



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12

**SUBJECT:
ECONOMICS**

**TEACHER TRAINING MANUAL
2006**

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PROGRAMME

PERIOD: Monday to Friday

DURATION: 36-37 hours

5-DAY PROGRAMME FOR TEACHERS-

SESSION	ACTIVITY	TIME	DAY
1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)	Introduction of training participants	3-4 hours	Mon AM
	Overview of the week of training / documents provided		
	Introduction to the NCS and NSC		
2. Introducing the Subject Statement	Introduction	20 hours	Mon PM – Wed PM
	Subject Content and Approach		
	Conclusion / Wrap-up		
3. Planning for teaching subjects in the NCS	The Planning Cycle	8 hours	Thu
	The Grade 11 Work Schedule		
	Critique of the Grade 11 Work Schedule		
	Development of the first Lesson Plan for Grade 11		
4. Annual assessment plan	Introduction	5 hours	Fri AM
	Annual assessment plan		
	Develop an assessment task		
	Conclusion / Wrap-up		

**ORIENTATION PROGRAMME
20 – 24 FEBRUARY 2006
ECONOMICS**

DAY 1: MONDAY	Duration	Time
Introduction	15 minutes	8.30 - 8.45
Introduction to the NCS and NSC	1 hour	8.45 - 9.45
Requirements for Higher Education study	45 minutes	9.45 - 10.30
Tea	30 minutes	10.30 - 11.00
Requirement for Higher Education study	30 minutes	11.00 – 11.30
Introduction to Economics	1 hour 30 min	11.30 – 13.00
LUNCH	1 hour	13.00 – 14.00
Unpacking of LOs and ASs	1 hour 30 min	14.00 – 15.30
TEA	30 min	15.30 – 16.00
Unpacking of LOs and ASs	1 hour	16.00 – 17.00
Investigation on community participation initiatives and access of the economically marginalized groups	1 hour	17.00 – 18.00
DAY 2: TUESDAY		
Investigation on community participation initiatives and access of the economically marginalized groups	2 hours	8.30 – 10.30
TEA	30 min	10.30 – 11.00
Investigation on community participation initiatives and access of the economically marginalized groups	1 hour	11.00 – 12.00
Effects of cost and revenue on prices and the levels of production	1 hour	12.00 – 13.00
LUNCH	1 hour	13.00 – 14.00
Effects of cost and revenue on prices and the levels of production	1 hour 30 min	14.00 – 15.30
Tea	30 min	15.30 – 16.00
Effects of cost and revenue on prices and the levels of production	1 hour 30 min	16.00 – 17.30
Bank failures and consequences	30 min	17.30 – 18.00

DAY 3: WEDNESDAY		
Bank failures and consequences	2 hours	8.30 – 10.30
TEA	30 min	10.30 – 11.00
Bank failures and consequences	1 hour 30 min	11.00 – 12.30
Poverty in SA context	30 min	12.30 - -13.00
LUNCH	1 hour	13.00 – 14.00
Poverty in SA context	1 hour 30 min	14.00 – 15.30
TEA	30 min	15.30 – 16.00
Poverty in SA context	2 hours	16.00 – 18.00
DAY 4: THURSDAY		
Introduction to the Planning cycle	30 min	8.30 – 9.00
Introduction to the Grade 11 Work Schedule	1 hour	9.00 – 10.00
Critique of Grade 11 Work schedule	30 min	10.00 – 10.30
TEA	30 min	10.30 – 11.00
Critique of Grade 11 Work schedule	2 hour	11.00 – 13.00
LUNCH	1 hour	13.00 – 14.00
Critique of Grade 11 Work schedule	1 hour 30 min	14.00 – 15.30
TEA	30 min	15.30 – 16.00
Critique of Grade 11 Work schedule	30 min	16.00 – 16.30
Report back	1hour	16.30 – 17.30
Develop Lesson Plan Gr. 11	30 min	17.30 - -18.00
DAY 5: FRIDAY		
Develop Lesson Plan Gr. 11	30 min	8.30 – 9.00
Introduction & Programme of Assessment Gr.11	1 hour 30 min	9.00 – 10.30
TEA	30 min	10.30 – 11.00
Introduction & Programme of Assessment Gr.11	30 min	11.00 – 11.30
Development of Gr.11 & 12 Annual Assessment plan	1 hour 30 min	11.30 – 13.00
Wrap-up & conclusion	30 min	13.00 – 13.30

