



# **NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)**

**LEARNING PROGRAMME GUIDELINES**

**ECONOMICS**

**JANUARY 2008**

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## **SECTION 1**

### **INTRODUCTION**

#### **1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT**

##### **1.1.1 BACKGROUND**

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

##### **1.1.2 THE NATIONAL CURRICULUM STATEMENT**

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages
- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology
- Accounting; Business Studies; Economics
- Geography; History; Life Orientation; Religion Studies
- Consumer Studies; Hospitality Studies; Tourism
- Dramatic Arts; Dance Studies; Design; Music; Visual Arts
- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

### **1.1.3 NATIONAL SENIOR CERTIFICATE**

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework*.

### **1.1.4 SUBJECT ASSESSMENT GUIDELINES**

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

## **1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES**

### **1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES**

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

### **1.2.2 WHAT IS A LEARNING PROGRAMME**

#### **INTRODUCTION**

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12
- Phase 2 – develop a *Work Schedule* for each grade
- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

## **DESIGNING A LEARNING PROGRAMME**

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

### **Developing a Subject Framework (Grades 10-12)**

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

## **Designing Work Schedules**

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

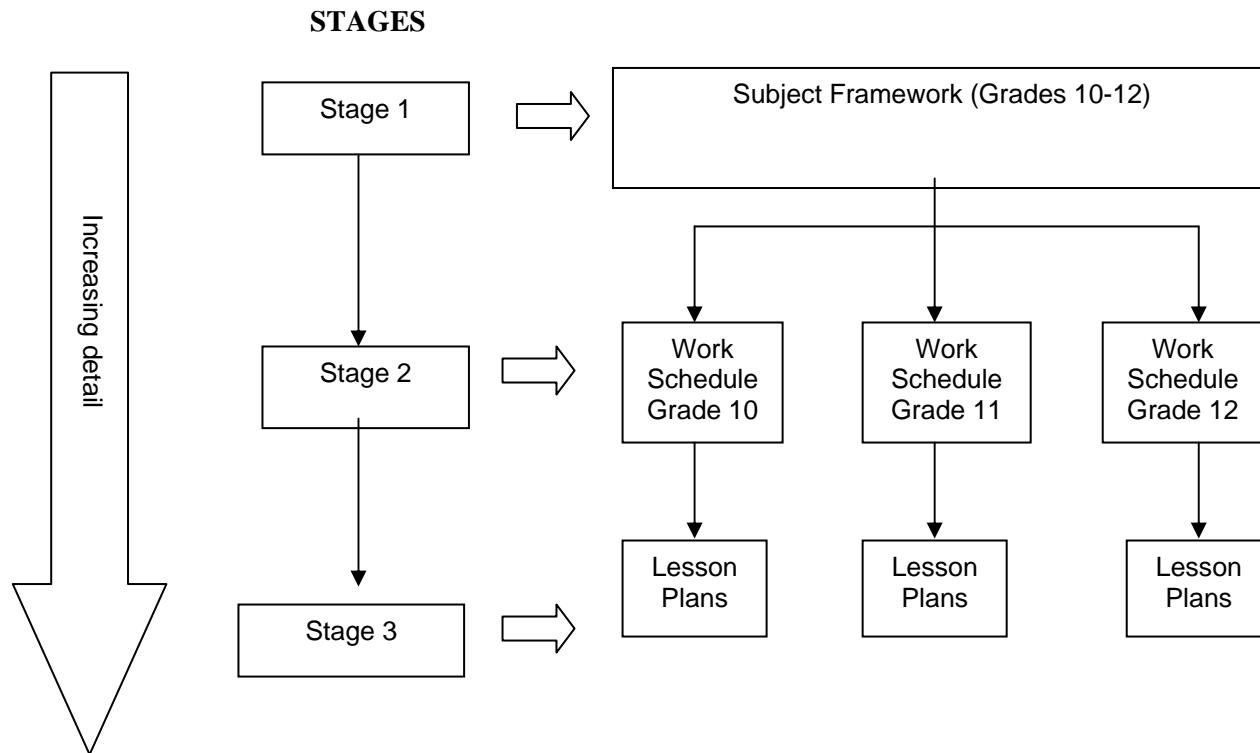
## **Designing Lesson Plans**

Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

**FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME**

**ISSUES TO BE CONSIDERED**

Philosophy and Policy
NCS Principles
Conceptual Progression within and across grades
Time allocation and weighting
Integration of LOs and ASs
LTSMS
Inclusivity and Diversity
Assessment
Contexts and Content
Learning and Teaching Methodology



## **SECTION 2**

### **INTRODUCING ECONOMICS**

This section should be read in conjunction with the Economics Subject Statement from the *National Curriculum Statement Grades 10-12 (General)*.

#### **2.1    WHAT IS ECONOMICS?**

Economics studies the activities of production, consumption and exchange viewed from macro-economic and micro-economic perspectives. These activities are informed by individual and societal preferences. In an historical context they focus on primary, secondary and tertiary sectors. Priorities include the significant contemporary economic issues of poverty, redistribution of income and wealth, growth and development, globalisation, respect of the environment and human rights. Refer to the *National Curriculum Statement Grades 10 – 12 (General)* on page 10 for a detailed description of the scope of Economics.

The content of the subjects in the *National Curriculum Statement Grade 10-12 (General)* is embodied in the Learning Outcomes and Assessment Standards. These run across Grades 10, 11 and 12, allowing for development and progression.

The four Learning Outcomes for Economics are as follows:

<b>LO 1: Macro-economics</b>	The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.
<b>LO 2: Micro-economics</b>	The learner is able to demonstrate knowledge, understanding and the appropriate skills in analysing the dynamics of markets.
<b>LO 3: Economic pursuits</b>	The learner is able to demonstrate knowledge, understanding and critical awareness of the principles and practices underpinning the improvement of the standard of living.
<b>LO 4: Contemporary economic issues</b>	The learner is able to demonstrate knowledge, understanding and critical awareness and apply a range of skills in dealing with contemporary economic issues.

See Chapter 3 of the Economics Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for the Assessment Standards for Grades 10-12.

The issues dealt with in one Learning Outcome are inter-related to the issues appearing in the other three Learning Outcomes of the subject. See pages 9 and 10 of the Economics Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for further information on the scope of these four focus areas.

In keeping with an outcomes-based approach, the teaching of Economics should not be confined to the classroom only but should include interaction with the outside world. This creates opportunities for research and practical work, shifting the emphasis from rote learning to the development of life skills and values.

The acquisition of information is an important part of Economics. Yet the amount of information available is so vast in the twenty first century and information changes so rapidly, that the ability to acquire information rather than information itself is now the primary focus. Learners however, are still required to acquire essential information that will enable them to achieve the various Learning

Outcomes and Assessment Standards. The Learning Outcomes and Assessment Standards are the point of departure for the design of Learning Programmes.

Assessment is an integral part of the teaching and learning of Economics and must take place on an ongoing basis and not just at the end of each term or formally at the end of the year.

Successful learning and teaching in Economics relies heavily on the teaching approach chosen by the teacher. The greatest challenge is to ensure the application of knowledge. The Economics teacher should engage learners actively in their own learning by facilitating learning, using group work, getting learners to talk and accommodating individual learner needs.

Experiential (i.e. active) learning, individual work, group work and continuity are essential components in the teaching of Economics. In experiential learning the learners get to practise life skills in the classroom and reflect on these experiences. Continuity is vital to ensure that there is a logical and coherent flow between the activities presented in the Economics classroom. It is therefore important to link that which was done before to that which is being done at present to provide consolidation of the application of life skills.

A variety of methods is suitable to the teaching of Economics. Teaching methods should be chosen after considering:

- The content to be covered
- The number of learners in the class
- The Learning Outcomes and Assessment Standards to be addressed
- The level of the learners in the class
- The individual needs of the learners
- The time available

The four Economics Learning Outcomes should not be covered in isolation. Economics Learning Programmes should, where possible, link and integrate the Learning Outcomes and Assessment Standards. This integration should obviously not be forced but opportunities for integration need to be identified and Learning Programmes should be designed around this interrelatedness.

## 2.2 WHAT IS THE PURPOSE OF ECONOMICS?

Economics equips learners with knowledge, understanding, skills, competencies and attitudes that will enable them to participate in, contribute to, adapt to, and survive in a competitive and demanding human environment.

- Economics enables learners to follow economic, political and social events and to make observations that are valid and relevant. For instance, from daily reports in the media they may monitor an increase in the oil price.
- Economics teaches learners to analyse their observations in various contexts. For instance, they can determine that the increase in the oil price is the result of supply restrictions by producers, the result of an increase of stock levels by users or the result of the activities of oil speculators who are exploiting a political situation.
- Furthermore, it enables the learners to interpret their analyses. Their investigations reveal that oil producers did not reduce production and that large users did not increase their oil stocks. However, on the stock exchange, together with an increase in the share prices of oil companies, a huge increase in the number and value of oil ‘futures’ occurred. This means that speculators are taking options on oil output for delivery in three months’ time. This takes oil out of the market and pushes up the prices.

- This subject also enables learners to explain the events and to forecast the consequences or predict likely future outcomes. In other words, the reason why oil prices increase is due to the activities of oil speculators. The speculators believed the oil producers were going to reduce their production for political reasons, consequently pushing up prices. This did not happen. Therefore, because the activities of speculators were based on wrong assumptions, the high prices will come down after about three months when the oil that speculators kept off the market returns to the supply stream.

In terms of these competencies, the purpose of studying Economics is to become knowledgeable consumers, informed employees and employers and assertive citizens.

## **2.3 WHAT IS THE RELATIONSHIP BETWEEN ECONOMICS AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?**

The National Curriculum Statement Grades 10-12 (General) lists nine principles on which all learning and teaching in Grades 10 to 12 should be based. The nine principles that form the basis of the National Curriculum Statement Grades 10-12 (General) are embedded in the subject Economics as follows:

### **2.3.1 Human Rights, inclusivity and environmental and socio-economic justice**

The *National Curriculum Statement Grades 10-12 (General)* seeks to promote human rights and social and environmental justice. Some 28 related topics or items are directly or indirectly included in the Assessment Standards for Economics from Grades 10 to 12. For example in Grade 10 Learning Outcome 1 Assessment Standard 2, learners are required to highlight the promotion or violation of human rights and the environment when explaining the economic processes of production, exchange and consumption. In Grade 10 Learning Outcome 3 Assessment Standard 4, learners are required to explain the impact of HIV/Aids on the South African labour force. In addition, issues such as poverty and the deterioration of the environment are embedded in the Learning Outcomes.

