Revised
National Curriculum
Statement Grades R–9
(Schools)

Teacher's Guide
for the Development of
Learning Programmes

Economic and
Management Sciences

This document must be read as part of the
Revised National Curriculum Statement Grades R-9 (Schools).

The Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
    Languages
    Mathematics
    Natural Sciences
    Social Sciences
    Arts and Culture
    Life Orientation
    Economic and Management Sciences
    Technology

FOREWORD

The majority of South African teachers have grappled with an education system that has been in the throes of rapid transformation sparked by the student cohort of 1976. Throughout the 1980's, education served as one of the focal areas that characterised resistance to the injustices of apartheid.

The 1990's, and the advent of change characterised by negotiations, saw the education system enter the current period where changes in education reflected systematic initiatives, research-based programmes and policy-driven, large-scale transformation. Teachers are now challenged to exert their professional judgment, curriculum expertise, teaching prowess and management skills in the interest of learners, schools, communities and the nation.

We are convinced that teachers implementing Curriculum 2005 have gained skills, experience, knowledge and techniques that have provided them with a base for engaging with the Revised National Curriculum Statement Grades R-9 (Schools). This Teacher's Guide for the Development of Learning Programmes builds on and enhances that base.

The Revised National Curriculum Statement Grades R-9 (Schools) will be implemented in schools by means of Learning Programmes. Learning Programmes are structured and systematic arrangements of activities that promote the attainment of Learning Outcomes and Assessment Standards for the phase. Learning Programmes ensure that all Learning Outcomes and Assessment Standards are effectively pursued and that each Learning Area is allocated its prescribed time and emphasis. Learning Programmes are based on relationships amongst outcomes and Assessment Standards without compromising the integrity of Learning Areas.

These Guidelines have been produced as a support mechanism to teachers. Over time, teachers will enhance their capacity to develop their own Learning Programmes. These Learning Programmes will take cognisance of the diverse learning contexts, availability of resources, different learning styles, multiple intelligences of learners and the barriers learners may experience.

These Guidelines are geared to assist teachers in accommodating Learning Outcomes and Assessment Standards that are prescribed, yet create space and possibilities for the use of judgments and insights based on particular contexts and a diverse learner population. As insights that are informed by practice, research and refinement, emerge from these Guidelines, it is anticipated that over a period of time teachers will develop as curriculum leaders. The majority of teachers within the apartheid education system were not encouraged to be creative, imaginative and lead curriculum development and design. They were controlled followers and were forced to practise through prescription. As a consequence, many teachers were not participants in the exciting process of curriculum development.

The development of these Guidelines was rooted within the framework of the Revised National Curriculum Statement Grades R-9 (Schools). Therefore, it is expected that these Guidelines should be read within a sound understanding of the Revised National Curriculum Statement Grades R-9 (Schools).

Teachers, schools management teams, departmental officials, teacher unions, non-governmental organisations, community-based organisations and service providers are invited to use these Guidelines not as a doctrine but as an enabling mechanism that will contribute to the delivery of quality, life-long learning.

T.D. Mseleku
Director-General: Education

CONTENTS

SECTION 1
GUIDELINES FOR THE
DEVELOPMENT OF LEARNING PROGRAMMES

1.1 INTRODUCTION

Curriculum and teacher development theories and practices in recent times have focused on the role of teachers and specialists in the development and implementation of effective teaching, learning and assessment practices and materials. In the Revised National Curriculum Statement Grades R-9 (Schools) (RNCS), mention was made of policy guidelines for Learning Programmes (RNCS, Overview, p.16). It has been agreed that these will now be called Teacher's Guide for the Development of Learning Programmes. As stated in the RNCS, the curriculum is to be implemented in schools by means of Learning Programmes. Teachers are encouraged to develop and implement their own Learning Programmes, and this should happen within the policy framework provided in the RNCS. This Teacher's Guide for the Development of Learning Programmes (hereafter called 'these Guidelines') have been developed to support teachers to do so.

Although this document is primarily written for **teachers** who have to develop their own Learning Programmes, cognisance is taken of the fact that other Learning Programme developers will also use these Guidelines.

1.2 PURPOSE OF THE TEACHER'S GUIDE FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

These policy Guidelines have been developed at national level (with provincial participation) to assure that teaching, learning and assessment practices are developed effectively so that learners can achieve the Learning Outcomes as set out in the RNCS.

The purposes of these Guidelines are to guide teachers in the development of a Learning programme by:
- providing Guidelines to teachers on *how to* develop a Learning Programme;
- providing the *essential features and underlying principles* of a Learning Programme;
- promoting and encouraging adherence to the RNCS and support for its implementation; and
- providing a framework for teacher development and training.

These Guidelines are intended to be implemented in conjunction with other policies that promote and support education transformation so that the Critical and Developmental Outcomes, which underpin teaching and learning across the South African school curriculum, are attained. For example, the *White Paper 6: Special Needs Education – Building an Inclusive Education and Training System* needs to be read to provide background information on issues related to barriers to learning, as these have crucial impact on what happens in the classroom. The *Assessment Guidelines for Inclusive Education* document stresses the need for alternative teaching and assessment strategies, and provides recommendations on how to overcome barriers to learning.   Addressing barriers to learning is an important responsibility of teachers when developing Learning Programmes.

These Guidelines also need to be read together with the RNCS. The RNCS contains Learning Area Statements for each Learning Area that spell out the Learning Outcomes (LOs) and Assessment Standards (AS) per grade and the Overview.

1.3   DEFINITIONS

The RNCS indicates that LEARNING PROGRAMMES should be organised as follows:
- Planning for the whole phase. This is called a **Learning Programme.**
- Planning for a year and grade within a phase. This is called a **Work Schedule.**
- Planning for groups of linked activities or single activities. These are called **Lesson Plans.**

1.3.1   Learning Programme

A **Learning Programm**e is a *phase-long plan* that provides a framework for planning, organising and managing classroom practice for each phase. It specifies the scope for teaching, learning and assessment for the phase and is a "structured and systematic arrangement of activites that promote the attainment of Learning Outcomes and Assessment Standards for the Phase" (RNCS Overview, 2002). A Learning Programme is a tool for ensuring that the Learning Outcomes for each Learning Area are effectively and comprehensively attended to in a sequential and balanced way across the phase.

The Learning Programme thus interprets and sequences the Learning Outcomes and Assessment Standards as spelt out in the RNCS into planned teaching, learning and assessment activities for a phase. It spells out what core knowledge and concepts will be used in attaining the Learning Outcomes for the phase. It plans for how different contexts and local realities, like the needs of the community, school and learners, will be considered.

The Learning Programme also considers how integration within and across Learning Areas will happen, as well as what resources are available and needed to deliver teaching and learning activities.

A Learning Programme will in turn, be translated into yearlong, grade specific *Work Schedules* and shorter activity-long *Lesson Plans.*

1.3.2   Work Schedule

A **Work Schedule** is a *yearlong programme* that shows how teaching, learning and assessment will be sequenced and paced in a *particular grade.* It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade.

1.3.3   Lesson Plan

A **Lesson Plan** is the next level of planning and is drawn directly from the Work Schedule. It describes concretely and in detail teaching, learning and assessment activities that are "to be implemented in any given period[of time]" (RNCS Overview, 2002). A Lesson Plan could range

in duration from a single activity to a term's teaching, learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes *HOW* (i.e. teaching style, approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

1.4 THE PURPOSE OF A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLAN

Learning Programmes, Work Schedules and Lesson Plans represent different stages of planning. While the team of teachers that teach in a phase develops a Learning Programme, the teachers of a particular grade within a phase develop a Work Schedule from the Learning Programme. The class/Learning Area teacher, in turn, develops the Lesson Plans for his/her class. At each level of planning more detail is added to that of the previous level as is described below. Quite apart from the detail shown at each stage, the whole process is informed (at each level) by the same and very important factors described in 1.5.

1.4.1 From the RNCS to the Learning Programme

A Learning Programme translates the RNCS into phase-long plans that detail (at a minimum):
- The sequencing of Learning Outcomes and Assessment Standards across the phase to ensure a coherent teaching, learning and assessment programme;
- The core knowledge and concepts or knowledge foci selected to be used to attain the Learning Outcomes;
- The context that ensures that teaching and learning is appropriate to the needs that exist in the community, school and classroom; and
- The time allocation and weighting given to the different Learning Outcomes and Assessment standards in the phase.

When developing the Learning Programme teachers also need to *consider*:
- how integration within and across the Learning Areas will happen;
- the resources needed and those to be used when determining the teaching, learning and assessment activities; and
- any special or national events likely to be included in the school calendar.

These considerations are taken to more depth and given much more detail when planning the Work Schedule and Lesson Plans.

A team planning approach will promote coherence, integration and cohesion in the Learning Programme for the phase. Such an approach also provides for a framework for the development and effective use of Learning and Teaching Support Materials.

1.4.2 From the Learning Programme to the Work Schedule

A Work Schedule provides the teachers in a grade with a yearlong programme based on the Learning Programme. It develops on the sequencing, context, and core knowledge and concepts choices made at Learning Programme level. The teachers responsible for the Learning Programme for a particular grade within a phase will produce the Work Schedule for their grade

group by drawing on the Learning Programme for that phase.

In addition to the detail already provided in the Learning Programme, teachers will in developing the Work Schedule, plan:
- The assessment programme for the year. They will need to ensure a spread of different assessment forms across the year in keeping with the assessment guidelines for each Learning Area;
- The use of resources needed; and
- Integration within and across Learning Areas.