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

ACTIVITY 1.1: Introduction of training participants

FORM OF ACTIVITY: Introductions

ACTIVITY 1.2: Overview of the week of training / documents provided

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme (PowerPoint)
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- **Training programme for the week and house rules**
- **Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each**

ACTIVITY 1.3: Introduction to the NCS and NSC

Part 1: 20 Questions

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT: **20 questions focusing on the NCS and NSC**

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals (Appendix A)
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- **Overview of the NCS, including principles and Critical and Developmental Outcomes**
- **National Senior Certificate: Requirements, structure and details**

Part 3: Requirements for Higher Education study

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements

CONTENT: **Requirements for certificate, diploma and degree programmes**

INSTRUCTIONS:

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

Open-book activity

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes (Appendix A)

Report back and discussion

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

SESSION 2 – Introducing the Subject Statement (20 hours)

ACTIVITY 2.1: Introduction to Economics (2 hours)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, a hard copy of each supporting policy relevant to the subject.

CONTENT:

- **PowerPoint Presentation on NCS principles and their implications.**

- **Participants must study the NCS for grades 10-12 (General) – Economics, with reference to the Learning outcomes and assessment standards (pages 14-25). Focus on Grade 11. Link these appropriately to the stated critical and developmental outcomes (page 2) by writing the key words of the appropriate critical and developmental outcomes into each specific cell in the worksheet (Appendix B) provided. One group per LO provides feedback to plenary (Additional group per Lo may add)**

- **Point out how the Assessment Standards for Economics give an indication of the teaching, learning and assessment approach to be used in the classroom – for example the verbs and the nouns contained in each Assessment Standard give a general indication of the skills and knowledge to be displayed by learners when engaging in an activity related to that Assessment Standard. Use worksheet (Appendix C.) to highlight each verb with a highlighting pen.**

- **Brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement)**

- **Mention of supporting policies relevant to the subject and how they support the implementation of the subject Economics (do not engage in them)**

- **Time allocation and placement of Economics in the school timetable. Worksheet (Appendix D) must be completed by the groups.**

ACTIVITY 2.2: LO1 - LO4 Time: 2 hours

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines and flip charts, Prestik, colour Koki pens

CONTENT: **Unpacking of learning outcomes and assessment standards Grade 11 and 12**

INSTRUCTIONS:

- Do a critical study in your groups of the Grade 10-12 subject content for Economics as provided for each of the Learning Outcomes in the Subject Statement (Chapter 3) and Learning Programme Guidelines (Annexure 1)
- What content is new – i.e. it is unknown to you?
- Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.
- Should any of the content be re-organised to display progression across the grades? Identify this content.
- Is there a link between the content indicated for each Assessment Standard? (I.e. What integration is possible within the Learning Outcome?)
Use worksheet (Appendix C) to:
 - Consider in your groups the allocated ASs (Host topics) that can be linked naturally with AS 11.4.4 (“Guest topics”).
 - Consider in your groups the allocated ASs that can be linked naturally per topic. Use a pen to draw lines to link the appropriate Ass.
 - What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values)

Report Back (½ hour)

One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

ACTIVITY 2.3: LO1 (4 hours)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, flip charts, Prestik, colour Koki pens, Subject Statement, Learning Programme Guidelines, Extracts on Empowerment and Procurement Procedures (Resource pack).

CONTENT: **11.1.1 Investigation on community participation initiatives and access of the economically marginalized groups**

INSTRUCTIONS:

- Introduction (40 minutes)
- Research (or investigation), resulting into evidence that can be assessed, can be directed in a number of ways:
 - Essay
 - Assignment
 - Projects
 - Journals
 - Scripts
- An extract on Empowerment and Procurement Procedures is supplied (resource pack). Read the extract as individuals and thereafter develop an assessment task based on 11.1.1 in your groups. (140 minutes)
- Groups should be guided by the table below in order to develop their tasks.

Group 1 & 6	<p style="text-align: center;">Essay</p> <ul style="list-style-type: none">○ Step 1: Do the research using the resource pack.○ Step 2: Start out with the topic e.g. “analyse and explain.....)○ Step 3: Write an essay on the topic compiled by the group. The essay must have a Introduction, Body and Conclusion.
Group 2 & 7	<p style="text-align: center;">Assignment</p> <ul style="list-style-type: none">○ Step 1: Do the research using the resource pack.○ Step 2: Start with a hypothesis e.g. “procurement is benefiting a few.”○ Step 3: Develop an assignment together with appropriate Rubric.

