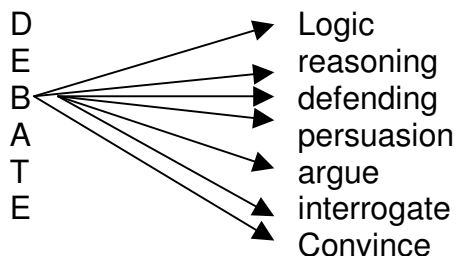
5.2 Why is the hypothesis important?

- 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) oraccording 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. (6 Dec 2005)

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.