1.4.3 From the Work Schedule to the Lesson Plan

The Lesson Plan provides detailed structure for teaching, learning and assessment activities. It could range from a single lesson to a few months of activities. It provides the day-to-day details for teaching, learning and assessment. It also enables, for example, events of major importance internationally, nationally or locally, to be incorporated in the curriculum in a structured, yet flexible way. The World Summit on Sustainable Development held in Johannesburg in 2002, national commemoration and holidays, and other examples are opportunities around which a Lesson Plan could be built. The Lesson Plans are designed to ensure opportunities for learners to achieve the Learning Outcomes and Assessment Standards of that Learning Area.

The following elements should be contained in the Lesson Plan:
- Those elements already determined in the Learning Programme and Work Schedule, namely:
  - ▸ The Learning Outcomes and Assessment Standards,
  - ▸ The context and/or core knowledge and concepts selections for the lesson,
  - ▸ The assessment tasks to be used in the lesson,
  - ▸ The resources needed for the lessons, and
  - ▸ Integration opportunities;
- The actual dates over which the Lesson Plan will stretch;
- Conceptual links to previous and future Lesson Plans;
- Details and sequencing of the teaching, learning and assessment activities that will make up the Lesson Plan;
- Any particular teaching approach and method to be used; and
- Special and important notes regarding the needs of the learners in the class for whom the teacher is preparing the Lesson Plan.

Individual teachers will prepare their own Lesson Plans to support teaching, learning and assessment in their particular classrooms.

The figure below indicates the relationship among the three different stages of planning.

Figure 1: Relationship among the three different stages of planning.

RNCS	LEARNING PROGRAMME	GRADE	WORK SCHEDULES	LESSON PLANS
RNCS	Senior Phase Learning Programme	Grade 7	Focus LA: LOs & ASs / Other LAs: LOs & ASs	1 / 2 / 3 / 4
		Grade 8	Focus LA: LOs & ASs / Other LAs: LOs & ASs	5 / 6 / 7 / 8
		Grade 9	Focus LA: LOs & ASs / Other LAs: LOs & ASs	9 / 10, etc.
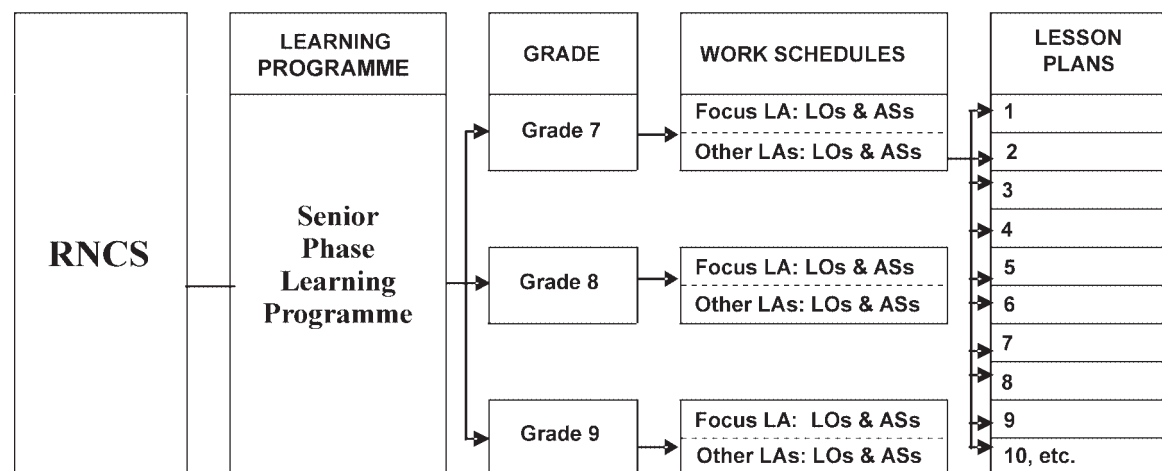
NOTE: *In the above diagram Lesson Plans are only indicated for Grade 7, but would also appear alongside Grades 8 and 9 in the final column when the Learning Programme has been planned in its entirety.*

1.5 ISSUES TO BE CONSIDERED WHEN DEVELOPING LEARNING PROGRAMMES, WORK SCHEDULES AND LESSON PLANS

The aim of a Learning Programme is to design and sequence teaching, learning and assessment activities that will result in meaningful and relevant learning. Teachers need to find ways of making the planning process a manageable one, so that the process of planning is facilitative rather than being a tedious task. For example, there is not much point in rewriting Learning Outcomes and Assessment Standards each time an activity is developed. Numbering the Assessment Standards and then referring to the numbered Assessment Standards may be easier.

To achieve the aim of Learning Programmes, Work Schedules and Lesson Plans, the following aspects have to be considered during planning:

1.5.1 Philosophy and Policy

- The RNCS is an embodiment of the nation's social values, and its expectations of roles, rights and responsibilities of the democratic South African citizen as expressed in the Constitution. Full discussion on this section is not included here as it is required that teachers read the RNCS for the discussion and detail on the philosophy and policy underpinning the RNCS.
- Outcomes-based education (OBE) philosophy and practice with the Critical and Developmental Outcomes is the underlying educational philosophy.
- Other national and local policies also impact on effective delivery.

1.5.2 Principles Underpinning the Curriculum

The RNCS is underpinned by principles that are crucial for working towards the aims of the education system. These are, amongst others:
- Social Justice
- a Healthy Environment
- Human Rights
- Inclusivity

In simple terms **social justice** refers to one's responsibility to care for others to the common good of society. Social justice serves to remind all humanity (government and civil society) that the needs of all individuals and societies should be met within the constraints imposed by the biosphere, and that all should have equal opportunity to improve their living conditions.

A **healthy environment** cannot be attained independent of people, their lifestyles and choices, their rights and social justice. Environment includes the social, political, economic and biophysical dimensions of all life and life-support systems (air, water and soil).

Human rights and their infringement are grounded in the daily experiences of people within their local environments. They are an inextricable part of our lives – so much so that we often take for granted the protection they offer us.

Inclusivity deals with a number of social justice and human rights issues, and at the same time taps into the rich diversity of our learners and communities for effective and meaningful decision-making and functioning for a healthy environment. Schools are encouraged to create cultures and practices that ensure the full participation of all learners irrespective of their cultures, race, language, economic background and ability. All learners come with their own experiences, interests, strengths and barriers to learning which need to be accommodated.

In developing Learning Programmes, educators and other curriculum developers will need to pay attention to these principles and to find ways of developing teaching, learning and assessment activities and providing Learning and Teaching Support Materials that offer learners opportunities to explore these principles.

1.5.3. Time Allocation and Weighting

- The RNCS overview document details the time allocated to each Learning Area in both the Intermediate and Senior phases, and to Learning Programmes in the Foundation Phase.
- These Guidelines also make recommendations with respect to how Learning Outcomes should be weighted with respect to each other.

To be able to develop Learning Programmes, teachers need to be aware of these allocations and weightings, as well as how these translate into hours and periods in the school(s) for which they are developing the Learning Programme.

1.5.4 Integration

Integrated learning is central to outcomes-based education. The historically fragmented nature of knowledge can be overcome if attention is paid to relevant integration both within Learning Areas, and across Learning Areas.

Teachers need to have a clear understanding of the role of integration within their Learning Programmes. The key, however, is the balance to be struck between integration and conceptual progression. That is, integration must support conceptual development rather than being introduced for its own sake. Teachers must therefore be aware of and look for opportunities for integration both within and across Learning Areas.

1.5.5 Resources

Different Learning Areas, and in turn different Learning Programmes, will rely on different resources for their success. Teachers will have to be familiar with the resources needed and the resources available as they develop their programmes. Care should be taken not to develop Learning Programmes where lack of access to resources will discriminate against learners. Teachers must also be sensitive to the limitations of learners who experience barriers to learning and how their progress may be affected by availability of resources.

1.5.6 Inclusivity and Barriers to Learning

The RNCS assumes an inclusive approach to teaching, learning and assessment. Learning Programmes need to address any barriers that learners for whom the programme is being developed may experience. Teachers need to be aware of the social, emotional, physical and other needs of the learners as they develop their Learning Programmes. For ensuring that matters of Inclusivity are addressed, teachers need to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing Learning Programmes.

1.5.7 Differences between Learning Areas and Learning Area Statements

While each of the Learning Area Statements has been developed according to the same framework and philosophy, careful examination will show that subtle differences exist between them. These differences are a natural consequence of the peculiarities of each of the Learning Areas. The implication of the differences between Learning Areas and Learning Area Statements for Learning Programme, Work Schedule and Lesson Plan development is that such development in each Learning Area will have to take note of these peculiarities. Furthermore, as teachers in one Learning Area look for integration opportunities with other Learning Areas, they should be aware of the peculiarities of those other Learning Areas.

Some of the most striking differences are the following:

Natural Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists "Core Knowledge and Concepts" – these provide the context in which at least 70% of teaching, learning and assessment should take place, the other 30% can come from local contexts. The Core Knowledge and Concepts are presented by phase and organised into four main content areas or knowledge strands:

- *Life and Living*
    - ► Living Processes and Healthy Living
    - ► Interactions in Environments
    - ► Biodiversity, Change and Continuity

- *Energy and Change*
    - ► Energy Transfers and Systems
    - ► Energy and Development in South Africa

- *Planet Earth and Beyond*
  - ▸ Our Place in Space
  - ▸ Atmosphere and Weather
  - ▸ The Changing Earth

- *Matter and Materials*
  - ▸ Properties and Uses of Materials
  - ▸ Structures, Reactions and Changes of Materials

Technology does not have a separate chapter listing knowledge focus or contexts, but Learning Outcome 2 (Technological Knowledge and Understanding) identifies three core knowledge areas for the Learning Area and organises the Assessment Standards for the Learning Outcome accordingly:

- *Structures*

- *Processing*

- *Systems and Control*

It should also be noted that **Natural Sciences** and **Technology** have the same Learning Outcome 3 (Technology: Technology, Society and the Environment, and Natural Sciences: Science, Society and the Environment). This is a deliberate design feature of these two Learning Areas intended to facilitate integration between the Learning Areas, both short-term integration as well as the combining of the Learning Areas into one Learning Programme in the Intermediate Phase.