In Economics learners are sensitised to issues of diversity, such as poverty, inequality, race, gender, language, age and disability. For example, in Grade 10, Learning Outcome 4 Assessment Standard 3 deals with these issues.

### **2.3.2 Outcomes-based education**

As with all other subjects in the National Curriculum Statement Grades 10-12 (General), Economics makes use of Learning Outcomes and Assessment Standards to describe what a learner should know and be able to demonstrate (i.e. the skills, knowledge and values that are the results of learning). It sets out the Learning Outcomes to be achieved at the end of Grade 12. The Economics Learning Outcomes are underpinned by the Critical Outcomes across the grades. See Section 2.5.1 for details.

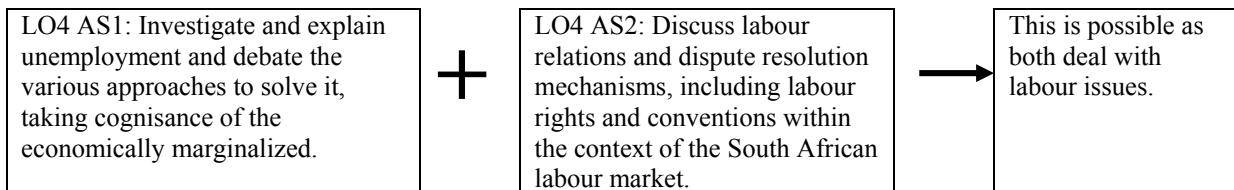
### **2.3.3 Integration**

Economics allows for an integrated approach to learning, teaching and assessment in that the issues dealt with in the subject are integrated across the four Learning Outcomes. The knowledge, skills and values addressed in the four Learning Outcomes of Economics therefore build on and interact with each other and are not isolated. Integration involves the grouping together of Assessment Standards that link naturally and must be seen as a mechanism that can be used to enrich learning, teaching and assessment. It is important that teachers reflect the integrated nature of the subject

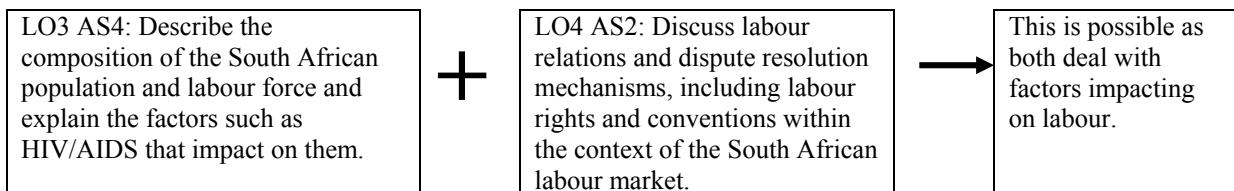
Economics in the development of a Learning Programme for Economics to ensure that the four Learning Outcomes are learnt, taught and assessed in an integrated and holistic manner in the classroom.

The following are examples of how Economics teachers can integrate Learning Outcomes and Assessment Standards from Economics within the subject. This integration should enhance the competencies professional economists require, namely a mix of theoretical, practical and reflective skills.

***Integration within the subject Economics*** can occur in Grade 10 when the following are integrated:



OR



### **2.3.4 Credibility, quality, efficiency and relevance**

The National Curriculum Statement Grades 10-12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. The credibility, quality and efficiency of the Economics curriculum is evident in that it reflects the basics of international mainstream (school) Economics within the South African context and relates to human rights and other critical political and social imperatives for South Africa.

### **2.3.5 High levels of knowledge and skills for all**

The National Curriculum Statement Grades 10-12 (General) aims to develop high level knowledge and skills in learners. The knowledge suggested in the Learning Outcomes and the Assessment Standards has been pitched at achievement levels that will prepare learners for Higher Education and Training and the workplace. It will equip them with appropriate competencies to meet the challenges they will face as adults.

For example, Grade 12 Learning Outcome 3 Assessment Standard 4 requires learners to discuss the South African economic and social indicators and their uses. In addition, Grade 12 Learning Outcome 1 Assessment Standard 3 requires learners to explain and analyse business cycles and to discuss how such analyses can be used in economic forecasting. The knowledge and skills acquired through these Assessment Standards will be valuable in the work environment. Furthermore, Assessment Standards spread across the band, require learners to *investigate (research)* issues. Research skills are essential in the Higher Education and Training Band.

### **2.3.6 Indigenous knowledge systems**

Nowadays people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years.

Learners need to be encouraged to use indigenous knowledge to solve economic problems and look for business opportunities. For instance, in Grade 10 Learning Outcome 3 Assessment Standard 2, learners are required to highlight the role of indigenous knowledge systems when they outline the stages of economic development in South Africa; in Grade 11 Learning Outcome 3 Assessment Standard 2, learners are required to explain the main characteristics of developing countries, and mention the use of indigenous knowledge systems and in Grade 12 Learning Outcome 4 Assessment Standard 2, learners are required to debate the economic importance of tourism and to refer to the importance of indigenous knowledge systems.

### **2.3.7 Social transformation**

The imperative to transform South African society through various transformation mechanisms stems from the need to address the legacy of apartheid in all areas of human activity. Social transformation is therefore aimed at ensuring that the imbalances and discrimination of the past are addressed, and that equal business opportunities based on expertise and recognition of potential are provided for all sections of the population.

In Grade 10 Learning Outcome 4 Assessment Standard 3, learners are required to research and outline various redress efforts. In Grade 11 and 12 there are a number of opportunities to return to this issue, for example in Learning Outcome 1 Assessment Standard 1 in both grades.

If social transformation is to be achieved, all South Africans have to be educationally affirmed. Economics contributes to social transformation by recognizing learners' potential and assisting them to develop this potential to live meaningful lives.

### **2.3.8 Progression**

The Assessment Standards for each Learning Outcome in the *National Curriculum Statement Grades 10-12 (General)* are designed at various levels of complexity and depth to provide for progression as learners move from the beginning to the end of a grade, and from grade to grade.

Progression implies more advanced and complex knowledge and skills as learners move forward through Grades 10, 11 and 12. Learners cannot progress without a thorough understanding of the basics. Therefore, the Assessment Standards are sequenced to facilitate progression.

In Grade 10, Learning Outcome 2 Assessment Standard 1 requires learners to *explain the use of demand and supply curves to establish prices and quantities (in perfect markets)*. In Grade 11, Learning Outcome 2 Assessment Standard 2 requires learners to *explain the use of revenue and cost curves to establish prices and quantities (in perfect markets)*. In Grade 12, Learning Outcome 2, Assessment Standard 1 and Assessment Standard 3 require learners to *explain the dynamics of perfect and imperfect markets with the aid of revenue and cost curves*.

### **2.3.9 Articulation and portability**

The NCS Grades 10-12 promotes access from Grade 9 to the Higher Education and Training Band. The Learning Outcomes and Assessment Standards of Economics in Grades 10-12 link closely with those in Grades R-9 in that Economics in Grades 10-12 focuses on similar areas of skills, knowledge and values to Economic and Management Sciences in the *National Curriculum Statement Grades R-9 (Schools)*.

While Economic and Management Sciences leads into Economics, Accounting and Business Studies much of the knowledge acquired in Economic and Management Sciences links with that of Economics. For example, Economic and Management Sciences focuses on: different economic systems and how these address the economic problem, demand and supply curves, foreign sector in the economic cycle, factors of production, the Reconstruction and Development Programme as a means to stimulate economic growth, basic conditions of employment etc. Teachers need to be aware of this prior learning when planning their Learning Programmes so that they can ensure learners move from the known to the unknown.

Sound knowledge of Economics enables learners to enter the world of business or specialise further in the many fields of Commerce at institutions of higher learning.

## **2.4 PROFILE OF AN ECONOMICS LEARNER**

The primary purpose of the National Curriculum Statement Grades 10-12 (General) is to equip learners with the skills, knowledge and values that will enable them to participate in, and offer benefits to society. It also aims to provide a basis for further learning in Higher Education and Training, to lay a foundation for future careers and to prepare learners to be productive and responsible citizens.

In addition, the learner emerging from Grade 12 must:

- Value, have access to, and succeed in lifelong education and training of good quality;
- Demonstrate an ability to think logically and analytically, holistically and laterally; and
- Be able to transfer skills from one context to another.

## **The Economics Learning Outcomes and the General Education and Training Learning Area Outcomes**

The *National Curriculum Statement Grades 10-12 (General)* specifies the content that needs to be taught in Grades 10 to 12 and the standards that learners should meet. Therefore, while Learning Outcomes are written as separate units with associated Assessment Standards, there is a relationship between various Learning Outcomes and Assessment Standards which should be integrated when Learning Programmes are developed.

The Learning Outcomes in Grades 10-12 are firmly anchored in the Learning Outcomes of the NCS Grades R-9.

## **2.4 RELATIONSHIP BETWEEN ECONOMICS LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES**

There are seven cross-curricular Critical Outcomes and five cross-curricular Developmental Outcomes. These outcomes are derived from the Constitution and indicate the desired profile of a learner leaving the schooling system. The Critical and Developmental Outcomes in turn inform the Learning Outcomes that are set for each subject and therefore inform the learning, teaching and assessment process in Economics. See page 2 of the Economics Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for the Critical and Developmental Outcomes.

The four Learning Outcomes for the subject Economics relate to the Critical Outcomes and Developmental Outcomes as follows:

<b>CO / DO</b>	<b>APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF ECONOMICS</b>
<b>CO 1: Problems, decisions and thinking</b>	All four Learning Outcomes and Assessment Standards require problem-solving and thinking skills, e.g. identify, explain, analyse, investigate, etc.
<b>CO 2: Work with others</b>	This will be used in any activity that involves group work or working with peers. The business venture should ideally be run as a group effort.
<b>CO 3: Manage selves and activities</b>	The study of Economics provides learners with the opportunities to develop a range of skills that they can apply and use throughout their lives e.g. economic effects on the economy and the effect on individuals, interpret and apply economic issues, citizenship and life skills, rights of individuals etc.
<b>CO 4: Work with information</b>	LO1 – analyse information, LO2 – determine effects of prices and quantities of the public sector's involvement in the market, interpret data and graphs, LO3 – investigate economic development, analyse the effects of HIV/Aids etc.
<b>CO 5: Communicate</b>	All four Learning Outcomes require written and verbal communication, e.g. explain, discuss, debate, present, describe etc.
<b>CO 6: Use Science and Technology</b>	LO1 – violation of human rights and the environment, LO3 – indigenous knowledge systems, effects of HIV/AIDS on the SA population.
<b>CO 7: World as set of related systems</b>	All four Learning Outcomes. No business or economic issue can be solved on its own – business operates within a global market.
<b>DO 1: Learning strategies</b>	All four outcomes depending on methods used to ensure that the learners are exposed to different strategies.
<b>DO 2: Participate in communities</b>	Learners examine how their local community is affected by economic policies e.g. unemployment, price increases, HIV/AIDS etc.
<b>DO 3: Culturally and aesthetically sensitive</b>	South Africa, like most countries in the world, is a multi-cultural society. Knowledge about and respect for others, in our country and the rest of the world, is promoted in Economics. These issues need to be built into all business situations e.g. infuse aspects relating to indigenous knowledge systems, factors influencing labour etc.
<b>DO 4: Education and career</b>	The subject Economics exposes learners to the economy and business with several related careers.
<b>DO 5: Entrepreneurial</b>	Economics introduces learners to scarcity, markets, demand and supply etc.