Group 3	<p style="text-align: center;">Projects</p> <ul style="list-style-type: none"> ○ Step 1: Investigate a problem.e.g. What causes poverty? (resource pack) ○ Step 2: Compiled a research topic based on the identified problem with appropriate rubric.
Group 4	<p style="text-align: center;">Journals</p> <ul style="list-style-type: none"> ○ Step 1: Do the research using the resource pack. ○ Step 2: Investigate a topic.e.g. “women empowerment in our town.” ○ Step 3: Write a short article on your selected topic.
Group 5	<p style="text-align: center;">Scripts</p> <ul style="list-style-type: none"> ○ Step 1: Do the research using the resource pack. ○ Step 2: Develop an act, simulation or a role-play e.g. “ the story of the washed notes”

- Plenary presentation: Presenters present final product to plenary. (50 minutes)
- Wrap-up: (10 minutes)

ACTIVITY 2.4: LO2 (4 hours)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Subject Statement Economics (p17), Learning Programme Guidelines, Work-sheets, transparencies and OHP pens

CONTENT: **11.2.2
The effects of cost and revenue on prices and the levels of production.**

INSTRUCTIONS:

Part 1

- Introduction: Brief background on markets and graphs. (15 minutes)
- In groups complete the worksheet (Appendix E) and (30 minutes) then individually draw the graphs using the information from the worksheet (Appendix E). (30 minutes) thereafter they must compare their graphs in their groups.
- Plenary presentation: Presenters present final product to plenary. (30 minutes)
- Wrap-up (5 minutes)

Part 2

- Complete the multiple choice questions supplied (Appendix. F) in groups of three. (40 minutes)
- Plenary presentation: Presenters present final product to plenary. (20 minutes)
- Wrap-up (5 minutes)

Part 3

- Discuss in groups the different methods to handle the content of this nature. (20 minutes)
- Plenary presentation: Presenters present final product to plenary. (30 minutes)
- Wrap-up (5 minutes)

ACTIVITY 2.5: LO3 (4hours)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, flip charts, Prestik, colour Koki pens
Newspaper article, Case study and resource pack.

CONTENT: **11.3.3**
Bank failures and consequences

INSTRUCTIONS:

Part 1

- Introduction of bank failures and the consequences thereof (10 minutes).
- Read the newspaper article (Appendix G) individually (10 minutes), and discuss the questions in your groups (50 minutes)
- The scribe in your group should record the answers to the question on a flipchart (20 minutes)

Part 2

- Read current issues in banking supervision and the financial stability review by the South African Reserve Bank (Question 2 – Resource pack) (50 minutes), and discuss it in your groups (30 minutes)
- The scribe in your group should record the answers to the question on a flipchart (20 minutes)

Part 3

- Plenary presentation: Presenters present final product to plenary. (40 minutes)
- Wrap-up (10 minutes)

ACTIVITY 2.6: LO4 (4 hours)

FORM OF ACTIVITY: Presentation, interactive, report back, gallery walk and discussion

RESOURCES: PowerPoint Presentation, picture on transparencies, charts, Prestik, colour Koki pens, OHP pen per group and annexures on presentation methods and control sheet/rubric.

CONTENT: **11.4.1
Poverty in SA context**

INSTRUCTIONS:

Part 1

- Introduce the topic by way of a picture (Appendix H) (5 minutes)
- Study it individually; give it a headline and a story (40 minutes).
- Record it on the given transparencies.
- Participants will be chosen at random to report to plenary using the transparencies.
- Report back (5x5 minutes).
- Wrap-up (20 minutes)

Part 2

- Read article by Geoff Parr – “Can black empowerment address poverty”. (Appendix I) (20 minutes)
- Discuss the questions in your groups (50 minutes).
- The scribe in your group should record the answers to the questions on a flipchart (20 minutes).
- Presenters present final product to plenary (50 minutes).
- Wrap-up (10minutes)

SESSION 3 –

Planning for teaching subjects in the NCS (8 hours)

ACTIVITY 3.1: Introduction to the planning cycle (½ hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- **Three stages of planning**
- **Purpose, role-players and duration per stage**
- **Issues to consider when developing a Learning Programme**
- **Brief overview of the key activities and development process per stage**

ACTIVITY 3.2: Introduction to the Grade 11 Work Schedule (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- **Elements of design**
- **Process of design**
 - Integration: What, how and why?
 - Sequencing: What, how and why?
 - Pacing: What, how and why?
 - Suggested assessment tasks: What and why? – will return to this in Session 4
 - LTSM: What and why?