Social Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists the "Knowledge Focus Framework." This is grade-by-grade specific and provides knowledge/topics for both History and Geography.

While **Arts and Culture** also does not have a separate chapter on knowledge, the Assessment Standards for each Learning Outcome are classified under the following "art forms":

- *Dance*

- *Drama*

- *Music*

- *Visual Arts*

- *Composite*—only for some Learning Outcomes and only in some Grades

The Arts and Culture Learning Area Statement lists, furthermore, on pages 7 and 8 organising principles for each grade in each phase and for each Learning Outcome in each grade, a further organising principle for the Assessment Standards.

Languages do not have a list of knowledge contexts in the same way that some of the Learning Areas already mentioned do. However, lists of *recommended texts* are provided by grade in Chapters 2, 3 and 4 of the Learning Area Statement.

1.5.8   Clustering of Assessment Standards

Teachers, when planning assessment activities, recording learner performance and reporting on learner progress will look to the Assessment Standards for descriptions of the level at which learners should demonstrate their achievement of the various Learning Outcomes. Having selected the Learning Outcomes and when planning teaching, learning and assessment, teachers may find that certain Assessment Standards can be grouped or **clustered** together quite naturally.

In **some Learning Area**s (certainly not all), it would not be practical to teach to each and every Assessment Standard for each Learning Outcome. Firstly, the Assessment Standards in those Learning Areas do not stand alone, and secondly, there are simply too many Assessment Standards per Learning Outcome for the teacher to be able to deal with them individually. In such cases, the teacher on examining the Assessment Standards, may realise that they group quite naturally into **clusters** of Assessment Standards. These clusters can in turn be used for planning.

For example, in Mathematics in the Intermediate Phase, there are some eleven Assessment Standards for Learning Outcome 1 (Numbers, Operations and Relationships). An examination of these Assessment Standards suggests that they can quite naturally be organised into the following Assessment Standards clusters:

- Recognising, classifying and representing numbers
- Applications of numbers to problems
- Calculation types involving numbers
- Properties of numbers

The Mathematics Learning Area statement neither clusters nor suggests clustering. While the Mathematics Guideline does suggest clustering and even recommends possible clusters, it is up to the teacher to decide whether or not to cluster the Assessment Standards.

While the clustering of Assessment Standards is something that teachers may choose to do, the following should be noted when clustering Assessment Standards:

- Clustering of Assessment Standards should not occur across Learning Outcomes. Recording and reporting needs to be against Learning Outcomes and the selected Assessment Standards. Clustering Assessment Standards across Learning Outcomes would make reporting and recording impossible.
- Learning Outcomes are never clustered. While we may develop Lesson Plans with more than one Learning Outcome, we would consider this to be an example of integration and not clustering.
- When clustering Assessment Standards, it is not allowed that *new* Assessment Standards are written as a result of the clustering.
- While clustering of Assessment Standards is possible for planning the teaching, learning and assessment activities, teachers record learner performance against the individual Assessment Standards in that cluster.

Guidelines on how to deal with the Learning Outcomes and Assessment Standards of each Learning Area are provided in the Learning Area specific section of each Learning Area's Guideline.

1.6   DEVELOPMENT PROCESS

While the development process suggested in this document may appear tightly sequenced and ordered, teachers will, in practice, find themselves going back and forth between steps.

1.6.1   Developing a Learning Programme

Once teachers have taken all the philosophy, policy and other issues already described into account, the following steps are suggested as a more detailed guide for this task:

- *Select the Learning Outcomes*
  The Learning Outcomes (and how they are attended to) are what drive the development process.   It is important that teachers decide which Learning Outcomes are to be focused on at a particular time and how they are packaged together. The Learning Area specific section that follows will indicate how Learning Outcomes can be packaged or explored.

- *Identify Assessment Standards*
  Teachers need to identify the Assessment Standards (or at least clusters of standards) for each Learning Outcome that will be targeted at a particular time within the Learning Programme. Assessment is planned to ensure that evidence is provided of how learners are performing against the Assessment Standards. When *recording* learner performance, teachers will show how each learner is meeting the Assessment Standard(s) and at what level the Learning Outcomes are being attained. Teachers will then *report* on every learner's performance and progress against the Learning Outcomes.

  More detail on the assessment programme, forms of assessment, and recording and reporting processes for each Learning Area is provided in the Assessment Guidelines for the different Learning Areas.

- *Determine the teaching, learning and assessment context(s) and/or core knowledge and concepts*
  Two main kinds of contexts have been identified for inclusion in Learning Programme development, and where appropriate teachers need to be explicit about these.

  One level is the broad consideration of the social, economic, cultural and environmental contexts of the learners. This can also include the local needs of the learners, of the school and the surrounding community.

  The other level is the Learning Area with contexts unique to the Learning Area and the specifics required by the Learning Area (see 1.5.7 above). Such contexts are reflected in the kinds of examples used, the types of projects given, the language used, the barriers being addressed, and the teaching, learning and assessment activities.   Context must make specific provision for learners with disabilities.

When dealing with core knowledge and concepts, teachers must select core knowledge and concepts that address the identified Learning Outcomes and Assessment Standards. In Learning Areas where this information is not provided, teachers need to determine their own.

- *Allocate time*

  Teachers need to allocate appropriate weighting and allocation of time to each Learning Outcome and its associated Assessment Standards – as per the weightings discussed in the Learning Area specific sections of the document. It is also important to check that the time allocated to the Learning Programme is consistent with the time allocations of each Learning Area within the phase.

  After this process, it is recommended that teachers should stand back and examine the Learning Programmes in terms of the various features discussed in this chapter. It is also important to analyse all the Learning Programmes for a phase so that implications of one programme on another in terms of learner work load can be resolved. In this way, it is imagined that the time allocation for each programme will be modified and finalised through continued reflection and refinement.

  Learners who experience barriers to learning must be accommodated through flexibility in terms of time allocated to complete activities. Additional time may be given or alternatively learners may be allowed to complete their tasks at a later stage. There must be recognition of the fact that completing only part of the task also has value. These arrangements are planned as part of the individual support for each learner who has a barrier to learning.

- *Integration and resources*

  Integration and the selection and use of resources have already been discussed in detail in 1.5.4 and 1.5.5 above. Teachers will also need to consider integration and resourcing when planning a Learning Programme. While they may only show the details regarding resources and integration in the Work Schedules, they must apply their minds to these issues at the time of Learning Programme development.

1.6.2 Developing a Work Schedule

A Work Schedule must be developed for each year in the Learning Programme. A Work Schedule gives a greater level of detail for each aspect or element of the Learning Programme and adds further detail with respect to other aspects.

It should be emphasized that the process of developing a Work Schedule should not be seen as a process that occurs in a linear way, but as a holistic and integrated process. The following should be considered when developing a Work Schedule:

- *Details from the Learning Programme*

  In developing the Learning Programme decisions have already been taken about the sequencing of Lesson Plans, the Learning Outcomes and Assessment Standards that will be focused on by each Lesson Plan, the selection of contexts and/or knowledge and the time allocation to the Lesson Plans. If necessary the teacher(s) developing the Work Schedule may want to amplify these details.

- *Assessment tasks*

  The Department of Education has developed Assessment Guidelines for each Learning Area. Among other details, these documents spell out the forms of assessment to be completed by each learner in each grade. At the time of planning the Work Schedule, the teacher(s) should decide when to use each of the assessment forms to ensure both their most appropriate application and to spread the assessment demands on the learners evenly across the year.

- *Resources required*

  In developing the Work Schedules, teachers will need to consider in detail the resources that will be required for each Lesson Plan and may need to re-sequence units according to the availability of the resources.

- *Integration*

  In developing the Work Schedule, teachers will have to consider in greater detail, matters of integration. In the case of integration across Learning Areas, this may include meeting with the teachers from the other Learning Area(s) to ensure that the anticipated integration is workable in terms of their respective Work Schedules.

1.6.3 Developing a Lesson Plan

Lesson Plans are developed from the yearlong Work Schedule by individual teachers. A Lesson Plan is assumed to be a complete and coherent series of teaching, learning and assessment activities. It can consist of a single activity or several activities spread over a few days or a number of weeks.

In as much as Learning Programme and Work Schedule design is influenced by philosophy, policy and several other factors already discussed in 1.5, Lesson Plan development is further informed by the classroom realities of the teacher's class.

Realities of the classroom that have an impact on planning a Lesson Plan include:

- *Learning styles*

  Since different learners have particular and preferred learning styles, every class is certain to contain groups of learners who assimilate information and develop understanding in different ways. Before a teacher is able to develop a Lesson Plan s/he must have a clear sense of the different learning styles of the learners in the class. S/he must also have a sense of those activities that are likely to succeed with particular individuals or groups and those that are unlikely to, and must plan to accommodate all learners in the class.

- *Teaching approach and methodology*

  Teachers must decide how they will approach their teaching and what methods they will use. The nature of the Learning Area often determines what approach and which methods will best support the teaching, learning and assessment activities in the particular Learning Area.