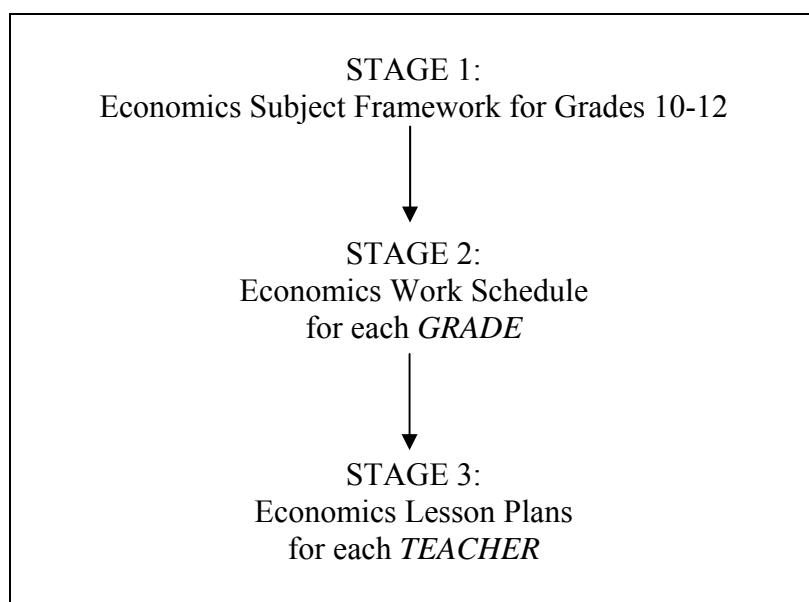
## SECTION 3

### DESIGNING A LEARNING PROGRAMME FOR ECONOMICS

#### 3.1 INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all four Learning Outcomes in Economics are achieved in a progressive manner. It is recommended that the Economics teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, Economics teachers teaching the same grade need to work together and draw from the content and context identified for their grade in the Subject Framework, to develop a Work Schedule in which they indicate the sequence in which the content and context will be presented for Economics in that particular grade (see Section 3.3.2). Finally, the individual Economics teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

An outline of the process involved in the design of a Learning Programme for Economics is provided in the diagram below:



The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

## **3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME**

The issues to be addressed in the development of an Economics Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

### **3.2.1 Policies and Principles**

<b>STAGE 1 Subject Framework</b>	The various Policies that impact on curriculum implementation should be considered throughout the planning process. <i>NCS:</i> <ul style="list-style-type: none"><li>• Principles: Refer to Section 2.3 to see how Economics supports the application of the nine principles of the NCS</li><li>• Critical and Developmental Outcomes: Refer to Section 2.5 to see how Economics supports the application of the</li><li>• Critical and Developmental Outcomes</li></ul>
<b>STAGE 2 Work Schedule</b>	<ul style="list-style-type: none"><li>• Critical and Developmental Outcomes</li></ul>
<b>STAGE 3 Lesson Plan</b>	<i>Other Policies and Legislation:</i> <ul style="list-style-type: none"><li>• White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy – all have implications for LTSM and teaching methods in Economics</li><li>• White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Economics</li></ul>

### **3.2.2 Content**

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

<b>STAGE 1 Subject Framework</b>	The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12).
<b>STAGE 2 Work Schedule</b>	The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS.
<b>STAGE 3 Lesson Plan</b>	The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration.

### **3.2.3 Integration**

Integration involves the grouping of Assessment Standards according to natural and authentic links.

<b>STAGE 1 Subject Framework</b>	Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of ASs within and across the grades.
<b>STAGE 2 Work Schedule</b>	The integration and sequencing of the ASs is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period.

<b>STAGE 3 Lesson Plan</b>	The same groupings of LOs and ASs as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan.
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### 3.2.4 Conceptual Progression

<b>STAGE 1 Subject Framework</b>	The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the ASs per Learning Outcome.
<b>STAGE 2 Work Schedule</b>	Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated LOs and AS in the Work Schedule.
<b>STAGE 3 Lesson Plan</b>	In the individual Economics classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans.

### 3.2.5 Time Allocation and Weighting

<b>STAGE 1 Subject Framework</b>	4 hours per week is allocated to Economics in the NCS. This is approximately 160 hours per year. The teachers of the subject should plan how this time will be used for the teaching of Economics in the three grades.
<b>STAGE 2 Work Schedule</b>	The groupings of ASs as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.
<b>STAGE 3 Lesson Plan</b>	The amount of time to be spent on activities should be indicated in the Lesson Plans.

### 3.2.6 LTSM

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Rather common and readily available items can be used.

<b>STAGE 1 Subject Framework</b>	Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school.
<b>STAGE 2 Work Schedule</b>	List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade.
<b>STAGE 3 Lesson Plan</b>	Identify specific resources related to the individual activities contained within a Lesson Plan.

Among the many examples of LTSM which can be used by the learner in Economics while working in the classroom, doing homework or conducting a research, some are:

Textbooks	Census returns, graphic data, tables, graphs	Classroom resource materials
Dictionaries, atlases, maps, photos, globe, models, encyclopaedia and other reference work and pictures	Posters, pamphlets, travel brochures, cartoons	Pre-recorded videos, audio-cassettes and slides
Magazines and newspapers	Multimedia packages	CD-ROMs, computer

### 3.2.7 Assessment

All Grade 10, 11 and 12 learners are expected to complete seven internal tasks for Economics. Of the seven tasks, two must be tests, two must be examinations and the remaining three tasks can take any form suitable to the teaching and assessment of Economics. In addition, Grade 12 learners are expected to complete an external examination. See Section 3 of the Subject Assessment Guidelines for Economics for further details.

In order to administer effective assessment one must have a clearly defined purpose. It is important that all the tasks are well covered as spelt out in the Subject Assessment Guideline document. By answering the following questions the teacher can decide what assessment activity is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

**Observation-based** assessment requires that learner performance be assessed while the learner is actually performing a skill in the classroom as there will be no concrete product for the teacher to assess after the performance. Not all observations need culminate in a formally recorded assessment of learner performance. **Performance-based** assessment relies on the availability of a product as evidence of learner performance that can be assessed by the teacher after the completion of the performance. **Test-based** assessment focuses on assessing the presentation and application of knowledge.

<b>STAGE 1 Subject Framework</b>	Develop a three-year assessment plan using the Subject Assessment Guidelines for Economics. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
<b>STAGE 2 Work Schedule</b>	Use the Subject Assessment Guidelines for Economics to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.
<b>STAGE 3 Lesson Plan</b>	Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. <b>HINT:</b> Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The choice of an assessment strategy is determined by the LOs and ASs that have been grouped together for a particular Lesson Plan. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

### 3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning Economics teaching activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods ; and
- assess learners based on individual progress.

<b>STAGE 1 Subject Framework</b>	Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas:
<b>STAGE 2 Work Schedule</b>	<ul style="list-style-type: none"> <li>• Learning styles: provide optional activities / different ways of doing same activity</li> <li>• Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities</li> <li>• Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners.</li> <li>• Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender.</li> <li>• Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM.</li> </ul>
<b>STAGE 3 Lesson Plan</b>	This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning.

### 3.2.9 Learning and Teaching Methodology

<b>STAGE 1 Subject Framework</b>	It is not necessary to record Teaching Methods for either of these stages.
<b>STAGE 2 Work Schedule</b>	
<b>STAGE 3 Lesson Plan</b>	This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom.

### **3.3 DESIGNING A LEARNING PROGRAMME**

A detailed description of the process involved in the design of a Learning Programme for Economics is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

#### **3.3.1 Subject Framework (Grades 10-12) for Economics**

Planning for the teaching of Economics in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades (see Annexure 1 for the Content Framework for Economics)
- A three-year assessment plan
- The list of LTSM required

#### **① Clarify the Learning Outcomes and Assessment Standards.**

The essential question for Economics is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Economics Subject Statement.

#### **② Study the conceptual progression across the three grades.**

Study the Assessment Standards for Economics across the three grades. Progression should be clearly evident across the grades.

#### **③ Identify the content to be taught.**

Analyse the Assessment Standards to identify the skills, knowledge and values to be addressed in each grade. Also consider the content and context in which they will be taught.

#### **④ Identify three-year plan of assessment.**

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards. This ensures that assessment remains an integral part of the learning and teaching process in Economics and that learners participate in a range of assessment activities.

## **⑤ Identify possible LTSM (resources).**

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

### **3.3.2 Designing Work Schedules for Economics**

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See Annexure 2 for examples of Work Schedules for Grades 10, 11 and 12.

The following steps provide guidelines on how to approach the design of a Work Schedule per grade for Economics:

#### **① Package the content.**

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in Economics and group these according to natural and authentic links.

#### **② Sequence the content.**

Determine the order in which the groupings of Learning Outcomes and Assessment Standards will be presented in the particular grade in Economics. Besides the conceptual progression in the Assessment Standards for Economics, *context* can also be used to sequence groupings in Economics.

#### **③ Pace the content.**

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards in the particular grade.

#### **④ Review forms of assessment.**

Revisit the forms of assessment listed for the particular grade in the Subject Assessment Guidelines, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

#### **⑤ Review LTSM.**

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

### **3.3.3 Designing Lesson Plans for Economics**

Each grade-specific Work Schedule for ECONOMICS must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing Economics.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it. See Annexure 3 for examples of Lesson Plans for Economics.

**① Indicate the content, context, Learning Outcomes and Assessment Standards.**

Copy this information from the Work Schedule for the particular grade.

**② Develop activities and select teaching method.**

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

**③ Consider diversity.**

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge and values indicated in the grouping of Learning Outcomes and Assessment Standards.