ACTIVITY 3.3: Critique the Grade 11 Work Schedule (4½ hours)

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT: **Grade 11 Work Schedule the**

INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided in the LPG (p.26) and critique it: (Appendix J)
 - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in the correct order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

ACTIVITY 3.4: Report back (1 hour)

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT: **Improved Grade 11 Work Schedule**

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation

ACTIVITY 3.5: Development of the first Lesson Plan for Grade 11 (1 hour)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Appendix K

CONTENT: **Grade 11 Lesson Plan**

- **Elements of design**
- **Process of design**

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3
- Allow one group to present and then discuss their presentation

SESSION 4 – Annual assessment plan (5 hours)

ACTIVITY 4.1: Introduction to assessment in the NCS (¼ hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment

CONTENT:

- **Approach to assessment: Criteria-driven**
- **Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject**
- **Reporting process: 7 codes and percentages**
- **Portfolios: Teacher and learner**

ACTIVITY 4.2: Programme of Assessment for Grades 10 and 11

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- **Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks**
- **Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools)**
- **Weighting of tasks for the formal Programme of Assessment and mark allocation**

ACTIVITY 4.3: Development of a Grade 11 annual assessment plan

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines,

CONTENT: **Programme of Assessment for Grade 11: Tasks, topics, tools and dates**

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan in which they indicate:
 - Seven tasks: 2 Tests, 2, Examinations, 3 other tasks
 - Topics for each task
 - Assessment tools for each task
 - Date and duration of each task
- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align it 11 with the assessment tasks listed in the annual assessment plan.

PRESENTATIONS

1. SESSION 1 – ACTIVITY 2
Overview of the week of training / documents provided
2. SESSION 1 – ACTIVITY 3: PART 1
20 Questions
3. SESSION 1 – ACTIVITY 3: PART 2
NCS and NSC
4. SESSION 1 – ACTIVITY 3: PART 3
Requirements for Higher Education study.
5. SESSION 2 – ACTIVITY 1
Introduction to Economics
6. SESSION 2 – ACTIVITY 2
Unpacking of learning outcomes and assessment standards – Grade 11 & 12
7. SESSION 2 – ACTIVITY 3
Investigation on community participation initiatives and access of the economically marginalised groups.
8. SESSION 2 – ACTIVITY 4
The effects of cost and revenue on prices and the levels of production.
9. SESSION 2 – ACTIVITY 5
Bank failures and consequences.
10. SESSION 2 – ACTIVITY 6
Poverty in SA context
11. SESSION 3 – ACTIVITY 1
Introduction to the planning cycle
12. SESSION 3 – ACTIVITY 2
Introduction to the Grade 11 Work Schedule
13. SESSION 3 – ACTIVITY 3
Critique the Grade 11 Work Schedule
14. SESSION 3 – ACTIVITY 4
Report back
15. SESSION 3 – ACTIVITY 5
Development of the first Lesson Plan for Grade 11
16. SESSION 4 – ACTIVITY 1
Introduction to assessment in the NCS.
17. SESSION 4 – ACTIVITY 2
Programme of Assessment for Grades 10 & 11
18. SESSION 4 – ACTIVITY 3
Development of a Grade 11 annual assessment plan.

APPENDICES

APPENDIX A

SESSION 1 – ACTIVITY 3 – PART 1

Make use of your knowledge of the NCS and related documents to answer the following questions.

- Fill in the answers as quick as possible
- Keep answers short and to the point.