- *Barriers to learning*

  While it is possible to list many different types of barriers to learning in general, not all of these will apply in every class. Similarly there may be barriers to learning that are particular

to individual learners only. When developing a Lesson Plan the teachers must have a clear sense of barriers to learning that exist in the class so that they can overcome these through the way in which they structure activities and also through the activities that they select.

- *Resources available to the school and class*
  Different schools have access to different types of resources, and so while a particular Lesson Plan may work well in one school, it may fail in another because of a difference in the available resources — both types and quantity — available to teachers and their classes.

- *What learners already know*
  It is important to be aware of the prior learning that is both required for different Lesson Plans and the levels of this prior learning present in the class for whom the teacher is developing a Lesson Plan. Learners could demonstrate different levels of knowledge and concept development from the same learning experience. What learners already know becomes an important point of departure for planning what will happen next in an activity.

  At times teachers may wish to perform some form of baseline assessment to be able to establish the level of prior learning and accordingly plan appropriate support for the learners.

- *School policies*
  In the same way that national education policy will impact on Learning Programme design, so too will the policies of the school impact on both the design of the Lesson Plan and its execution.

  When the above issues have been considered, the teacher is finally ready to develop the Lesson Plan in detail. Within the planning, the teacher has to:
  - Develop and/or source teaching, learning and assessment activities;
  - Identify the role of outcomes and concepts from other Learning Areas;
  - Decide on assessment strategies and select or develop instruments to be used; and
  - Plan how to support learners who experience barriers to learning.

  After a Lesson Plan has been developed, the execution remains. In the execution of a Lesson Plan the teacher will become aware of issues that may not have been anticipated. These will need to be incorporated and should, in turn, be considered when planning the next Lesson Plan(s). Like Learning Programme and Work Schedule development, Lesson Plan development is not a linear process, but rather one of continual modification, reflection, revision and refinement.

The figure below indicates the factors that inform the development of Learning Programmes, Work Schedules and Lesson Plans. It also shows how the levels of planning in a Learning Programme proceed from the RNCS to the Learning Programme to the Work Schedule to the Lesson Plan.

Figure 2: The planning process and factors taken into account when developing Learning Programmes.
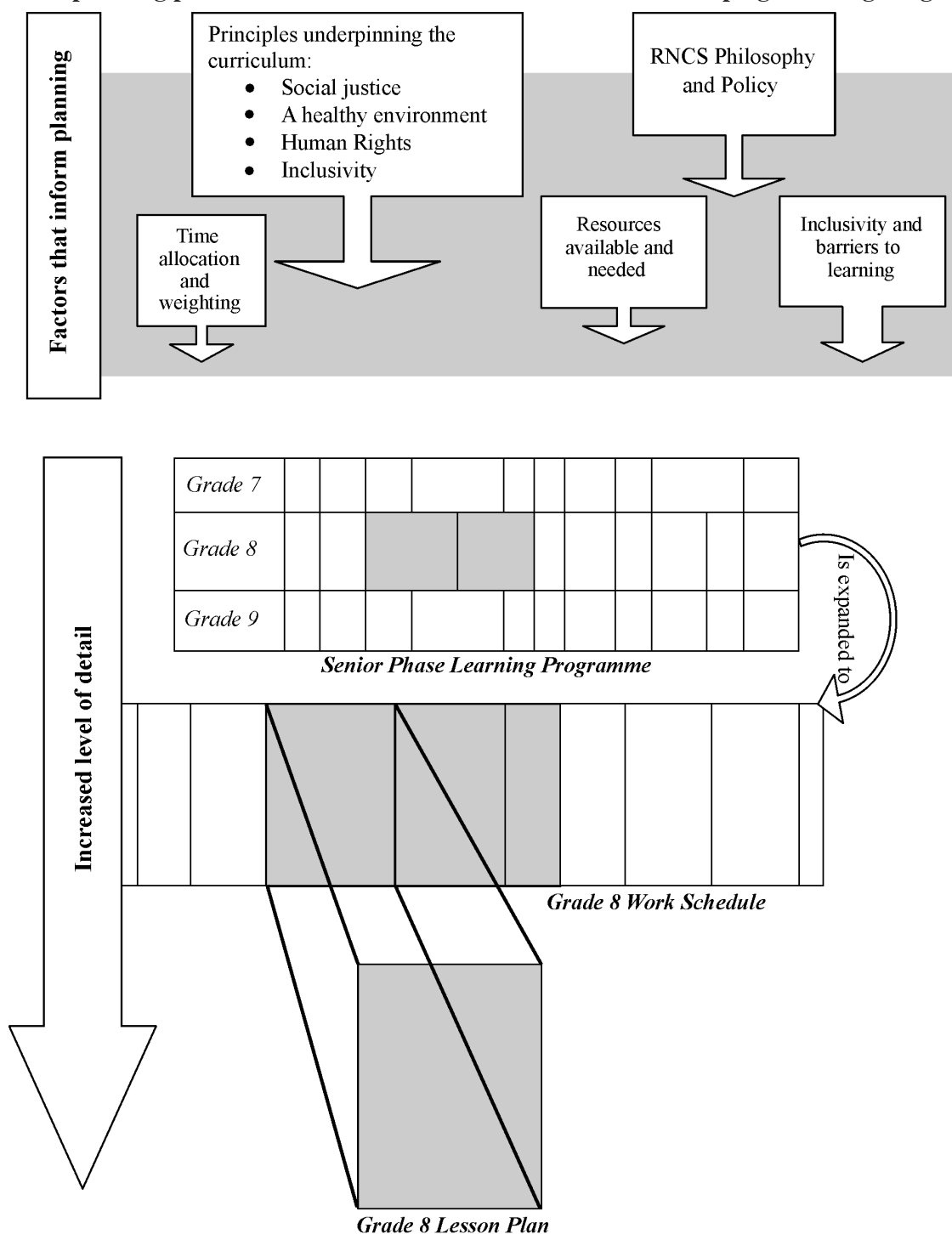
1.7   ASSESSMENT

1.7.1   Nature of Assessment

The assessment requirements of the curriculum policy have presented strong challenges to most educators. This section is therefore provided to support the implementation of sound assessment practices.

The assessment practices that are encouraged through the RNCS for Grades R-9 (Schools) are continuous, planned and integrated processes of gathering information about the performance of learners measured against the Learning Outcomes. The level at which the learner is to be assessed is provided by the Assessment Standards which are progressive from grade to grade. A Learning Programme, Work Schedule and Lesson Plan design should ensure that assessment is an integral part of teaching, learning and assessment.

Planning assessment to include the assessment of learners who experience barriers to learning is important. It is likely that in every classroom there would be some learners who experience barriers to learning. However, these barriers will not always be the same and could be situated in the learning context, i.e. inflexible methodology, lack of resources or in the learners themselves, i.e. sensory, physical, intellectual disabilities or disease/illness. They can also arise from the social context, i.e. poverty, violence or difficult home conditions. When planning an assessment activity, the teacher should have a clear sense of the wide range of barriers that may inhibit learning and the achievement of the Learning Outcomes and how to address them. The key is to determine what exactly is being assessed, (i.e. concepts, application, skill) and to develop assessment tasks in such a way that learners have a variety of options to demonstrate their learning with respect to the Learning Outcomes and Assessment Standards as outlined in the RNCS. (For more details on alternative methods of assessment, please refer to *Curriculum 2005: Assessment Guidelines for Inclusion, May 2002.)*

Assessment should:
- enhance individual growth and development, monitor the progress of learners and facilitate learning;
- find out what a learner knows, understands and/or can do;
- make judgements based on valid and appropriate evidence – these judgements should then enable us to make well informed decisions about what a learner needs to learn next;
- give an indication of the success of the programme of learning including how appropriate resources have been;
- include a variety of techniques;
- encourage learners to go beyond simple recall of data or facts;
- close the gap between the classroom and the real world;
- include opportunities for learners to perform tasks and solve problems; and
- make provision for adaptive methods of assessment.

1.7.2   Planning for Assessment

Assessment cannot be neutral with respect to what is taught and learned. Any assessment is an expression of values on teaching, learning and assessment. We need to view assessment as a critical and integrated part of the teaching-learning process. As planning for teaching, learning and assessment activities begins with a Learning Programme, planning for assessment should also be integrated in these plans.

When planning for assessment the following documents should provide the framework for planning:
- The Assessment Policy for the General Education and Training Band, Grades R-9 and ABET (December 1998);
- The RNCS (The Overview and the Learning Area Statements);
- Assessment Guidelines for each Learning Area; and
- Assessment Guidelines for Inclusion.

The planning for assessment in the Learning Programme should give schools an indication of resources and time needed for assessment in that phase. To do this teachers need to know what knowledge, skills, attitudes and values the learners are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities.

In a *Learning Programme* teachers need to:
- Mention all the **possible forms of assessment** they are likely to use in determining the achievement of the Learning Outcomes. In doing this also take the Assessment Standards into consideration;
- Mention the **resources** they are likely to need (including assistive devices);
- Take the **context and core knowledge and concepts** into consideration; and
- Indicate the **time** that will be needed.

In the *Work Schedule* planning for assessment focuses on a grade. When planning a Work Schedule considerations should be given to the following:
- Learning Outcomes give guidance by indicating **what** should be assessed;
- Assessment Standards indicate the **level** at which the Learning Outcome should be assessed;
- Indicate the **assessment strategies** or different forms of assessment teachers plan to use;
- Indicate the **resources** teachers will use; and
- Take into consideration the **diverse needs** of the learners.