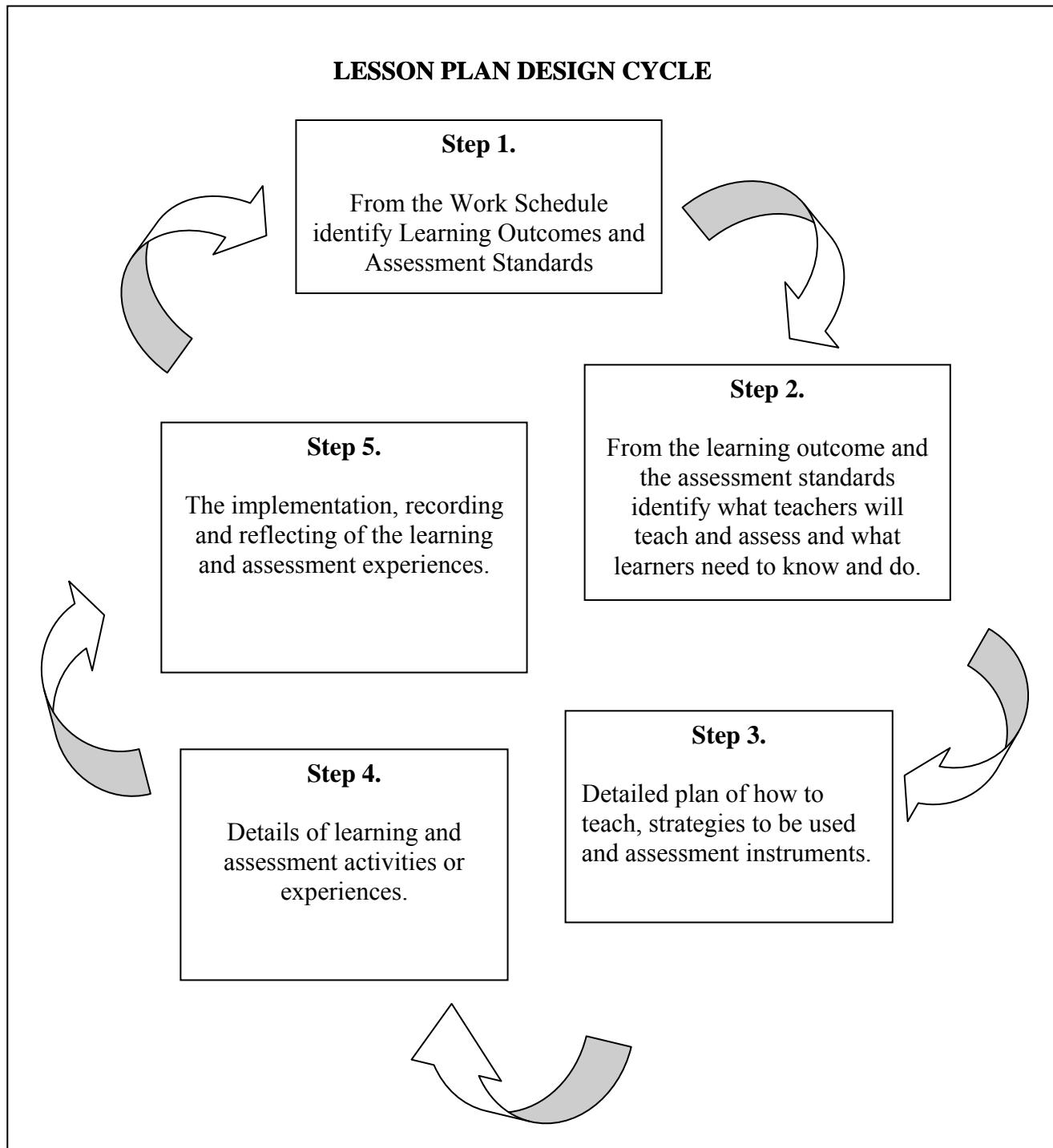
**④ Review assessment and LTSM.**

Indicate the details of the assessment strategy and LTSM to be used in each activity.

**⑤ Allocate time.**

Give an indication of how much time will be spent on each activity in the Lesson Plan.

**Figure 3-1: Lesson Plan Design Cycle**



### **3.3.4 Reflection and review of the Economics Learning Programme**

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher should **reflect** on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the Economics Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

## ANNEXURE 1: CONTENT FRAMEWORK FOR ECONOMICS

<b>Learning Outcome 1: Macro-economics.</b> <i>The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.</i>					
	Grade 10		Grade 11		Grade 12
10.1.1	<i>Analyse Economics, describe its methods and relationships with other sciences, and investigate career opportunities.</i>	11.1.1	<i>Analyse the factors of production and their remunerations, and investigate community participation initiatives and access of economically marginalised groups.</i>	12.1.1	<i>Present the circular flow model as a macroeconomic model, deduce and analyse the national account aggregates, and derive and apply the multiplier.</i>
Content	Economics, the methods of Economics and its setting within the field (BCM), relationships with other sciences, e.g. History and career opportunities.		<ul style="list-style-type: none"> <li>▪ Natural resources, e.g. land and the environment, labour, capital, the entrepreneur (characteristics, importance and remuneration).</li> <li>▪ Community participation in local economic planning and activities, access of economically marginalised groups (e.g. empowerment and procurement procedures).</li> </ul>		The open economy circular flow model, the markets, national account aggregates and conversions, the multiplier.
10.1.2	<i>Identify and explain the problem that all economies try to solve, and relate it to the basic processes of production, consumption and exchange, highlighting the promotion or violation of human rights and the environment.</i>	11.1.2	<i>Analyse the uses of economic goods and services and relate them to the Gross Domestic Product (GDP).</i>	12.1.2	<i>Analyse the explanations of business cycles and discuss how business cycles are used in forecasting.</i>
Content	The scarcity problem, the basic processes, promotion or violation of human rights and the environment.		<ul style="list-style-type: none"> <li>▪ Final consumption expenditure (C) (Definition, Composition and Importance)</li> <li>▪ Consumption expenditure by general government (G) (Definition, Classification and Importance)</li> <li>▪ Gross fixed capital formation (I) (Definition, Classification and Importance)</li> <li>▪ Import and Export (M and X)</li> </ul>		The composition and features of business cycles. Explanations, government policy, the new economic paradigm (smoothing of cycles), features underpinning forecasting with regard to business cycles.

			<p>(Definition, Composition and Importance),</p> <ul style="list-style-type: none"> <li>▪ The main aggregates (GDP (P), GDP (E), GDP (I)).</li> </ul>		
10.1.3	<i>Discuss the participants, markets, and monetary and real flows in an open economy.</i>	11.1.3	<i>Explain the characteristics and foundations of South Africa's mixed economy, and assess its efficiency in terms of socio-economic services.</i>	12.1.3	<i>Evaluate the role of the public sector in the economy with special reference to its socioeconomic responsibility in the South African context.</i>
Content	The circular flow diagram, the participants, the flows, leakages and injections.		<ul style="list-style-type: none"> <li>▪ The market economy (characteristics, advantages and disadvantages)</li> <li>▪ The centrally planned economy (characteristics, advantages and disadvantages)</li> <li>▪ South Africa's mixed economy (characteristics, advantages and disadvantages)</li> <li>▪ Efficiency in delivering socioeconomic services, e.g. social services, economic services and international competitiveness.</li> </ul>		The composition and necessity of the public sector, problems of public sector provisioning, objectives of the public sector and its budgets, fiscal policy, including the Laffer curve, and reasons for public sector failure (infuse where appropriate: national macroeconomic policy and service delivery with regard to socio-economic rights, education, health, the environment, social security; convention of the rights of the child, taxation, and compensation for human rights abuses).
10.1.4	<i>Describe the reasons for business cycles and explain and illustrate their composition, mentioning the impact on the economically vulnerable.</i>	11.1.4	<i>Analyse the economic structure of South Africa in terms of its industries and infrastructure, highlighting exclusion and discrimination.</i>	12.1.4	<i>Examine the foreign exchange market and the establishment of exchange rates, and show how the balance of payments account is affected.</i>
Content	The business cycle, the reasons for it, its composition and effects.		<ul style="list-style-type: none"> <li>▪ Primary sector, secondary sector, tertiary sector, energy, transport and communication as important components of the South African infrastructure (infuse in the analyses: exclusion, discrimination in service, economic provisioning, and access to economic opportunity).</li> </ul>		The main reasons for international trade, the balance of payments account, foreign exchange markets, the establishment of foreign exchange rates and the corrections.

<b>Learning Outcome 2: Micro-economics</b> <i>The learner is able to demonstrate knowledge, understanding and the appropriate skills in analysing the dynamics of markets.</i>					
10.2.1	<i>Explain the market as a phenomenon and make use of graphs to illustrate the establishment of prices and quantities.</i>	11.2.1	<i>Analyse the relationships between markets and illuminate them with the aid of graphs.</i>	12.2.1	<i>Examine the dynamics of perfect markets with the aid of cost and revenue curves.</i>
Content	The dynamics of markets, value, price and utility, composition, kinds of markets, prices, functions of markets, rationale, the position of the production possibility curve, maximising satisfaction from limited resources, effects of efficiencies.		Relative prices, demand relationships (substitutes and compliments), supply relationships (substitutes and compliments), relationships between product (change in the goods market and change in the factor market), factor markets, market structures (e.g. perfect and imperfect markets).		Perfect competition, individual business and industries, market structure, output, profits, losses and supply, competition policies, monopolies, oligopolies.
10.2.2	<i>Describe production possibility curves (reflecting on efficiencies), and explain how they reconcile choice and scarcity.</i>	11.2.2	<i>Explain and illustrate by means of graphs the effects of cost and revenue on prices and the levels of production.</i>	12.2.2	<i>Explain the reasons for and consequences of market failures and reflect on cost-benefit analysis.</i>
Content	Methods of involvement, indirect taxes, subsidies, welfare, maximum and minimum prices, production and minimum wages with regard to the public sector.		The objectives of businesses (accounting profit, economic profit normal profit and opportunity cost), short-run costs (total, average and marginal cost), long-run costs (long-run costs are variable, economies of scale, diseconomies of scale and application), revenue calculations, changes in revenue, profits and losses (apply revenue and cost analyses also to the production and pricing of factors).		The causes of market failures, consequences of market failures, and cost-benefit analysis.
10.2.3	<i>Explain the effects, in terms of prices and quantities, of the public sector's involvement and intervention in the market with the aid of graphs.</i>	11.2.3	<i>Explain price elasticities, illustrate the presentation with the aid of graphs, and calculate their values.</i>	12.2.3	<i>Examine the dynamics of imperfect markets with the aid of cost and revenue curves.</i>
Content	The effects, in terms of prices and quantities, of the public sector's involvement and intervention in the market.		Marginal utility (diminishing marginal utility, patterns of consumption, Consumer Equilibrium, maximizing satisfaction and		The dynamics of imperfect markets.