No	Answer
1	
2	
3	
4	
5	
6	
7	
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10	
11	
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13	
14	
15	
16	
17	
18	
19	
20	

SESSION 1 – ACTIVITY 3 – PART 3

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

APPENDIX B

Group: ____

Learning Outcome _____	Grade 11
Assessment Standard 1	<u>Critical Outcome(s)</u> <u>Developmental Outcome(s)</u>
Assessment Standard 2	<u>Critical Outcome(s)</u> <u>Developmental Outcome(s)</u>
Assessment Standard 3	<u>Critical Outcome(s)</u> <u>Developmental Outcome(s)</u>
Assessment Standard 4	<u>Critical Outcome(s)</u> <u>Developmental Outcome(s)</u>

Chart of grade 11 Learning Outcomes and Assessment Standards

LO 1: Macro-Economics	LO 2: Micro-Economics	LO 3: Economics Pursuits	LO4: Contemporary Economic issues
11.1.1 Analyse the factors of production and their remunerations, and investigate community participation initiatives and access of economically marginalised groups	11.2.1 Analyse the relationships between markets and illuminate these with the aid of graphs	11.3.1 Discuss the wealth creation process, patterns of distribution, and relate these to economic	11.4.1 Analyse and investigate poverty and possible solutions in the South African context
11.1.2 Analyse the uses of economic goods and services and relate these to the gross domestic product / gross national income t	11.2.2 Explain and illustrate by means of graphs the effects of cost and revenue on prices and levels of production	11.3.2 Explain the main characteristics of developing countries and the strategies that can be used in economic development, mentioning the use of indigenous knowledge systems in this regard	11.4.2 Examine and debate globalisation, its relevance to the North/South divide and its effects (negative and positive) for South Africa
11.1.3 Explain the characteristics and foundations of South Africa's mixed economy and assess its efficiency in terms of socio-economic services delivery	11.2.3 Explain price elasticities, illustrate their presentations with the aid of graphs, and calculate their values.	11.3.3 Describe the composition of the money and banking system in South Africa and emphasise the reasons for and consequences of bank failures	11.4.3 State and debate the problems of environmental deterioration and insensitive resources exploitation with special reference to South Africa
11.1.4 Analyse the economic structure of South Africa in terms of its industries and infrastructure, highlighting exclusion and discrimination		11.3.4 Discuss South Africa's role and relative economic importance in Africa	11.4.4 Identify, engage in, examine and communicate economic issues of the day, quantitative elements of Economics and other essentials •other life skills essentials

WORKSHEET

SUGGESTED TIME ALLOCATION FOR ASs

Learning Outcome 1: Macro- economics

The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy

	Grade 11	Available time		Proportional time for AS4.4 infusion	Total Recommended time
11.1.1	Analyse the factors of production Investigate community participation in local economic planning and activities. Access of economically marginalised groups	8,75			
11.1.2	GDP	8,75			
11.1.3	SA mixed economy	8,75			
11.1.4	SA infrastructure	8,75			
11.4.4	Economic issues of the day, quantitative elements of economics and other life skills essentials			2 hours to be infused into suitable ASs	
		35		2	37

Learning Outcome 2:

The learner is able to demonstrate knowledge, understanding and the appropriate skills in analysing the dynamics of markets.

	Grade 11	Available time		Proportional time for AS4.4 infusion	Total recommended time
11.2.1	Markets	11,6			
11.2.2	Revenue and costs	11,8			
11.2.3	Price elasticities	11,6			
11.4.4	Economic issues of the day, quantitative elements of economics and other life skills essentials			2 hours to be infused into suitable ASs	
		35		2	37

Learning Outcome 3:

The learner is able to demonstrate knowledge, understanding and critical awareness of the policies and practices underpinning the improvement of the standard of living.

	Grade 11	Available time		Proportional time for AS4.4 infusion	Total Recommended time
11.3.1	Wealth creation process and patterns of distribution	8,75			
11.3.2	Economic development	8,75			
11.3.3	SA money and banking	8,75			
11.3.4	SA role in Africa	8,75			
11.4.4	Economic issues of the day, quantitative elements of economics and other life skills essentials			2 hours to be infused into suitable ASs	
		35		2	37

Learning Outcome 4:

The learner is able to demonstrate knowledge, understanding and critical awareness, and apply a range of skill in dealing with contemporary economic issues.