In a *Lesson Plan* teachers should:
- Indicate **how** the Learning Outcomes would be assessed;
- Consider the **level** at which the Learning Outcomes would be assessed using the Assessment Standards;
- Also consider the **context,** the availability of **resources** and the **diverse needs** of learners; and
- Give a detailed description of how they plan to use the various **assessment strategy(ies)** and/or different form(s) of assessment, how these will be integrated within teaching and learning, and what will be recorded.

For each level of planning in the Learning Programme, the Work Schedule and the Lesson Plan, teachers need to describe the following clearly:

- **When** they are going to assess;
- **How** they are going to assess;
- What **resources** they are going to use; and
- How they are going to support the **diverse needs** of learners.

1.7.3 Assessment Strategies

A wide range of assessment strategies may be used to measure learner performance. Teachers can select these depending on the purpose of assessment. These will also depend on a specific Learning Area. The forms/types chosen must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitudes. The following are some of the various forms/types of assessment that could be used by the teachers to assess learner achievement:

a) Tests
b) Performance-based assessment
c) Interviews
d) Questionnaires
e) Structured questions
f) Assignments
g) Case studies
h) Practical exercises/demonstrations
i) Projects
j) Role-plays
k) Simulations
l) Aural/Oral Questions
m) Observations
n) Self-report assessment

These assessment strategies and the different forms of assessment for each of the Learning Areas are discussed at length in the Assessment Guidelines for each Learning Area.

SECTION 2
THE ECONOMIC AND MANAGEMENT SCIENCES LEARNING PROGRAMME

2.1   SYNOPSIS

2.1.1   Description of the Learning Area

The Economic and Management Sciences Learning Area deals with efficient and effective use of different types of private, public or collective resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and on people.

The inclusion of Economic and Management Sciences is crucial in equipping learners with the knowledge, skills, values and attitudes that will enable them to become economically literate. This will enable them to adapt to, and participate and survive in, an economically complex society and to promote productivity, social justice and a healthy environment. These attributes are vital for the learner in order to make a contribution to a democratic society in the South African context.

To achieve the above it is necessary that learners be enabled to:
- Understand and reflect on the wealth creation process critically and constructively.
- Understand and promote the importance of savings and investments for economic development.
- Make appropriate choices of productive technology and organise their management.
- Understand the impact of economic activities on human, natural and financial resources and socio-economic systems.
- Develop the entrepreneurial skills needed to play a vital role in:
  - Transforming the country's socio-economic environment,
  - Reducing the gap between rich and poor, and
  - Addressing the high rate of unemployment, as job creators.

2.1.2   Learning Area Context

EMS has its own unique features and scope and deals with:
- The nature, processes and production of goods and services (economic problem — society's unlimited needs and wants in the face of limited resources — and economic cycle).
- The South African economy and socio-economic systems in different countries (Economic environment, reconstruction, sustainable growth and development).
- Financial management (including investments) and planning skills, for private, public or collective ownership (leadership and management; financial and consumer knowledge and skills).
- Entrepreneurial skills and knowledge needed to manage self and the environments effectively (entrepreneurship).

2.1.3 Learning Outcomes

The unique features, for Economic and Management Sciences as indicated in the RNCS (pages 4&5), have been consolidated into four Learning Outcomes. Two of the Learning Outcomes (Learning Outcomes 1 and 2) reflect economic aspects and the other two Outcomes (Learning Outcomes 3
and 4) reflect management aspects on the other hand.

Learning Outcome 1: (The economic cycle) The learner will be able to demonstrate knowledge and the understanding of the economic cycle within the context of 'the economic problem'.

Learning Outcome 2: (Sustainable growth and development) The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on the related processes.

Learning Outcome 3: (Managerial, consumer and financial knowledge and skills) The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.

Learning Outcome 4: (Entrepreneurial knowledge and skills) The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes.

2.2   RELATIONSHIP BETWEEN OUTCOMES

2.2.1   Relationship between Learning Outcomes and Critical Outcomes

The Learning Outcomes in EMS strongly reflect the Critical Outcomes (CO) and Developmental Outcomes (DO) laid down in the *South African Qualifications Act* (1995) in the following manner:

- **Learning Outcome 1:** The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the 'economic problem'. This relates to:
  - CO 1: (Identify and solve problems and make decisions using critical and creative thinking)
  - CO 2: (Work effectively with others as members of a team, group, organisation and community)
  - CO 4: (Collect, analyse, organise and critically evaluate information)
  - CO 6: (Use Science and Technology effectively and critically showing responsibility towards the environment and the health of others)
- **Learning Outcome 2:** The learner will be able to demonstrate an understanding of sustainable growth reconstruction, and development, and to reflect critically on its related processes. This relates to:
  - CO 6: (Use Science and Technology effectively and critically showing responsibility towards the environment and the health of others)
  - CO 3: (Organise and manage themselves and their activities responsibly and effectively)
  - CO 4: (Collect, analyse, organise and critically evaluate information)
  - DO 2: (Participate as responsible citizens in the life of local, national and global

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communities);
- ▸ DO 3: (Be culturally and aesthetically sensitive across a range of social contexts)
- **Learning Outcome 3:** The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills. This relates to:
  - ▸ CO 3: (Organise and manage themselves and their activities responsibly and effectively)
  - ▸ CO 5: (communicate effectively using visual, symbolic and/or language skills in various modes)
- **Learning Outcome 4:** The learner will be able to develop entrepreneurial, knowledge, skills and attitudes. This relates to:
  - ▸ DO 5: (Develop entrepreneurial opportunities)
  - ▸ CO 2: (Work effectively with others as members of a team, group, organisation and community')
  - ▸ CO 4: (Collect, analyse, organise and critically evaluate information)
  - ▸ CO 6: (Use Science and Technology effectively and critically showing responsibility towards the environment and the health of others);
  - ▸ DO 4: (Explore education and career opportunities)

Developmental Outcome 1: 'Reflect on and explore a variety of strategies to learn more effectively' is applicable to all four EMS Learning Outcomes. A wide range of activities in EMS give learners an opportunity to explore strategies to learn more effectively and acquire the necessary knowledge, skills, values and attitudes.

2.2.2 Relationship between the Learning Outcomes

The four Learning Outcomes are interdependent because the one without the other will not allow for full understanding and meaningful application of economic and management principles and concepts. While all four Learning Outcomes are important in complementing each other, the order of importance in their application changes from one phase to another as contexts change. They are however taught integrally. The Learning Outcome is extended and expanded upon in the subsequent phases.

Learning Outcomes 1 and 2 will serve as the main outcomes in the Foundation Phase. These two lay a foundation on which the Intermediate and Senior Phase learning will be built.

In the Intermediate Phase (IP), it is proposed that teachers start with Learning Outcome 1 because it is a basis for understanding EMS by focusing on the economic cycle, and role players in the economy. After Learning Outcome 1 has been dealt with, teachers could, for example, move to Learning Outcome 4, focusing on establishing entrepreneurial knowledge and skills. Aspects of Learning Outcomes 2 and 3 could be integrated with Learning Outcome 4 or teachers could choose to deal with them separately.

Many EMS concepts would have been introduced in the Intermediate Phase; it is proposed that teachers in the Senior Phase first deal with Learning Outcome 4 in conjunction with other Learning Outcomes. Teachers should consolidate theoretical issues and focus on the practical application and development of entrepreneurial skills. Aspects of Learning Outcomes 1, 2 and 3 could be integrated with Learning Outcome 4, or teachers could choose to deal with them independently.

It is essential that time spent on each of the Learning Outcomes per phase corresponds to the time allocated for the Learning Area. There is a direct relationship between weighting of Learning Outcomes, content, teaching methodology and assessment. When teachers develop Learning Programmes and Work Schedules for the Learning Area, allowances should be made for different time allocations for particular Learning Outcomes per year. Teachers need to take cognisance of this fact and allow sufficient teaching and learning time for Learning Outcomes.

2.2.3 Weighting of Learning Outcomes

The suggested weighting (time allocation) per Learning Outcome below is based on the actual time it would take to teach, learn and assess the appropriate knowledge, skills, attitudes and values relating to the Learning Outcome in each phase. More emphasis has been placed on Learning Outcome 4 in the Intermediate Phase since it forms the basis for developing knowledge and skills needed for job creation and alleviation of unemployment and poverty in South Africa. Learning Outcome 4 will play a major role to inculcate the entrepreneurial attitude, values and spirit in the learners in the early years of their schooling. More emphasis has been placed on Learning Outcomes 3 and 4 in the Senior Phase since they prepare learners to a great extent for the FET Phase and the world of work. These two Learning Outcomes are interrelated and activities of one Learning Outcome can have an impact on the other. Learning Outcome 4 also offers many integration opportunities with the other EMS Learning Outcomes and Learning Outcomes of other Learning Areas.

The following weightings are suggested for the Intermediate and Senior Phases.

Learning Outcomes	Intermediate Phase	Senior Phase
LO 1 The economic cycle	20%	20%
LO 2 Sustainable growth and development	20%	15%
LO 3 Managerial, consumer and financial knowledge and skills	20%	30%
LO 4 Entrepreneurial knowledge and skills	40%	35%

2.3   ASSESSMENT STANDARDS

Each Learning Outcome has its own Assessment Standards, which describe the level which learners should demonstrate their achievement of the Learning Outcomes. The Assessment Standards set the minimum requirements to be achieved by the learner in a specific grade. They are supportive, describe ways of achieving the Learning Outcome and define the levels and progression for each grade.

In the Foundation Phase the Assessment Standards focus on elementary introduction to the Economic and Management Sciences field for learners to become aware of and understand the economic environment. The emphasis is on a personal sense of responsibility and commitment in home, school and work contexts. Issues such as households providing labour in order to earn income, being producers in order to generate money, being job creators in taking entrepreneurial initiative and businesses as providers of employment are being dealt with.