			<p>demand), price elasticity of demand (measuring price elasticity of demand, degree of price elasticity of demand and curves showing price elasticity of demand), price elasticity of supply (measuring price elasticity of supply and degree of price elasticity of supply).</p> <p>Factors determining the elasticity of demand. Income elasticity of demand and cross elasticity of demand (substitute goods, complementary goods and unrelated goods).</p>		
<b>Learning Outcome 3: Economic Pursuits</b>					
<i>The learner is able to demonstrate knowledge, understanding and critical awareness of the policies and practices underpinning the improvement of the standard of living.</i>					
10.3.1	<i>Investigate and outline the stages of economic development in broad historical context, and relate them to evidence from Africa, where relevant.</i>	11.3.1	<i>Discuss the wealth creation process and patterns of distribution, and relate them to economic growth and the standard of living.</i>	12.3.1	<i>Compare and evaluate South African growth and development policies in terms of international benchmarks, and highlight the North/South divide.</i>
Content	Traditional societies, development, transition, maturity, mass production and consumption (including impact of globalisation).		The wealth creation process (meaning of wealth, its nature and sources of wealth), distribution of wealth, redistribution methods, economic growth, standard of living (infuse aspects relevant to patterns of unequal distribution where applicable).		The demand-side approach, the supply-side approach, evaluation of the approaches used in South Africa, the North/South divide.
10.3.2	<i>Investigate and outline economic development in South Africa in historical context, highlighting indigenous knowledge systems and the impact of colonialism and imperialism.</i>	11.3.2	<i>Explain the main characteristics of developing countries and strategies that can be used in economic development, mentioning the use of indigenous knowledge systems in this regard.</i>	12.3.2	<i>Discuss South Africa's industrial development policies and assess their suitability in terms of international best practice.</i>
Content	Animal husbandry and agriculture, agriculture and mining, mining and industry, manufacturing and services (infuse aspects relating to indigenous knowledge systems where applicable).		Measures of development/economic development, common characteristics of developing countries, development strategies, South Africa's endeavours, indigenous knowledge systems.		Regional development, South Africa's endeavours, the appropriateness of South African strategies.

10.3.3	<i>Investigate and outline the history of money and banking in South Africa.</i>	11.3.3	<i>Describe the composition of the money and the banking system in South Africa, and emphasise the reasons for and consequences of bank failures</i>	12.3.3	<i>Discuss protectionism and free trade, and evaluate South African international trade policies and major protocols in terms of these.</i>
Content	The history of money and banking.		Money, banking, micro-lending activities, central banking, monetary policy, bank failures and consequences.		Export promotion, import substitution, protectionisms (the arguments), free trade (the arguments), a desirable mix, evaluation (highlight the major protocols).
10.3.4	<i>Describe the composition of the South African population and labour force, and explain the factors, such as HIV/AIDS, that impact on them.</i>	11.3.4	<i>Discuss South Africa's role and relative economic importance in Africa.</i>	12.3.4	<i>Analyse and discuss the South African economic and social performance indicators and their uses</i>
Content	The South African population, the South African labour force, factors impacting on the population and labour force growth and composition (e.g. HIV/AIDS).		Africa's economic demarcations (e.g. AU and SADC), comparison with regard to, <i>inter alia</i> , resources, population, production, consumption, wealth, poverty, infrastructure, trade and finance, and economic integration and co-operation (e.g. SACU, SADC and NEPAD).		The performance of an economy, economic indicators (e.g. GDP) inflation rate, foreign trade, employment, productivity, interest rates, end money supply, social indicators (e.g. demographics), health and nutrition, education, services, housing and urbanisation, and international comparisons.
<b>Learning Outcome 4: Contemporary Economic Issues</b> <i>The learner is able to demonstrate knowledge, understanding and critical awareness, and apply a range of skills in dealing with contemporary economic issues.</i>					
10.4.1	<i>Investigate and explain unemployment and debate the various approaches to solve it, taking cognisance of the economically marginalised.</i>	11.4.1	<i>Analyse and investigate poverty, its characteristics, causes and possible solutions in the South African context.</i>	12.4.1	<i>Analyse and investigate inflation, and explain the policies that are used to combat it.</i>
Content	The nature of unemployment, approaches to solving unemployment, and the ability of marginalized groups to participate in the economy.		Poverty, absolute and relative poverty, measuring poverty, causes of poverty, the effects of poverty, the South African government's measures to alleviate poverty.		Inflation, kinds and characteristics of inflation, causes and consequences of inflation, the inflation problem in South Africa, measures to combat inflation.

10.4.2	<i>Discuss labour relations and dispute resolution mechanisms, including labour rights and conventions, within the context of the South African labour market.</i>	11.4.2	<i>Examine and debate globalisation, its relevance to the North/South divide, and its effects (negative and positive) on South Africa.</i>	12.4.2	<i>Debate the economic importance of tourism to South Africa and suggest policies to promote it, referring to the importance of indigenous knowledge systems.</i>
Content	The labour market in the South African context, the objectives of the Labour Relations Act, labour rights and conventions, the collective bargaining and dispute resolution process, human resources, natural resources, capital, entrepreneurial activities, democratisation of economic procedures, macro-economic adaptation.		The meaning, causes, consequences, absolute and comparative advantages and disadvantages of globalisation, and the North/South divide.		Tourism, reasons for its growth, the effects, the benefits, South Africa's profile (indigenous knowledge systems), policy suggestions.
10.4.3	<i>Investigate and outline the reconstruction of the South African economy after 1994, as an effort to redress the inequalities of the past.</i>	11.4.3	<i>State and debate the problems of environmental deterioration and insensitive resource exploitation with special reference to South Africa.</i>	12.4.3	<i>Analyse environmental sustainability and investigate recent international agreements in this regard (e.g. Rio de Janeiro and Johannesburg Summits).</i>
Content	The reconstruction of the South African economy after 1994, as an effort to redress the inequalities of the past.		The problem of environmental deterioration, protecting the environment, approaches to sustainability, the global and local impact on South Africa with regard to the environment.		The state of the environment, measures to ensure sustainability, international agreements (e.g. Rio de Janeiro and Johannesburg Summits).
10.4.4	<i>Identify, engage in and communicate economic issues of the day, quantitative elements of Economics and other essentials.</i>	11.4.4	<i>Identify, engage in, examine and communicate economic issues of the day, quantitative elements of Economics and other essentials.</i>	12.4.4	<i>Engage in, evaluate and communicate economic issues of the day, quantitative elements of Economics and other essentials.</i>
Content	<ul style="list-style-type: none"> <li>▪ The economic issues of the day.</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive simple mathematical expressions [e.g. <math>Y = C + I + G + (Ex - Im)</math>],</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ The economic issues of the day.</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive mathematical expressions (e.g. <math>P = MV/Q</math>),</li> <li>○ calculate co-efficients (e.g. price</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ The economic issues of the day.</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive and apply mathematical expressions,</li> <li>○ calculate and apply co-</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ calculate rates, fractions and decimals,</li> <li>○ read values from simple tables and graphs.</li> </ul> <p>▪ Other essentials:</p> <ul style="list-style-type: none"> <li>○ engage in citizenship and life skills essentials (e.g. completing forms such as applications for identity documents and passports, and filling in tax returns),</li> <li>○ participate in subject-related competitions and other practical activities.</li> </ul>		<ul style="list-style-type: none"> <li>▪ elasticities),</li> <li>○ analyse tables and graphs.</li> </ul> <p>▪ other essentials:</p> <ul style="list-style-type: none"> <li>○ engage in citizenship and life skills essentials,</li> <li>○ participate in subject-related competitions and other practical activities.</li> </ul>		<ul style="list-style-type: none"> <li>▪ efficient,</li> <li>○ interpret tables and graphs.</li> </ul> <p>▪ other essentials:</p> <ul style="list-style-type: none"> <li>○ engage in citizenship and life skills essentials,</li> <li>○ participate in subject-related competitions and other practical activities.</li> </ul>
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## ANNEXURE 2: EXAMPLES OF WORK SCHEDULES FOR ECONOMICS

### EXAMPLE OF A WORK SCHEDULE FOR GRADE 10

TIME FRAME	LO AS	CONTEXT	CONTENT	ASSESSMENT	RESOURCES
4 HOURS/ 1 WEEK	<p>10.1.1 Analyse Economics, describe its methods and setting and relationships with other sciences, and investigate career opportunities.</p> <p><b>Integration with:</b>            10.1.2 10.1.3 10.1.4 10.2.1            10.2.2 10.2.3 10.3.1 10.3.2            10.3.3 10.3.4 10.4.1 10.4.2            10.4.3 10.4.4</p>	ECONOMICS	Analyse Economics, the methods of Economics and its setting within the field, Business, Commerce and Management (BCM), relationships with other sciences, e.g. History and career opportunities.	<ul style="list-style-type: none"> <li>▪ Case studies to examine the relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbooks</li> <li>▪ Libraries</li> <li>▪ Case studies</li> </ul>
8 HOURS/ 2 WEEKS	<p><b>10.1.2</b> Identify and explain the problem that all economies try to solve</p> <p>10.1.3 Discuss the participants, markets, and monetary and real flows in an open economy.</p> <p>10.1.4 Describe the reasons for business cycles and explain and illustrate their composition.</p> <p>10.4.4 Identify, engage in and communicate economic issues of the day.</p> <p><b>Integration with:</b>            10.1.1 10.2.1 10.2.2 10.2.3 10.3.1            10.3.2 10.3.3 10.3.4 10.4.1 10.4.2            10.4.3</p>	ECONOMIC PROBLEMS	<ul style="list-style-type: none"> <li>▪ Explain the scarcity problem, the basic processes of production, consumption and exchange, promotion or violation of human rights and the environment. Four factors of production (just mention). (Link to LO: 10.2.1. and 10.2.2)</li> <li>▪ Discuss the circular flow diagram, the participants, the flows, leakages and injections, e.g. the flow of factors of production, money and goods and services. (Link to LO: 10.2.2)</li> <li>▪ Describe the business cycle, the reasons for it, its composition and effects.</li> <li>▪ Engage in and communicate the economic issues of the day (a short presentation of a relevant economic issue of the day is required).</li> </ul> <p><b>Relevant to the topics, e.g. Consumer Price Index (CPI), Inflation and deflation.</b></p> <ul style="list-style-type: none"> <li>▪ The quantitative elements of economics <b>related to the topics</b>:           <ul style="list-style-type: none"> <li>○ derive simple mathematical expressions [e.g. <math>Y = C + I + G + (Ex - Im)</math>],</li> <li>○ calculate rates, fractions and decimals,</li> <li>○ read values from simple tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Economic concepts</li> <li>▪ Economic problems</li> <li>▪ Factors of production</li> <li>▪ Production and consumption</li> <li>▪ Circular flow diagram</li> <li>▪ Business cycle diagram</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/business journals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Human rights literature</li> <li>▪ Circular flow diagram</li> <li>▪ Business cycle diagram</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/business journals</li> </ul>