	Grade 11	Available time		Proportional time for AS4.4 infusion	Total recommended time
11.4.1	Poverty	9			
11.4.2	Globalisation	9			
11.4.3	Environment	9			
11.4.4	Economic issues of the day, quantitative elements of economics and other life skills essentials			2 hours to be infused into suitable ASs	
		27		2	29

Should be covered at appropriate times throughout the year and linked to other aspects of the LPGs

SUMMARY OF ESTIMATED HOURS: GRADE 11

LO	Details	Max available total hours	Max available % of total hours
LO1	Macro-Economics	37	26,5%
LO2	Micro-Economics	37	26,5%
LO3	Economic Pursuits	37	26,5%
LO4	Contemporary Economic Issues (AS 1-3) AS 4.4 Infused into all other ASs)	29	21,5%
TOTAL		140	110%

APPENDIX E

SHORT-RUN COST RELATIONSHIPS

Q	TC	TFC	TVC	ATC	AFC	AVC	MC
1	130	100	30		100	30	
2			50		50	25	
3			80		33.33	26.67	
4			120			30	
5	270					34	
6	330					38.33	
7			300	57.14		42.86	
8			380	60		47.5	
9			470	63.33		52.22	
10			570	67			
11			680				
12	900		800				
13	1030		930		7.69		
14	1170		1070		7.14		
15	1320		1220		6.67		

MULTIPLE CHOICE

USE THE PROVIDED WORKSHEET TO ANSWER THE FOLLOWING QUESTIONS

1. When quantity rises, it has the following effects on AFC:
 - A. AFC rises tremendously
 - B. AFC drops fast
 - C. There is no relationship at all.
 - D. AFC remains the same.

2. The definition for MC is:
 - A. Change in TC divide by Change in quantity
 - B. Change in quantity plus Change in price
 - C. Change in quantity divide by Change in TC
 - D. $MC = Q P$

3. Short – run costs are:
 - A. A planning horizon that looks beyond current commitment
 - B. A means to allow entrepreneurs to make decisions such as changing a product or adopting a new technology.
 - C. Costs in a period where in at least one input is considered fixed.
 - D. Useless to consider in an enterprise.

4. TVC exceeds TC at a point where:
 - A. MC is increasing.
 - B. TFC is decreasing.
 - C. AVC is equal to AFC.
 - D. None of the above.

5. The following statement(s) gives clear version of AFC.
 - A. When output increases over which to spread the TFC, AFC declines.
 - B. In a short run, AFC diminishes as quantity increases it comes close to zero as output increases.
 - C. A and B are not possible.
 - D. A and B are correct.

6. As output increases, MC crosses AVC and ATC at:
 - A. A point where the two are constant.
 - B. Their minimum points.
 - C. Their maximum point.
 - D. A point where the two are equal.

7. Change in Total Costs equal to:
- A. Change in Total Variable Costs.
 - B. Change in Price.
 - C. Change in Quantity
 - D. Change in Total Fixed Costs
8. If $TC = 200$, $TFC = 50$; then $TVC = \dots$
- A. 100
 - B. 50
 - C. 150
 - D. 200
9. Flowing from the above figures, AVC at output of 10 will be:
- A. 20
 - B. 10
 - C. 15
 - D. 50
10. Flowing from 8 and 9, if the next output is 20 and TC becomes 300, then MC will be:
- A. 20
 - B. 10
 - C. 15
 - D. 50

CASE STUDY 11.3.3**Saambou's heads should roll, but public seems to hold a banker's word reproach**

Vernon Wessels

If Saambou Bank was a sports team the entire nation would have called for the heads of the coach when the bank collapsed almost a year ago. But everyone trusts bankers and they believe them.

The word of a banker is accepted almost without question by a public who deem themselves incapable of cross-examining those in control of their money,

Saambou toppled over after a R1 billion run on the bank. Deposits were frozen as the bank was placed under curatorship. The run was the main reason the bank failed. It will be almost impossible to pull the plug on Saambou and what caused others to follow.

To uncover why investors lost confidence in the former building society is more obvious to become clearer in the next few weeks when the Reserve Bank releases a report of possible breaches of the Banks Act by Saambou.

The KPMG investigation was launched by John Louw, the former curator of Saambou after he raised concerns that the share incentive schemes and capital structures used by the bank have been illegal.

Saambou lent money to staff to buy Saambou Holdings shares, which may have been not on the bank's balance sheet.

The draft report is with the registrar of banks, Christo Wiese. It may be completed next month. Louw also asked the asset Forfeiture unit to probe possible fraud of R1.5 million by a Saambou director. This matter will be heard in the Pretoria high court next month.

Another investigation, which will probably not catch the public's eye, is a probe by the Financial Sector's Board (FSB) into alleged insider trading by Johan Myburgh, the former chief executive officer, Charles Edwards, Saambou's director for personal banking.