In the Intermediate Phase the Assessment Standards are based on: knowledge of the role players in the economy; their roles, rights and responsibilities; the different flows of resources and services in the economic cycle i.e. the flow of wages to the households in exchange for labour; the flow of money to businesses in exchange for goods and services, and application of consumer, financial and entrepreneurial skills.

The Assessment Standards in the Senior Phase become more complex and sophisticated in nature. In this phase more emphasis is on knowledge, analysis, application of accounting principles, record keeping, management of a business as well as entrepreneurial skills.

The nature of EMS clearly addresses principles of the RNCS such as human rights, social justice, a healthy environment and inclusivity. In the table below the Assessment Standards are shown separately for the Intermediate and Senior Phase relating to some of these principles.

2.3.1 Principles of Human Rights, Social Justice and a Healthy Environment

1. Human Rights and Sociual Justice — illustrative Assessment Standards	

Intermediate Phase:
• Identifies the local community's efforts in fighting poverty (e.g. RDP, urban renewal and rural development projects) (Grade 4, LO 2, AS 3)
• Identifies steps that can be taken by the government to redress historic imbalances and poverty, (e.g. redistribution of resources gender equity, capacity building restoring people's dignity, creating opportunity and empowerment) (Grade 6, LO 2, AS 2)
	Senior Phase:
	• Describes and debates the power relationships, economic rights and responsibilities between
	  ‣ consumer and producer
	  ‣ employer and employee
	  ‣ government and business
	(Grade 7, LO 1, AS 4)
	• Evaluating the success and shortcomings of the RDP (Grade 9, LO 2, AS 2)

2. Environmental Issues — illustrative Assessment Standards	
Intermediate Phase: • Explains the effects on the community of both responsible and irresponsible use of resources and services. (Grade 4 LO 1 AS 2) • Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment) (Grade 5 LO 2 AS 3)	Senior Phase: • Using idea generation techniques to make recommendations on using community resources to generate income in a responsible way (Grade 7, LO 4, AS 2). • Investigates the public relations, social responsibility and environmental responsibility strategies and actions of different businesses and organisations (Grade 9, LO 3, AS 2)

3. Indigenous knowledge — illustrative Assessment Standards	
Intermediate Phase: • Describes the changes in lifestyles, living standards and patterns of consumption from self-sufficient societies to modern societies (Gr.5, LO 2, AS 1) • Explains the purpose and use of community savings schemes (e.g. stokvels, club accounts, funeral societies, thrift and loan societies) (Grade 6, LO 3, AS 4)	Senior Phase: • Participates in a joint venture between the school and the community/parents by taking ownership of producing a product or service (Grade 7, LO 4, AS 3).

2.3.2 Progression

Assessment Standards provide the conceptual progression from grade to grade.

Illustration of progression from grade to grade		
LO 2: The learner is able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on related processes.		
Grade7	Grade 8	Grade 9
Discusses the meaning of productivity.	Investigates and reports on how technology can improve productivity, economic growth, living standards, etc.	Discusses productivity and its effects on economic prosperity, growth and global competition.

2.3.3 Integration

Integration involves drawing together related Assessment Standards within the Learning Area and/ or from different Learning Areas, to form an integrated programme of teaching, learning and assessment activities. It is done with an aim of consolidating selected related Assessment Standards to be dealt within a teaching, learning and assessment activities at the same time.

Integration of Learning Outcomes within a Grade:		
Integration within the EMS Learning Area occurs naturally where relationships between Learning Outcomes are strong. For example LO 3 and LO 4 are intertwined and can always be integrated in teaching, learning and assessment activities. In running a business it is essential that entrepreneurial, managerial, administration and financial knowledge and skills be integrated.		
Grade 7		
Learning activity: Engage in business activity		
Learning Outcome	Main Assessment Standard	Related Assessment Standard
LO 4: The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes.	Runs a business event using one or two of the ideas or opportunities identified in a questionnaire that had been designed.	LO 3 Explains the role of planning, organising, leading and controlling (i.e. financial and procedural controls) in a business LO 3 Describes the importance of administration in managing a business (record keeping, storing Documentation) LO 4 Designs posters or other materials to advertise own business venture.

Integration of Learning Outcomes across Learning Areas		
Grade 5		
Learning activity:		
Economic and Management Sciences LO 1:	Social Sciences: Geography LO 3	Life Orientation LO 1
Ass 3: Explains the effect of natural disasters, i.e. drought and health epidemics (HIV/ AIDS) on formal and informal businesses.	Ass 1: Identifies challenges to societies and settlements, with a focus on the spread of diseases (identifies the issue).	Ass 2: Investigates a local environmental health problem using different data sources, and plans a strategy to address the problem. Ass 3: Recognises the symptoms and causes of locally occurring diseases and discusses prevention strategies.

2.4. TEACHING AND LEARNING IN ECONOMIC AND MANAGEMENT SCIENCES

2.4.1 Theory to Practice

Effective teaching and learning of the EMS Learning Area will draw on a range of philosophies of education and approaches to teaching, learning and assessment. These include experiential learning, appropriate linking of theory and practice, and adoption of a process model. This is because learners need both a sound theoretical understanding of EMS, and — from as early an age as possible — a progressively effective ability to apply knowledge, skills, attitudes and values associated with it in related useful activities. These in turn reinforce theoretical learning of the desired qualities in a mutually interacting process.

Increasing involvement in activity applies especially to Learning Outcomes 3 and 4, relating to the development of managerial and entrepreneurial skills, respectively, and to a lesser extent to Learning Outcomes 1 and 2, that deal with reconstruction and growth and with how the economic cycle addresses the economic problem.

This broad learning process in EMS relates to the nature and processes of production and distribution, and to their business and production management, in the contexts, both of South Africa's economy and society, and alternative socio-economic systems.

EMS requires, moreover, that learners understand the need for promotion of growth and job-creation and reduction of poverty while respecting the environment human rights, social justice and inclusivity. The full scope of the Learning Area therefore demands of its learners a wide range of knowledge, skills, attitudes and values, in both theory and practice.

EMS knowledge helps learners to become aware, active economic citizens, giving special attention to helping them meet challenges of development, growth and job creation.

The process approach, in the context of experiential learning, sees the learners as active beings. They are entitled and encouraged to participate in the decision-making that affects them, and to consciously construct meaning from reality. In the process approach, development of the learner and how he or she attained the Learning Outcomes is as important, if not sometimes more so, than the attainment of the Learning Outcomes.

2.4.2 Increasing Complexity of Activities

Teaching and learning at the Foundation Phase, and in the early Intermediate Phase, involves much listening, looking, talking, reading and some writing, along with simple, mainly verbal, assignments. These assignments are generally characterised by action verbs such as name, identify, discuss, explain, compare, draw, paint, differentiate and describe.

In EMS, activities must give greater practical backing to teaching and learning. Innovation and creativity should be encouraged. Activities in the Intermediate and Senior Phases should be more complex, promote the linking of theory and practice and equip learners to apply their understandings more meaningfully. This linking of theory and practice requires the development of appropriate activities to help achieve both the Learning Outcomes and the development of the

knowledge, skills, values and attitudes in the Assessment Standards. Attitudes and values, and some knowledge and skills are best-learned and demonstrated by linking theory and practice, and not as readily from theory or class work unaccompanied by related practical activity alone.

Learning approaches involving more self-teaching are introduced by words such as research, investigate, interview, illustrate, gather information and debate. They can be used to engage the learner in enquiry from people with expert knowledge or in discussion with other learners, as well as targeted visits to libraries or workplaces.

Another level of complexity is characterised by activities such as designing, planning, doing a SWOT analysis, and simulating an enterprise.

The highest level of complexity entails making and manufacturing, running or managing a campaign or an actual enterprise of shorter or longer duration.

Activities can be socially useful as well as educationally beneficial, and the learning value is often enhanced because of community appreciation entailed in the social value. Socially useful activities can also generate economic value further increasing appreciation and learning value.

2.4.3 Organisation of Activities

Learning Programmes, Work Schedules and Lesson Plans are planning tools that promote the progression required:
- Facilitate continuous assessment;
- Incorporate community involvement in the learning process;
- Facilitate thorough preparation by the teachers;
- Integrate Learning Outcomes in and across Learning Areas;
- Take account of the time needed to carry out the activity;
- Take account of the weighting of the Assessment Standards;
- Ensure resources are available for the activity;
- Recognise the role of the place and conditions of learning:
  ‣ the material realities of the institution and neighbourhood
  ‣ the potentials of its learners
  ‣ the mode and level of education offered

As learners participate in the kinds of activities already described, they will not only develop the knowledge, attitudes and values described in the Assessment Standards, but also the ability to:
- Initiate and develop a process of question-posing;
- Reflect on their own experiences;
- Listen to others, and can express their own views rationally;
- Devise, plan and carry out socially useful projects focused on relevant issues in the Learning Area;
- Select and use suitable basic techniques to gather and sift relevant information from a range of sources;
- Recognise essential patterns and relationships in projects related to the Learning Area, using relevant concepts and terminology;

- Reach conclusions based on a reasoned consideration of the evidence;
- Present findings in a clear and coherent form;
- Apply practical, creative and cognitive skills to identifying and solving actual problems, and to analyse and evaluate alternative approaches to the problems; and
- Participate helpfully in constructive, socially useful EMS activities with others.

2.4.4 Community Involvement

Both the local community and immediate environment may have resources to offer to facilitate activities that promote learning through the Assessment Standards in EMS. Local productive skills and know-how, indigenous knowledge and values and skills in history and culture can be usefully harnessed. Communities can also suggest what to do and how to do it. Co-operation with the community is an important aspect of learning-centred education. Schools should tell parents about the aims, content and processes of learning, to give them an opportunity to propose learning-supportive activity.