36 HOURS/ 9 WEEKS	<p>10.2.1 Explain the market as a phenomenon and make use of graphs</p> <p>10.2.2 Describe production possibility curves.</p> <p>10.2.3 Explain the effects, in terms of prices and quantities</p> <p>10.4.4 Identify, engage in and communicate economic issues of the day.</p> <p><b>Integration with:</b></p> <p>10.1.2 10.1.3 10.1.4 10.2.1 10.2.2</p> <p>10.2.3 10.3.1 10.3.2 10.3.3 10.3.4</p> <p>10.4.1 10.4.2 10.4.3</p>	<b>MICRO ECONOMICS</b>	<ul style="list-style-type: none"> <li>▪ Describe the dynamics of markets, value, price and utility, composition, kinds of markets, prices, functions of markets, rationale, the position of the production possibility curve, maximising satisfaction from limited resources, effects of efficiencies.</li> <li>▪ Explain methods of involvement, indirect taxes, subsidies, welfare, maximum and minimum prices, production and minimum wages with regard to the public sector.</li> <li>▪ Explain the effects, in terms of prices and quantities, of the public sector's involvement and intervention in the market with the aid of graphs.</li> <li>▪ Engage in, examine and communicate the economic issues of the day (a short presentation of a relevant economic issue of the day is required).</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive mathematical expressions (e.g. <math>P = MV/Q</math>),</li> <li>○ calculate co-efficients (e.g. price elasticities),</li> <li>○ analyse tables and graphs.</li> </ul> </li> <li>▪ Other essentials: <ul style="list-style-type: none"> <li>○ engage in citizenship and life skills essentials,</li> <li>○ participate in subject-related competitions and other practical activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline assessment – revising circular flow to revise markets, firms and household.</li> <li>▪ Case study</li> <li>▪ <b>Project</b></li> <li>▪ <b>Test</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Circular flow Exemplar graphs</li> <li>▪ Case studies</li> <li>▪ TV</li> <li>▪ Newspapers and magazines /business journals</li> </ul>
40 HOURS/ 10 WEEKS	<p>10.3.1 The stages of economic development and relate them to evidence from Africa.</p> <p>10.3.2 Economic development in South Africa, highlighting indigenous knowledge systems and the impact of colonialism and imperialism.</p> <p>10.3.3 History of money and banking in South Africa</p> <p>10.4.3 The reconstruction of the South African economy after 1994.</p> <p><b>Integration with:</b></p> <p>10.1.2 10.1.3 10.1.4 10.2.1 10.2.2</p> <p>10.2.3 10.3.4 10.4.1 10.4.2</p>	<b>ECONOMIC DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Investigate and outline the following: <ul style="list-style-type: none"> <li>○ The traditional society, development, transition, maturity, mass production and consumption (including impact of globalisation).</li> <li>○ Animal husbandry and agriculture, agriculture and mining, mining and industry, manufacturing and services (infuse aspects relating to indigenous knowledge systems where applicable).</li> <li>○ The history of money and banking.</li> <li>○ The reconstruction of the South African economy after 1994, as an effort to redress the inequalities of the past.</li> </ul> </li> <li>▪ Engage in and communicate the economic issues of the day (a short presentation of a relevant economic issue of the day is required).</li> <li>▪ The quantitative elements of economics <b>related to the topics</b>: <ul style="list-style-type: none"> <li>○ derive simple mathematical expressions [e.g. <math>Y = C + I + G + (Ex - Im)</math>],</li> <li>○ calculate rates, fractions and decimals,</li> <li>○ read values from simple tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Project</b>.</li> <li>▪ Research information collected by learners</li> <li>▪ Communication skill</li> <li>▪ <b>Examination</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ History books</li> <li>▪ Libraries /banks/post office/, etc.</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/ business journals</li> <li>▪ Research instrument.</li> </ul>

48HOURS/ 12 WEEKS	<p>10.3.4 Describe the composition of the South African population and labour force, and explain the factors, such as HIV/AIDS.</p> <p>10.4.1 Investigate and explain unemployment and debate the various approaches to solve it.</p> <p>10.4.2 Discuss labour relations and dispute resolution mechanisms.</p> <p>10.4.4 Identify, engage in and communicate economic issues of the day</p> <p><b>Integration with:</b></p> <table border="0"> <tr> <td>10.1.2</td><td>10.1.3</td><td>10.1.4</td><td>10.2.1</td><td>10.2.2</td></tr> <tr> <td>10.2.3</td><td>10.3.1</td><td>10.3.2</td><td>10.3.3</td><td>10.4.3.</td></tr> </table>	10.1.2	10.1.3	10.1.4	10.2.1	10.2.2	10.2.3	10.3.1	10.3.2	10.3.3	10.4.3.	LABOUR MARKET	<ul style="list-style-type: none"> <li>▪ Describe the following:           <ul style="list-style-type: none"> <li>○ The South African population,</li> <li>○ The South African labour force,</li> <li>○ Factors impacting on the population,</li> <li>○ Labour force growth and composition (e.g. HIV/AIDS).</li> </ul> </li> <li>▪ Investigate and explain the following:           <ul style="list-style-type: none"> <li>○ The nature of unemployment,</li> <li>○ Approaches to solving unemployment,</li> <li>○ The ability of marginalized groups to participate in the economy.</li> </ul> </li> <li>▪ Discuss the following:           <ul style="list-style-type: none"> <li>○ Labour market in the South African context,</li> <li>○ The objectives of the Labour Relations Act,</li> <li>○ Labour rights and conventions,</li> <li>○ The collective bargaining and dispute resolution process,</li> <li>○ Human resources, natural resources, capital, entrepreneurial activities (Link to LO:10.1.2),</li> <li>○ Democratisation of economic procedures, macro-economic adaptation.</li> </ul> </li> <li>▪ Engage in and communicate the economic issues of the day (a short presentation of a relevant economic issue of the day <b>relevant to the topic</b> is required).</li> <li>▪ The quantitative elements of economics <b>related to the topic</b>:           <ul style="list-style-type: none"> <li>○ derive simple mathematical expressions [e.g. <math>Y = C + I + G + (Ex - Im)</math>],</li> <li>○ calculate rates, fractions and decimals,</li> <li>○ read values from simple tables and graphs.</li> </ul> </li> <li>▪ Other essentials:           <ul style="list-style-type: none"> <li>○ engage in citizenship and life skills essentials (e.g. completing forms such as applications for identity documents and passports, and filling in tax returns),</li> <li>○ participate in subject-related competitions and other practical activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Research and presentation.</b></li> <li>▪ Debates - unemployment SA and impact of HIV/AIDS</li> <li>▪ Research project on unemployment</li> <li>▪ Communication skill</li> <li>▪ Case study</li> <li>▪ <b>Test</b></li> <li>▪ <b>Examination</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ HIV/AIDS posters/brochures and books.</li> <li>▪ Research instrument.</li> <li>▪ Labour Relation's Act.</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/business journals</li> <li>▪ Case studies</li> </ul>
10.1.2	10.1.3	10.1.4	10.2.1	10.2.2											
10.2.3	10.3.1	10.3.2	10.3.3	10.4.3.											
3 WEEKS	Midyear: Revision and Examination														
3 WEEKS	End of the year: Revision and Examination														

## EXAMPLE OF A WORK SCHEDULE FOR GRADE 11

TIME FRAME	LO.AS	CONTEXT	CONTENT	ASSESSMENT	RESOURCES
8 HOURS/ 2 WEEKS	<p>11.1.1 Analyse the factors of production and their remunerations, and investigate community participation initiatives.</p> <p>11.1.2 Analyse the uses of economic goods and services and relate them to the GDP.</p> <p>11.1.3 Explain the characteristics and foundations of South Africa's mixed economy.</p> <p>11.4.4 Identify, engage in, examine and communicate economic issues of the day.</p> <p><b>Integration with:</b></p> <p>1.2.1 – 11.1.4 – 112.2</p>	PRODUCTION AND CONSUMPTION	<ul style="list-style-type: none"> <li>▪ Analyse natural resources, e.g. land and the environment, labour, capital, the entrepreneur. (Characteristics, Importance and Remuneration).</li> <li>▪ Investigate community participation in local economic planning and activities, access of economically marginalised groups (e.g. empowerment and procurement procedures).</li> <li>▪ Final consumption expenditure (C), (definition, composition and importance), consumption expenditure by general government (G) (definition, classification and importance), gross fixed capital formation (I) (definition, classification and importance), Import and Export (M and X) (definition, composition and importance), the main aggregates (GDP (P), GDP (E), GDP (I)).</li> <li>▪ Explain: <ul style="list-style-type: none"> <li>○ The market economy, the centrally planned economy, South Africa's mixed economy (characteristics, advantages and disadvantages),</li> <li>○ Efficiency in delivering socioeconomic services, e.g. social services, economic services and international competitiveness.</li> </ul> </li> <li>▪ Engage in, examine and communicate the economic issues of the day.</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive mathematical expressions (e.g. <math>P = MV/Q</math>),</li> <li>○ calculate co-efficients (e.g. price elasticities),</li> <li>○ analyse tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline assessment – economic problems</li> <li>▪ Research project – community participation.</li> <li>▪ Case study</li> <li>▪ Knowledge – factors of production and their remunerations and SA mixed economy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Case studies</li> <li>▪ Research instrument</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/business journals</li> </ul>