News that the directors had sold shares is what spooked investors and deposit holders. They asked the prosecuting authorities to consider whether there is enough evidence to pursue criminal prosecution. The final decision to prosecute lies with national director of public prosecutions Bulelani Ngcuka. The prosecutor will investigate other information that top Saambou executives moved millions of suspicious and possibly illegal transactions and that mismanagement hastened the bank's failure. Confidence-destroying methods had earlier been applied by Saambou between 1990 and 2002 when its home loan division allegedly breached the Usury Act by overcharging on mortgages. The department of trade and industry which regulates the Usury Act, was apparently aware, but failed to act.

Louw and a panel of adjudicators at Saambou's head office now have to go through each mortgage loan to recalculate the interest charged – a process that could take months to complete. The Usury Act regulator cannot claim ignorance of Saambou's alleged breaches of the irregularities. Equally, the banking regulator cannot claim it was oblivious to the shenanigans at Saambou. As is the case with most bank failures in this country, Saambou appears to have gone through a lack of good corporate citizenship than a tough market. And had the regulator intervene previous collapses, like those at FBC, Fidelity and Regal Treasury Private Bank, The Saambou saga would have been sidestepped.

The banking regulator will soon have the power to remove errant directors when morality failed. It should use its teeth, and soon, to show the market it is serious about corporations. As for those who administer the Usury Act, well, we can only hope to see proof that some actually works there.

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Questions

1. Discuss in your groups the Saambou-saga indicated in the article you have just read in particular and relate this to bank failures in general.
2. Discuss in your groups the consequences of bank failures by referring to regulatory and supervisory trends and developments.



CAN BLACK EMPOWERMENT ADDRESS POVERTY? *By Geoff Parr August 18, 2005*

Black economic empowerment (BEE) seeks to give increased ownership and control over businesses to historically disadvantaged persons (HDPs) and to increase the procurement spending going to BEE firms. Indeed, section 2(f) of the Competition Act states that one of its purposes is "to promote and maintain competition in order to promote a greater spread of ownership, in particular to increase the ownership stakes of HDPs".

Certainly, increasing ownership stakes of wealthy and even middle-income HDPs is easy enough, but the challenge is to make BEE deals broad based to the extent that they empower the masses. But can BEE really address the problem of poverty that affects so much of South Africa's population?

Poverty, or being very poor, indicates a shortage of both wealth and income, where the wealth of a household might be the accumulated stock of assets acquired by inheritance and by means of spending flows of income. Importantly, wealth can be converted back into income by selling assets, ideally in later years of life, as older family members retire and, in the absence of any wage income, might have to survive by liquidating their stocks of accumulated wealth as well as relying on savings.

Unfortunately for the poverty stricken, each day might be a quest for survival, in which any assets acquired might have to be sold to finance consumption, rather than being accumulated as wealth. For households on or below the poverty line (whatever level of income that might be), consumption is equal to income and savings are therefore zero. In fact, if a household's income is not sufficient to finance consumption in a particular period, then it must resort to dissolving, or selling of any liquid assets.

Economists refer to a concept known as the "marginal propensity to consume". This is the measure of a consumer's tendency to spend a certain portion of additional income received, and it ranges from 0 to 1 (0 percent to 100 percent). Wealthier, or higher-income consumers, have enough income to save a portion each month, so their marginal propensity to consume is less than 100 percent - that is, they do not spend all of their last rand of income on consumption.

But the poor must lead a hand-to-mouth existence and so

they will tend to spend all (100 percent) of their income - in other words, their marginal propensity to consume is 1.

When households are given non-cash assets, those with enough income to provide for their day-to-day needs might keep those assets as wealth, whereas the poor must convert them into income, to spend on satisfying their immediate needs.

The implication is that an empowerment scheme that gives (or sells at a favourable price) shares to poor people will not necessarily increase the wealth of the recipients. Sadly, the shares will most likely be sold and thereby converted into income to be spent on food, transport, accommodation and clothing.

The proceeds of these shares will yield short-term benefits, and arguably the poorest households would benefit the most, if extra income were presumed to be most beneficial to those with the least of it. But the empowerment exercise will be a one-off shot in the arm, a poverty relief effort rather than empowerment in the sustainable sense that was intended by empowerment legislation (including the Competition Act).

Nor will businesses involved in such transactions be able to claim the BEE credentials for creating a class of poor black shareholders: in all likelihood, those already privileged will have bought the shares from their original recipients.