Schools are not the only sources of learning. Learners acquire values prevalent in communities or within a sub-culture that is influential among youth often more readily than they acquire values from schools. The more parents and respected members of the community back up what school teaches in their own contacts with learners, the more seriously learners will take its lessons.

Additional time for assignments relating to activities, especially those, which learners find, absorbing, can be found by requiring learners to undertake them as homework.

Besides the wider community, several civil society organisations support productive and other socially useful learning activities in schools, and offer training in private or social entrepreneurship. Schools access these.

2.4.5 Managing Teaching and Learning

Achieving EMS Learning Outcomes requires, that learners experience a variety of ways of learning, including teamwork, working in pairs and whole group activities. A range of strategies can be used for classroom organisation and management to provide differentiated learning experiences that cater for different learning styles, different levels of attainment and different learning requirements. Learners in the Intermediate and Senior Phases should have opportunities to perform various roles or responsibilities such as team leadership.

- *Educational criteria for learning activities:*
  ▸ Clear purpose in terms of Learning Outcomes and Assessment Standards
  ▸ Clarity of assessment aims
  ▸ Clear unambiguous instructions
  ▸ Achievable, but stretching
  ▸ Creative, interesting, stimulating
  ▸ Integrating and developing knowledge, skills, attitudes and values
  ▸ Integration with other Learning Areas
  ▸ New skills and knowledge to be learnt
  ▸ Consolidation and further development of learning after activities

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- ▸ Age, culture appropriate
- ▸ Varied in terms of learner participation, i.e. pairs, groups, individual and class

Team teaching in and across the Learning Areas is encouraged.

2.5   ASSESSMENT IN ECONOMIC AND MANAGEMENT SCIENCES

Assessment plays a major role in the teaching and learning process of EMS. It should be a continuous, planned process of gathering information about the learner. It must be ongoing (formal and informal), forming part of everyday teaching and learning activities. It should not be a separate activity. The information gathered must be a valid and reliable reflection of the performance of the learners against the Assessment Standards of the four Learning Outcomes in EMS.

EMS assessment emphasises learners' individual growth and development. Learners' development depends on the acquisition and development of knowledge, skills, values and attitudes in relation to how the economy functions and their contribution to and participation in economic growth and development. Assessment should be a transparent process and teachers are encouraged to see it as a means of:

- ■ Revealing what learners know and are able to do
- ■ Facilitating, supporting and monitoring the learning process.
- ■ Identifying areas they need to work at so that the special needs of all learners can be catered for.

Tasks and activities should be placed within a broad context, ranging from the personal, home, school, business, community, local and global. Assessment should be fair. Learners should be assessed only on those areas of knowledge, skills and values they have had the chance to acquire and develop. The criteria for assessment should be communicated to the learners and their suggestions should be considered.

Assessment should provide opportunities for learners to use knowledge and skills to embark on business ventures resulting in making products, providing services, relating to people in business, and to the environment, taking into account cultures of communities and role of the government. It should also encourage learners to stimulate interest in developing individual ideas for becoming entrepreneurial.

In EMS integrated assessment will include assessing a number of related Assessment Standards within a single assessment activity and combining a number of different Assessment methods, techniques and tools. This is to ensure that competence in Assessment Standards be demonstrated in various ways to accommodate different learners' needs and learning styles. To accommodate learners with barriers to learning or special educational needs, alternative assessment strategies that cater for their functional differences should be used.

Example of integrated Assessment: Intermediate Phase, Grade 4.

- Grade 4 Learning Outcome 1, Assessment Standard 3: Describes the role of formal and informal businesses in society
- Grade 4 Learning Outcome 3, Assessment Standard 2: Distinguishes three types of local businesses; trading, manufacturing, servicing

Possible Learning Activities	Possible Assessment Activities
• Discuss the meaning of formal and informal business in their community. • Identify formal and informal businesses in their community. • Discuss the differences between the formal and informal businesses in terms of ownership; management; skills required; number of employees; types of jobs. • Collect information from different printed media on formal and informal businesses and paste it on charts and also make an oral presentation to the teacher and the class. • Organise a field trip to a service/manufacturing business. • Prepare a checklist/questionnaire to be used in the fieldtrip. • Undertake the trip and complete the checklist/questionnaire.	• Prepare an oral presentation and a chart explaining the meaning of formal and informal businesses from findings by individual learners (formal assessment administered by the teacher). • Development of a checklist/questionnaire presented by groups) before visiting the business (informal assessment). • Write a short report on the business they have visited using the information they have collected (group) (formal assessment). • Write a controlled test on formal and informal business and three types of businesses (teacher assessment).

The assessment discussed in the above example is formative, being used to monitor the progress of learners and to facilitate their learning so that they can reach their full potential. As teaching and learning unfold, various assessment strategies are used at different stages to monitor the progress of learners towards understanding of formal and informal businesses and the three types of businesses.

In EMS various assessment strategies should provide opportunities for learners to:
- Select and use suitable basic techniques to gather and sift relevant information from a range of sources.
- Reach conclusions based on a reasoned consideration of the evidence.
- Present findings in a clear and coherent form.
- Apply practical, creative and cognitive skills to identifying and solving actual problems, and to analyse and evaluate alternative approaches to the problems, etc.
- Explore different reading strategies i.e. searching for information from various reference materials, Internet searches, library catalogues, skim printed media headlines for main ideas, read instructions slowly and with care, use strategies to work out or find the meanings of words, etc.
- Write and design texts i.e. deciding on a topic and audience, brainstorming ideas using mind maps, lists and flow charts; sifting relevant information, producing as many drafts as possible and editing them before presentation.
- Present work orally.
- Engage in orientation to the world of work by gathering information related to EMS careers; realising interests, talents, aptitudes and abilities; develop work related skills, develop acceptance and understanding of self; develop personal skills, etc.
- Do practical projects using a variety of technological skills i.e. investigating; designing; making, evaluating etc.
- Develop the ability to think objectively and use a variety of forms of reasoning, while they use process skills to investigate, reflect, analyse, synthesise and communicate.

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- Use science in a responsible way promoting environmental and societal responsibility.
- Develop the ability to count, estimate, calculate, measure with competence and confidence in solving problems i.e. in budgeting, pricing, buying, selling etc.

Forms of assessment that work best for EMS are:
- Projects
- Research
- Role play
- Simulation
- Presentation
- Test
- Assignment
- Case study
- Practical demonstrations

2.6 OVERCOMING BARRIERS TO TEACHING, LEARNING AND ASSESSMENT

In EMS there are various issues that can lead to a learner not developing his or her potential fully. Inclusion is centrally a curriculum issue since curricula create the most significant barriers to learning and exclusion for many learners, whether they are in 'special' schools and settings or in 'ordinary' schools and settings.

- The Economic and Management Sciences Learning Area is designed in such a way that *all* children can participate in Economic and Management Sciences activities and achieve the Learning Outcomes. *Inclusivity* is an essential part of Economic and Management Sciences. Learners experiencing barriers to learning must always be accommodated. Teachers need to be aware of barriers to learning and ensure that their teaching methods reflect awareness of multiple intelligence and different ways of learning and knowing.

The focus therefore, is on the **experience of the process** rather than merely the creation of a product.

Barriers need to be identified and addressed in an appropriate manner. EMS learning activities must be inclusive to ensure that no learners are left on the sidelines. Vulnerable learners need to be given the necessary support to ensure active participation in curriculum through adaptive or alternative means.

The following are suggestions for addressing some particular barriers:

- *Terminology:*
  EMS has got its own terminology that needs to be understood by both teachers and learners. EMS is new in the Foundation and Intermediate Phases and most teachers lack background knowledge and skills. This can hinder teaching, learning, and assessment. Capacity building, skills development and empowerment of teachers are of vital importance. Teachers and learners should be encouraged to read more text from available sources of information or interact with media to familiarise themselves with EMS terminology. Issue based teaching and learning should take into consideration the real life experiences of learners. It should be ensured that teachers who lack skills for facilitating EMS are well trained and provided with support material.

■ *Language of teaching and learning and other language issues:*
The home language is important for a learner to develop. In most schools the language of teaching and learning is a second or third language for teachers and learners. This may result in learners not satisfying learning and assessment requirements due to lack of understanding of the language of teaching and learning. Both teachers and learners should be encouraged to read business articles, business news; view and listen to business programmes to increase their store of knowledge in EMS. The language of teaching and learning should not be taught in isolation but use content of other Learning Areas i.e. EMS to teach the language. In teaching and learning EMS language knowledge and skills should be emphasised so that it should not only be the burden of the language teacher to teach the language. Teaching of EMS can be done in collaboration with the language teacher i.e. when dealing with Learning Units like 'Advertising'. This also encourages teamwork amongst teachers.

■ *Prior learning:*
Learners may come to the learning situation with a great diversity of background experiences. Some will have had more exposure to EMS issues i.e. business background, knowledge on how to deposit and withdraw money (savings account), experience as tourists and others less. Learners should be encouraged to value and share with each other whatever EMS experiences they have had. Teachers need to assess and build the Learning Programmes on the prior learning and provide bridging where necessary through making EMS resources available.

■ *Resources:*
Where material resources are hard to find teachers and learners need to be resourceful and innovative in finding substitutes and variations. In EMS, waste materials can be used for different purposes i.e.:
- in teaching and learning, where empty containers of used products may be used for brand names (competing products), labels, prices, manufacturers etc. or as dummy products for role play
- to generate cash and
- to promote clean and safe environments at an early age.