<p>11.2.1 Analyse the relationships between markets and illuminate them with the aid of graphs.</p> <p>11.2.2 Explain and illustrate by means of graphs the effects of cost and revenue on prices and the levels of production.</p> <p>11.2.3 Explain price elasticities, illustrate the presentation with the aid of graphs, and calculate their values.</p> <p>11.4.4 Identify, engage in, examine and communicate economic issues of the day.</p> <p><b>Integration with:</b></p> <p>11.1.1 11.1.2 11.1.3</p>	<b>MICROECONOMICS</b>	<ul style="list-style-type: none"> <li>▪ Analyse the relative prices, demand relationships (Substitutes and Complements), supply relationships (Substitutes and Complements), relationships between product (change in the goods market and change in the factor market), and factor markets, market structures (e.g. perfect and imperfect markets).</li> <li>▪ Explain and illustrate the objectives of businesses (accounting profit, economic profit, normal profit and opportunity cost), short-run costs (total, average and marginal cost), long-run costs (long-run costs are variable, economies of scale, diseconomies of scale and application), revenue calculations, changes in revenue, profits and losses (apply revenue and cost analyses also to the production and pricing of factors).</li> <li>▪ Marginal utility (diminishing marginal utility, patterns of consumption, consumer equilibrium, maximizing satisfaction and demand), price elasticity of demand (measuring price elasticity of demand, degree of price elasticity of demand and curves showing price elasticity of demand), price elasticity of supply (measuring price elasticity of supply and degree of price elasticity of supply).</li> <li>▪ Factors determining the elasticity of demand.</li> <li>▪ Income elasticity of demand and cross elasticity of demand (substitute goods, complementary goods and unrelated goods).</li> <li>▪ Engage in, examine and communicate the economic issues of the day.</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive mathematical expressions (e.g. <math>P = MV/Q</math>),</li> <li>○ calculate co-efficients (e.g. price elasticities),</li> <li>○ analyse tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline assessment – revises circular flow from Grade 10 and identifies the markets.</li> <li>▪ Case study</li> <li>▪ Calculation – cost, revenue and profit.</li> <li>▪ <b>Project</b></li> <li>▪ <b>Test</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Circular flow</li> <li>▪ Exemplar graphs</li> <li>▪ Case studies</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/business journals</li> </ul>
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<p>11.1.4 Analyse the economic structure of South Africa in terms of its industries and infrastructure.</p> <p>11.3.1 Discuss the wealth creation process and patterns of distribution, and relate them to economic growth and the standard of living.</p> <p>11.3.2 Explain the main characteristics of developing countries.</p> <p>11.3.3 Describe the composition of the money and the banking system in South Africa.</p> <p>11.4.1 Analyse and investigate poverty, its characteristics, causes and possible solutions.</p> <p>11.4.3 State and debate the problems of environmental deterioration and insensitive resource exploitation.</p> <p>11.4.4 Identify, engage in, examine and communicate economic issues of the day.</p> <p><b>Integration with:</b></p> <p>11.1.1 11.1.2 11.1.3 11.2.1 11.2.2 11.2.3 11.3.4 11.4.2</p>	<b>ECONOMIC GROWTH AND DEVELOPMENT</b> <b>1.1.3</b>	<ul style="list-style-type: none"> <li>▪ Analyse primary sector, secondary sector, tertiary sector, energy, transport and communication as important components of the South African infrastructure (infuse in the analyses: exclusion, discrimination in service, economic provisioning, and access to economic opportunity).</li> <li>▪ Discuss the wealth creation process (meaning of wealth, its nature and sources of wealth), distribution of wealth, redistribution methods, economic growth, standard of living (infuse aspects relevant to patterns of unequal distribution where applicable).</li> <li>▪ Explain measures of development/economic development, common characteristics of developing countries, development strategies, South Africa's endeavours, indigenous knowledge systems.</li> <li>▪ Describe money, banking, micro-lending activities, central banking, monetary policy, bank failures and consequences.</li> <li>▪ Analyse and investigate poverty, absolute and relative poverty, measuring poverty, causes of poverty, the effects of poverty, the South African government's measures to alleviate poverty.</li> <li>▪ State and debate the problem, protecting the environment, approaches to sustainability, the global and local impact on South Africa with regard to the environment.</li> <li>▪ Engage in, examine and communicate the economic issues of the day, e.g. inflation, deflation, Consumer Price Index (CPI), etc.</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive mathematical expressions (e.g. <math>P = MV/Q</math>),</li> <li>○ calculate co-efficients (e.g. price elasticities),</li> <li>○ analyse tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Research project</b></li> <li>▪ Calculations, e.g. CPI</li> <li>▪ Case study</li> <li>▪ Debates and discussions</li> <li>▪ <b>Mid-year examination</b></li> <li>▪ <b>Investigation and presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Case studies</li> <li>▪ Research instrument</li> <li>▪ Libraries/banks and post offices</li> <li>▪ Economic policy of the Government.</li> <li>▪ Environmental regulations.</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/business journals</li> </ul>
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	<p>11.3.4 Discuss South Africa's role and relative economic importance in Africa.</p> <p>11.4.2 Examine and debate globalization.</p> <p>11.4.4 Identify, engage in, examine and communicate economic issues of the day.</p> <p><b>Integration with:</b> 11.1.1 11.1.2 11.1.3</p>	<p><b>INTERNATIONAL TRADE</b></p> <p><b>1.1.4</b></p>	<p>Discuss Africa's economic demarcations (e.g. AU and SADC), comparison with regard to, <i>inter alia</i>, resources, population, production, consumption, wealth, poverty, infrastructure, trade and finance, and economic integration and co-operation (e.g. SACU, SADC and NEPAD).</p> <p>Examine and debate the meaning, causes, consequences, absolute and comparative advantages and disadvantages of globalisation, and the North/South divide</p> <ul style="list-style-type: none"> <li>▪ Engage in, examine and communicate the economic issues of the day.</li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive mathematical expressions (e.g. <math>P = MV/Q</math>),</li> <li>○ calculate co-efficients (e.g. price elasticities),</li> <li>○ analyse tables and graphs.</li> </ul> </li> <li>▪ Other essentials: <ul style="list-style-type: none"> <li>○ engage in citizenship and life skills essentials (e.g. completing forms such as applications for identity documents and passports, and filling in tax returns),</li> <li>○ participate in subject-related competitions and other practical activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Debates and discussions</li> <li>▪ Case study</li> <li>▪ Communication skills.</li> <li>▪ <b>Test</b></li> <li>▪ <b>Examination</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ AU, SADC, SACU and NEPAD agreements.</li> <li>▪ TV</li> <li>▪ Newspapers and magazines</li> <li>▪ Case studies</li> </ul>
<b>3 WEEKS</b>	<b>Midyear: Revision and Examination</b>				
<b>3 WEEKS</b>	<b>End of the year: Revision and Examination</b>				

## EXAMPLE OF A WORK SCHEDULE FOR GRADE 12

TIME FRAME	LO.AS	CONTEXT	CONTENT	ASSESSMENT	RESOURCES
36 HOURS/ 9 WEEKS	<p>12.1.1 Present the circular flow model as a macroeconomic model.</p> <p>12.1.2 Analyse the explanations of business.</p> <p>12.1.3 Evaluate the role of the public sector in the economy.</p> <p>12.4.4 Engage in, evaluate and communicate economic issues of the day.</p> <p><b>Integration with:</b></p> <p>12.2.1 12.2.2 12.2.3 12.3.1 12.3.2 12.3.4 12.4.3</p>	ECONOMIC PARTICIPANTS	<ul style="list-style-type: none"> <li>▪ Present the open economy circular flow model, the markets, national account aggregates and conversions, the multiplier.</li> <li>▪ Business cycles: the composition and features, explanations, government policy, the new economic paradigm (smoothing of cycles), features underpinning forecasting business cycles.</li> <li>▪ The composition and necessity of the public sector, problems of public sector provisioning, objectives of the public sector and its budgets, fiscal policy, including the Laffer curve, and reasons for public sector failure (infuse where appropriate: national macroeconomic policy and service delivery with regard to socio-economic rights, education, health, the environment, social security; convention of the rights of the child, taxation, and compensation for human rights abuses).</li> <li>▪ Engage in, evaluate and communicate economic issues of the day (a short presentation of a relevant economic issue of the day is required) <b>relevant to the topics, e.g. inflation, deflation, Consumer Price Index, etc.</b></li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive and apply mathematical expressions,</li> <li>○ calculate and apply co-efficients,</li> <li>○ interpret tables and graphs.</li> </ul> </li> <li>▪ Other essentials: <ul style="list-style-type: none"> <li>○ engage in citizenship and life skills essentials</li> <li>○ participate in subject-related competitions and other practical activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline assessment – from previous Grades.</li> <li>▪ Case study</li> <li>▪ Debates and presentations</li> <li>▪ Evaluation of public sector</li> <li>▪ Knowledge of the human rights – constitution</li> <li>▪ <i>Project</i></li> <li>▪ <i>Test</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Circular flow diagram</li> <li>▪ Business cycle diagram</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/ business journals</li> <li>▪ Case studies</li> <li>▪ Government policies</li> <li>▪ Human rights literature</li> <li>▪ SA Constitution.</li> </ul>

32 HOURS/ 8 WEEKS	<p>12.2.1 Examine the dynamics of perfect markets.</p> <p>12.2.2 Explain the reasons for and consequences of market failures and reflect on cost-benefit analysis.</p> <p>12.2.3 Examine the dynamics of imperfect markets with the aid of cost and revenue curves.</p> <p>12.2.4 Engage in, evaluate and communicate economic issues of the day.</p> <p><b>Integration with:</b> 12.1.1 12.1.2 12.1.3 12.2.1 12.2.2 12.2.3</p>	<b>MICROECONOMICS</b>	<ul style="list-style-type: none"> <li>▪ Perfect competition, the individual business and industries, market structure, output, profits, losses and supply, competition policies, monopolies, oligopolies.</li> <li>▪ The causes of market failures, consequences of market failures, and cost-benefit analysis.</li> <li>▪ The dynamics of imperfect markets with the aid of cost and revenue curves.</li> <li>▪ Engage in, evaluate and communicate economic issues of the day.</li> <li>▪ the quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive and apply mathematical expressions,</li> <li>○ calculate and apply co-efficient;</li> <li>○ interpret tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Depicting graphs to explain markets</b></li> <li>▪ Case study</li> <li>▪ Examine and analysis of graphs</li> <li>▪ <b>Examination</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/ business journals</li> <li>▪ Case studies</li> </ul>
36 HOURS/ 9 WEEKS	<p>12.3.1 Compare and evaluate South African growth and development policies in terms of international benchmarks.</p> <p>12.3.2 Discuss South Africa's industrial development policies and assess their suitability.</p> <p>12.3.4 Analyse and discuss the South African economic and social performance indicators and their uses</p> <p>12.4.1 Analyse and investigate inflation, and explain the policies that are used to combat it.</p> <p>12.4.3 Analyse environmental sustainability and investigate recent international agreements.</p> <p>12.4.4 Engage in, evaluate and communicate economic issues of the day.</p> <p><b>Integration with:</b> 12.1.1 12.1.2 12.1.3</p>	<b>ECONOMIC GROWTH AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ The demand-side approach, the supply-side approach, evaluation of the approaches used in South Africa, the North/South divide.</li> <li>▪ Regional development, South Africa's endeavours, the appropriateness of South African strategies.</li> <li>▪ The performance of an economy, economic indicators (e.g. GDP) inflation rate, foreign trade, employment, productivity, interest rates, end money supply, social indicators (e.g. demographics), health and nutrition, education, services, housing and urbanisation, and international comparisons.</li> <li>▪ Inflation, kinds and characteristics of inflation, causes and consequences of inflation, the inflation problem in South Africa, measures to combat inflation.</li> <li>▪ Analyse the state of the environment, measures to ensure sustainability, international agreements (e.g. Rio de Janeiro and Johannesburg Summits)</li> <li>▪ Engage in, evaluate and communicate economic issues of the day (a short presentation of a relevant economic issue of the day is required) <b>relevant to the topics, e.g. inflation, deflation, Consumer Price Index, etc.</b></li> <li>▪ The quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive and apply mathematical expressions,</li> <li>○ calculate and apply co-efficients,</li> <li>○ interpret tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Investigation and presentation</b></li> <li>▪ Evaluation - and assessment of the economy</li> <li>▪ Case study</li> <li>▪ Debates and discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Reports on Rio de Janeiro and Johannesburg Summits.</li> <li>▪ Libraries</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/ business journals.</li> <li>▪ Government economic policies</li> </ul>