There are difficulties in ensuring that the benefits of BEE transactions are spread widely and to the poorest. That is surely the reason structures have been devised to hold shares on behalf of the ultimate beneficiaries. For example, some transactions involve partnership arrangements, workers' participation schemes that facilitate empowerment, or the sale of shares to employee groups or union groups. These difficulties apply not only to the private sector, but also to the sale of shares in state enterprises.

Naturally, it seems the government would still prefer to have control and sustainable ownership in these organisations passing to HDPs. But for the government there are other options: giving away shares to the public (on the understanding that those who need the money instead will resell them); or selling them to the highest bidders and then applying the proceeds to its expenditure programmes.

This choice of options should depend on whether the government feels it has made sufficient provision for poverty alleviation, in which case it will have space to pursue other objectives, such as BEE, in the sale or partial sale of state-owned enterprises.

1. What are the aims of Black Economic Empowerment (BEE).

2. How can we make Black Economic Empowerment broad based?

3. Name the causes of poverty?

4. Did households living with poverty sink deeper into poverty? Explain.

5. Use the concept “Marginal propensity to consume” to explain that the gap between the rich and the poor has widened.

6. How can we sustain poverty relief efforts as intended by empowerment legislation?

7. Name the various effects of poverty?

8. Study the table below and answer the questions that follow.

Table: *Poverty indicators by province*

Province	No. of poor persons (million)	% of population in poverty	Poverty gap (R billion)	Share of poverty gap
Eastern Cape	4.6	72	14.8	18.2
Free State	1.8	68	5.9	7.2
Gauteng	3.7	42	12.1	14.9
KwaZulu-Natal	5.7	61	18.3	22.5
Limpopo	4.1	77	11.5	14.1
Mpumalanga	1.8	57	7.1	8.7
North West	1.9	52	6.1	7.5
Northern Cape	0.5	61	1.5	1.8
Western Cape	1.4	32	4.1	5.0
South Africa	25.7	57	81.3	100

(South Africa Regional Poverty Network, 2004. *FACT Sheet: Poverty in South Africa*. Human Sciences Research Council – Craig Schwabe.)

8.1 The HSRC study has shown that the poverty gap has grown from R56 billion in 1996 to more than R81 billion in 2001. Explain the meaning of this.

8.2 Give reasons why a high % of people in provinces such as Eastern Cape, Limpopo, Free State, KZN and Northern Cape live in poverty compare to other provinces.

8.3 Apart from empowerment legislation, how can we alleviate poverty?

WORKSHEET - CRITIQUE OF A WORKSCHEDULE

CRITERIA	POSITIVE ASPECTS	NEGATIVE ASPECTS	MOTIVATION
Does the Work Schedule cover all the Assessment Standards (i.e. content) for the grade?			
Integration: Are the Assessment Standards appropriately linked?			
Are the Assessment Standards covered in sufficient detail and depth?			
Pacing: Is the time allocation across the 40 weeks appropriate?			
Sequencing: Is the content presented in the correct order?			
Are relevant LTSM listed? If not, list the LTSM required			
Planning for assessment			

GENERAL COMMENTS How can the Work Schedule be improved?			

EXAMPLE OF A LESSON PLAN FOR ECONOMICS

<p>LESSON PLAN :</p> <p>Grade: 11</p> <p>Topic:</p> <p>Duration:</p>
<p>Critical and Developmental outcomes:</p> <p>CO1: Identify and solve problems and make decisions using critical and creative thinking.</p> <p>CO2: Work effectively with others as members of a team, group, organisation and community.</p> <p>CO3: Organise and manage themselves and their activities responsibly and effectively.</p> <p>CO4: Collect, analyse, organize and critically evaluate information</p> <p>CO5: Communicate effectively using visual, symbolic and/or language skills in various modes.</p> <p>CO6: Use science and technology effectively and critically, showing responsibility towards the environment and the health of others</p> <p>CO7: Demonstrate an understanding of the world as a set of related systems</p> <p>DO1: Reflect and explore a variety of strategies to learn more effectively</p> <p>DO2: Participate as responsible citizens</p> <p>DO3: Be culturally and aesthetically sensitive</p>
<p>Learning Outcomes and Assessment Standards:</p>
<p>Integration within the subject:</p>
<p>Prior knowledge:</p>
<p>Extended activity:</p>

Barriers to learning / Special needs:

Teacher's Actions	Learners' Activities	Resources	Assessment Strategies	S	K	V	Time