

# ECONOMICS GRADE 10 NOTES

## FROM CHAPTER 9

### husbandry and agriculture

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#### 9.1.1 Characteristics of the agricultural stage of economic development

- The San and Khoikhoi groups used basic hunting weapons, such as bows and arrows.
- The Nguni and the Sotho groups used implements to till the soil and weapons for hunting and war. They were also herders of cattle, sheep and goats.
- People produced agricultural goods for themselves, seldom to trade.
- There was a little trade, mostly in the form of bartering.
- There were no well-developed markets.
- Most of the economic activity in South Africa was agriculture and hunting.
- There was a small population on large pieces of land.
- Labour was scarce; slaves were imported as extra labour.
- Capital was scarce.
- Most farmers produced almost everything they needed themselves.

#### 9.1.2 Factors promoting economic development in agriculture

- The Dutch could barter with the Khoi and the San for land.
- Plentiful game made hunting easy.
- A small market developed for selling food products to the passing ships.
- The colonial powers protected the markets. For example, Britain taxed imports of French wines to promote sales of wines from the Cape to people in Britain.
- In the Cape, local taxes on imports promoted local production of food. For example, a tax on wheat imports in the 1820s encouraged farmers to grow wheat.
- Improved transport and infrastructure

#### 9.1.3 Factors hampering economic development in agriculture

- Lack of capital.
- Labour was scarce.
- There were few or no schools and other educational institutions; most people had little or no education.
- Most areas had little or no infrastructure.
- The colonial powers often had monopolies in the markets. For example, farmers could only sell their goods to the Dutch East India Company.

# Scope Of Economics Grade 10 In 2014 Term 4

**J Ma**



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**Behavioral Science & Policy: Volume 2, Issue 1** Craig Fox, Sim B. Sitkin, 2016-11-22 The success of nearly all public and private sector policies hinges on the behavior of individuals groups and organizations Today such behaviors are better understood than ever thanks to a growing body of practical behavioral science research However policymakers often are unaware of behavioral science findings that may help them craft and execute more effective and efficient policies The pages of this new journal will become a meeting ground a place where scientists and non scientists can encounter clearly described behavioral research that can be put into action By design the scope of BSP is broad with topics spanning health care financial decisionmaking energy and the environment education and culture justice and ethics and work place practices Contributions will be made by researchers with expertise in psychology sociology law behavioral economics organization science decision science and marketing The journal is a key offering of the Behavioral Science Policy Association in partnership with the Brookings Institution The mission of BSPA is to foster dialog between social scientists policymakers and other practitioners in order to promote the application of rigorous empirical behavioral science in ways that serve the public interest BSPA does not advance a particular agenda or political perspective The first issue s contents follow Behavioral Science Policy vol 2 no 1 Table of Contents Editors Note Spotlight Pre Kindergarten Interventions American Policy on Early Childhood Education Development Many Programs Great Hopes Modest Prospects Ron Haskins Evidence for the Benefits of State Prekindergarten Programs Myth Misrepresentation Dale C Farran Mark W Lipsey Reforming Head Start for the 21st Century A Policy Prescription Sara Mead Ashley LiBetti Mitchel Home Visiting Programs Four Evidence Based Lessons for Policymakers Cynthia Osborne Launching Preschool 2 0 A Road Map to High Quality Public Programs at Scale Christina Weiland A 10 Year Strategy of Increased Coordination Comprehensive Investments in Early Child Development Ajay Chaudry Jane Waldfogel Reimagining Accountability in K 12 Education Brian P Gill Jennifer S Lerner Paul Meosky Featured Topic Healthy Through Habit Interventions for Initiating Maintaining Health Behavioral Change Wendy Wood David Neal Making the Truth Stick the Myths Fade Lessons from Cognitive Psychology Norbert Schwarz Eryn Newman William Leach Editorial Policy *After Piketty* Heather Boushey, J. Bradford DeLong, Marshall Steinbaum, 2017-05-08 Are Thomas Piketty s analyses of inequality on target Where should researchers go from here in exploring the ideas he pushed to the forefront of global conversation In *After Piketty* a cast of economists and other social scientists tackle these questions in dialogue with Piketty in what is sure to be a much debated book in its own right **2014** Li Yuming, Li Wei, 2019-09-23 China with the world s largest population numerous ethnic groups and vast geographical space is also rich in languages Since 2006 China s State Language Commission has been publishing annual reports on what is called language life in China These reports cover language policy and planning invitatives at the national provincial and local levels new trends in language use in a variety of social domains and major events concerning languages in mainland China Hong Kong Macau and Taiwan Now for the first time these

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contextualizes varying experiences and behavior of juvenile delinquency as well as a deeper appreciation for the policies social justice and community programs that make up the juvenile system      *National Identity and Educational Reform*  
Elizabeth Worden, 2014-02-18 National identity in Moldova remains contested despite repeated attempts by governments historians and educators to cultivate a shared sense of national belonging through the development of history textbooks Concern over professional status and distrust of the government's motivations halted these reforms demonstrating that the success of such efforts greatly depends on teachers and citizens social memory and everyday lives This volume looks at educational reform and the struggle over national identity in the history classroom from the perspectives of five different groups elected politicians Ministry of Education officials textbook authors and historians teachers and students Each chapter explores the actors motivations and agendas regarding reform their role in promoting or obstructing the reform process and their opinions about the ensuing controversy Drawing on months of fieldwork and original research author Elizabeth Worden examines the importance of teachers and students in the success or failure of a reform initiative      Dissertation Abstracts International ,1970      New Statesman ,1962

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