24 HOURS/ 6 WEEKS	<p>12.1.4 Examine the foreign exchange market.</p> <p>12.3.3 Discuss protectionism and free trade, and evaluate South African international trade policies.</p> <p>12.4.2 Debate the economic importance of tourism to South Africa.</p> <p>12.4.4 Engage in, evaluate and communicate economic issues of the day.</p> <p><b>Integration with:</b> 12.3.1 12.3.2 12.3.4 12.4.1 12.4.3</p>	INTERNATIONAL TRADE	<ul style="list-style-type: none"> <li>▪ Examine the main reasons for international trade, the balance of payments account, foreign exchange markets, the establishment of foreign exchange rates and the corrections, export promotion, import substitution.</li> <li>▪ Protectionisms (the arguments), free trade (the arguments), a desirable mix, evaluation (highlight the major protocols).</li> <li>▪ Debate tourism, reasons for its growth, the effects, the benefits, South Africa's profile (indigenous knowledge systems), policy suggestions.</li> <li>▪ Engage in, evaluate and communicate economic issues of the day (a short presentation of a relevant economic issue of the day is required) the quantitative elements of economics: <ul style="list-style-type: none"> <li>○ derive and apply mathematical expressions,</li> <li>○ calculate and apply co-efficients,</li> <li>○ interpret tables and graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Debates and discussions</li> <li>▪ Case study</li> <li>▪ Role-play</li> <li>▪ <b>Test</b></li> <li>▪ <b>Trial Examination</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ TV</li> <li>▪ Newspapers and magazines/ business journals</li> <li>▪ Case studies</li> <li>▪ Currencies</li> <li>▪ Government policies on tourism</li> </ul>
2 WEEKS	<b>Midyear: Revision and Examination</b>				
2 WEEKS	<b>Trial examination: Revision and Examination</b>				
4 WEEKS	<b>End of the year: Revision and Examination</b>				

## ANNEXURE 3: EXAMPLES OF LESSON PLANS FOR ECONOMICS

### GRADE 10

<b>LESSON PLAN: ECONOMICS</b>							
<b>Grade: 10</b>							
<b>Topic:</b> Labour market							
<b>Duration:</b> 12 hours							
<b>Learning Outcomes and Assessment Standards:</b>							
LO4 AS1 – Investigate and explain unemployment							
LO4 AS2 – Discuss labour relations and dispute resolutions							
LO4 AS4 – Identify, engage in and communicate economic issues of the day							
<b>Integration within the subject:</b>							
LO3 AS 4 – Describe the composition of South African population and labour force							
LO2 AS3 – Explain the effects of public sector's involvement and intervention in the market							
<b>Prior knowledge:</b>							
Rights and responsibilities of trade unions							
Role of trade unions in the South African economy							
Rights and responsibilities of employer and employee							
Productivity and its effect on economic prosperity, growth and global competition							
Laws affecting basic conditions of employment and non-discrimination in the workplace							
<b>Extended activity:</b>							
Investigate current trends in South African and the international market.							
<b>Expanded opportunities:</b>							
Research material must be made available if the learners cannot have access to it.							
If learners can't move into the community to conduct the research, set it up at school e.g. bring parents in, use fellow students etc.							
Teacher's Actions	Learners' Activities	Resources	Assessment Strategies	S	K	V	Time
Conduct a baseline assessment to determine learner prior knowledge of labour issues	Learners to complete the baseline assessment to determine their prior knowledge		Baseline assessment	✓	✓		20 mins
Brainstorm what the learners understand by labour issues. Make a list that can be referred to as they progress through the lesson plan.	Learners to be involved in a brainstorm exercise.		Brainstorm	✓	✓	✓	20 mins
Discuss the term unemployment and approaches to solve unemployment. You can guide the discussion and acquiring of the knowledge or allow the learners to do an investigation.	Learners in their groups to discuss what they understand by unemployment, why people are unemployed, consequences and possible measure to address this problem. They are to conduct a thorough study of this topic.	Internet Textbook	Discussion Essay	✓	✓	✓	180 mins
Access information where learners can get info on the South African labour market – stats, unemployment etc.	Learners to conduct a survey of the South African labour market and the unemployment position in this country.	Economic publications Internet Newspapers Business reports	Survey Report	✓	✓		120 mins
Organise a field trip to informal settlements, townships, etc where	Learners to go on a field trip to look for signs, evidence of	Field trip People in the know	Report	✓	✓	✓	60 mins

evidence of unemployment is available and/or try to organise with the local council to address the learners on the situation in their community.	unemployment in their community. Survey what measures are being done in your area to address these issues.						
If you do not have access to internet then make this information available to the learners. Explain to them the reasons why there is legislation, what it hopes to achieve etc. Try to use current examples to demonstrate the practical issues of the policies.	Learners to investigate the legislation in South Africa in terms of labour issues. This is to include legislation on wages.	Internet Policies Lawyer Trade union	Investigation	✓	✓		60 mins
This topic is covered in several subjects so try to integrate with other subjects and do a combined effort e.g. Speaker.	Learners to discuss in their groups the problem of HIV/Aids and its effect on the labour force.	Internet Medical publications Speakers Local council	Discussion	✓	✓	✓	20 mins
	Learners to conduct a survey on the effect on HIV/AIDS on their community (if possible or use SA stats)		Survey	✓	✓	✓	60 mins
Learners to make a presentation to the ‘board of directors’ on the labour issues in the community and what measures they should be doing to address this issue.	Learners to make a presentation in their groups	All previous material	Presentation	✓	✓	✓	180 mins
<b>Teacher's Reflection:</b>							

## GRADE 10

<b>Lesson plan:</b> Economics <b>Grade:</b> 10 <b>Topic:</b> Economic problems <b>Duration:</b> 8 hours							
<b>Learning Outcomes and Assessment standards:</b> 10.1.2 Identify and explain the problem that all economies try to solve 10.1.3 Discuss the participants, markets, and monetary and real flows in an open economy. 10.1.4 Describe the reasons for business cycles and explain and illustrate their composition. 10.4.4 Identify, engage in and communicate economic issues of the day.							
<b>Integration within the subject:</b> 10.1.1 10.2.1 10.2.2 10.2.3 10.3.1 10.3.2 10.3.3 10.3.4 10.4.1 10.4.2 10.4.3							
<b>Prior knowledge:</b> <ul style="list-style-type: none"> <li>▪ Knowledge of the scarcity problem</li> <li>▪ Circular flow</li> </ul>							
<b>Extended activity:</b> <ul style="list-style-type: none"> <li>▪ Learners should identify the different markets on the circular flow and explain those markets.</li> </ul>							
<b>Expanded opportunities:</b> <ul style="list-style-type: none"> <li>▪ Learners are given opportunity to investigate the South African swing in total national output, inflation, interest rates, income and employment so that they can understand the business cycle better.</li> </ul>							
Teacher's Activities	Learner's activities	Resource	Assessment Strategies	S	K	V	Time
<ul style="list-style-type: none"> <li>▪ Conduct baseline assessment. Learners are divided into groups and instructed to brainstorm the scarcity problem and how to solve the problem.</li> <li>▪ Observe the discussions and presentations to the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners brainstorm the scarcity problem.</li> <li>▪ They report to the class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Posters</li> <li>▪ Observation sheet</li> <li>▪ Human rights literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline assessment – circular flow from GET</li> <li>▪ Economic concepts</li> <li>▪ Economic problems</li> </ul>	✓	✓	✓	120 min
<ul style="list-style-type: none"> <li>▪ Conduct baseline assessment – instruct learners to draw up a circular flow and indicate the different participants.</li> <li>▪ Hang up the circular flow so that learners can mark their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each learner draws up the circular flow and shows the participants in the flow.</li> <li>▪ They exchange books for marking.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Workbooks</li> <li>▪ Circular flow</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline assessment – circular flow from GET</li> <li>▪ Peer assessment – marking their work.</li> <li>▪ Factors of production.</li> <li>▪ Production and consumption</li> </ul>	✓	✓	✓	60 min
<ul style="list-style-type: none"> <li>▪ The teacher explains the business cycle and indicates the difference between <b>circular flow/economic circle and business cycle/economic cycle</b>.</li> <li>▪ Describe the reasons for business cycles.</li> <li>▪ Explains and illustrate their composition.</li> <li>▪ Learners are given a case study and instructed to read the case and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pay attention, ask questions and answer questions posed by the teacher.</li> <li>▪ Answer questions from a case study to check their understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ An illustration of a business cycle showing the swing in total output, etc.</li> <li>▪ Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher assesses the understanding of the business cycle.</li> <li>▪ Case study</li> </ul>	✓	✓	✓	270 min

	business cycle.							
<b>This activity is incorporated to the topics above and it will take the duration of the discussion will be 30 minutes of each topic.</b>	<ul style="list-style-type: none"> <li>▪ Learners are instructed to watch TVs and read newspapers on issues relevant to the topics above.</li> <li>▪ During this lesson the teacher instructs learners to he teacher engages learners in communicating the economic issues of the day relevant to the topics, e.g. Consumer Price Index (CPI), Inflation and deflation);</li> <li>▪ The quantitative elements of economics related to the topics: <ul style="list-style-type: none"> <li>○ read values from simple tables and graphs;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners read newspapers, listen to radios and watch TVs for daily economic issues.</li> <li>▪ Learners make sure they are informed about the issues of the day.</li> <li>▪ Learners present to the class and discuss the issues related to the topics above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Debate issues</li> <li>▪ Calculations</li> <li>▪ Communication skills</li> <li>▪ Presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ TV's</li> <li>▪ Radios</li> <li>▪ Newspapers and magazines/business journals</li> </ul>	√	√	√	90 min
<b>Teacher 's reflection:</b>								