It should be ensured that teachers are equipped with the necessary skills to select relevant resources to use in the teaching learning process. In order to augment the personal resources of teachers, training programmes should guide teachers on how to look beyond the classroom for human and material resources. Teachers should draw in community members for indigenous knowledge, entrepreneurs, artists, and managers of different business functions (i.e. production, marketing, financial, public relations, human resources, etc.). The absence of specific facilities should not prevent the effective implementation of this Learning Area. There is a wide range of information on EMS in the media which can be collected and accumulated to form a rich resource corner in every classroom (i.e. newspapers, magazines, bulletins, publications from different companies, etc). Schools must make use of venues and spaces available for flea markets, tuck shops, for manufacturing, etc. The possibilities of all available spaces should be explored and used profitably. Notice boards should be used for advertising individual entrepreneurial projects, products and services rendered or family businesses. Announcements at school should also include promoting or marketing individuals products and services with the aim of encouraging young entrepreneurs ('be it , be your own boss' concept).

- *Rural and urban contexts***:**
  Learning Programmes should be adapted to suit urban or rural contexts. For example:
  - Where access to factories is not available, for example in rural areas, teachers need to realise that learners could also be taken to brickyards that will expose learners to production. Teachers can also make pamphlets and booklets on production from factories available to the learners.
  - People in both rural and urban areas often find themselves limited in exposure to some other EMS experiences that do not apply to their situations. Teachers need to expand opportunities and exposure for learners through arranging excursions to bridge the gap between theory and practice.

- *Vision impairment:*
  Learners may have varying degrees of difficulty with print, graphics or small objects. To assist such learners
  - Instead of drawing, blind/partially sighted learners may be made to name or describe content.
  - Additional help may be required to find resources for research/materials for presentations.
  - Suitable techniques and processes have to be selected for the blind/partially sighted where learners have to do accounting entries of transferring information from source documents, they can just mention the structure and the documents to post to.
  - When visuals are presented to class, lines have to be bold for the visually impaired and verbal explanations have to accompany all pictures.

2.7 ISSUES IN DESIGNING A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLAN FOR ECONOMIC AND MANAGEMENT SCIENCES

2.7.1 Issues in Designing Units in Economic and Management Sciences

In EMS, closely related Assessment Standards within a particular Learning Outcome are clustered to form a unit. A unit is not the same as a Lesson Plan. A unit consists of one Lesson Plan or a collection of Lesson Plans, depending on how long it takes to present a unit of clustered Assessment Standards. There can be more units for the Intermediate and the Senior Phases respectively. Units are arranged according to Learning Outcomes for guidance. Coverage of all Assessment Standards in each Learning Outcome can be achieved through these units. The weighting of the Learning Outcomes clearly determines the weighting of the units with respect to the proposed time allocation for each unit as is indicated by the percentages in tables below. Units suggested below are just examples, teachers can still develop theirs or may use them. Time allocated to the units may be altered if necessary.

Suggested units for the Intermediate Phase

Learning Outcome 1: (The economic cycle) The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the 'economic problem'

Unit 1	**Needs and wants (10%):** Different levels of needs; Needs satisfaction process; Production and consumption.
Unit 2	**Economic cycle (7%):** Roles, rights, responsibilities of households, business (formal and informal), government as producers and consumers; Flows of money in exchange for goods and services.
Unit 3	**Environment (3%):** Use of resources and services; Impact of natural disasters and health epidemics.

Learning Outcome 2: (Sustainable growth and development) The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on related processes

Unit 4	**Economic growth and development (10%):** Developed and developing countries; relative levels of productive capacity; Standards of living, consumption and lifestyles; Discovery of minerals and their social and economic impact, Concepts of economic growth and development and their social impact; urban renewal and rural trade development; specialisation and to satisfy needs and wants.
Unit 5	**Role of the state (10%):** Apartheid government; sanctions and investments; Alleviation of poverty; Development projects; Redistribution of resources and addressing historical imbalances; Taxation and budgets; fiscal and other measures to support the economy; Government borrowing; Direct state ownership of enterprises (parastatals) and investment in joint ventures.

Learning Outcome 3: (Managerial, consumer and financial knowledge and skills) The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills

Unit 6	**Management and leadership (10%):** Elements of management; Home and classroom; Types of businesses; Production.
Unit 7	**Financial management (10%):** Budgeting; Personal income; Plans savings; Aware of debt; Compares banking facilities.

Learning Outcome 4: (Entrepreneurial knowledge and skills) The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes

Unit 8	**Entrepreneurial concepts and competencies (10%):** Understanding entrepreneurship; Characteristics; Skills; Actions - combining factors of production to gain profits, and differentiating entrepreneurial functions.
Unit 9	**Needs analysis (5%):** Observation sheet; Questionnaire; Business opportunities
Unit 10	**Planning and implementation (25%):** Business plan of trading or service (home or school); Business activity (market day at school or in community); Elements of marketing mix (price, place, product, promotion) in business activity; Organising and managing small scale productive activities.

Suggested units for the Senior Phase

Learning Outcome 1: (The economic cycle) The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the 'economic problem'

Unit 1	**Economic cycle (14%):** Different types of businesses; Free and economic goods; Demand and supply; Power relationships, roles, rights and responsibilities of participants in economy, including trade unions; Money and banking; Flows of money, Factors of production of services and goods; Government as role player, the national budget, providing social services; inflation.
Unit 2	**Environment (3%):** Impact of differences between needs on wants on communities and environment.
Unit 3	**Economic systems (3%):** Planned, mixed and market economies.

Learning Outcome 2: (Sustainable growth and development) The learner will be able to demonstrate understanding of sustainable growth, reconstruction and development, and to reflect critically on related processes

Unit 4	**Economic growth and development (10%):** Savings and investments; Productivity and technology; National budget, regional and international agreements and sustainable growth and development.
Unit 5	**Role of state (5%):** Apartheid government and impact of economic policies; National budget; regional and international agreements to facilitate sustainable growth and development. Investigating successes and shortcomings of RDP.

Learning Outcome 3: (Managerial, consumer and financial knowledge and skills) The learner will be able to demonstrate knowledge and the ability to responsibly apply a range of managerial, consumer and financial skills

Unit 6	**Management and leadership (10%):** Elements of management; Approaches to management and leadership; Business management functions (administration, public relations, human resources, cash and credit purchases); Information technology and communication.
Unit 7	**Financial management: theory and concepts (5%):** Accounting concepts and principles, including net worth; and use of source documents.
Unit 8	**Financial management: recording, analysis and interpretation of financial data (15%):** Cash transactions and statements of receipts and payments, Statement of net worth; Cash and Credit transactions, journal, ledger, trial balance of service and retail businesses; Financial Statements and decision-making; Methods of saving and investments.

Learning Outcome 4: (Entrepreneurial knowledge and skills) The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes

Unit 9	**Entrepreneurial concepts and competencies (5%):** Characteristics and skills of practising entrepreneurs in community.
Unit 10	**Needs analysis (5%):** Idea generation; Questionnaire; SWOT analysis; Feasibility study, Own or borrowed capital; Financial institutions.
Unit 11	**Planning and implementation (20%):** Business plan (manufacturing, service franchising); Business activity (joint venture between school and community); Management functions of a business (purchasing production and marketing); Financing entrepreneurship; Own /borrowed capital; Financial institutions and organisations promoting entrepreneurship; Marketing.
Unit 12	**Types of businesses/ownership (5%):** Sole proprietor, partnership, Close corporation in formal and informal sector; SMMEs.

Assessment in a unit

Various methods of assessment will be used to cater for learner needs. Integrated assessment will be used to assess the Assessment Standards of a unit. In the case where Assessment Standards of other Learning Areas, were integrated, these teachers should also be involved.

2.7.2   Issues in Designing a Learning Programme

There are several points to be considered when developing a Learning Programme for EMS
- The time allocation to EMS in each phase is determined in the National Curriculum Statement Overview document.
- Time allocation for each Learning Outcome is discussed in section 2.2 of this document. A first step in developing a Learning Programme may well be the allocation of available time to each Learning Outcome.
- The time available for each Learning Outcome was further divided into units developed for that Learning Outcome as discussed in section 2.7.1. The choice of both the number of units and the length of these units are reasonably arbitrary and should be informed by the local conditions for which the Learning Programme is being developed.
- The sequencing of the units is at one level arbitrary in that it does not necessarily matter if the year starts with a unit that focuses on Learning Outcome 1 or a unit that focuses on Learning Outcome 3. However, it is important to recognise that many units will be conceptually interdependent in terms of prerequisite knowledge, skills and values and this will influence the sequencing of units.

- The level of detail at which a Learning Programme is developed is something for the developer to decide on. However, it is thought that it is not possible to sequence units effectively unless attention is given to the Learning Outcomes and Assessments Standard clusters that will be targeted by each unit.
- While a Learning Programme is developed at some point in time, it is not fixed for all time. The Learning Programme will have to be subject to revision and review in terms of the actual time that units take to complete versus the anticipated time. Furthermore, it should be subjected to the sequencing of the units in terms of the knowledge; skills and values that the learner have versus those that were anticipated in the initial planning of the Learning Programme.

2.7.3 Issues in Developing a Work Schedule

Developing Work Schedules from Learning Programmes involves increasing the level of detail for each unit in the Learning Programme. It is important that this increased level of detail is planned at the start of the year, as it is through such planning that the teacher can ensure a spread and range of among other things:

- Types of assessment;
- Contexts, especially: human rights, social justice, healthy environment, inclusivity and indigenous knowledge;
- Resources to be used;
- Integration opportunities, both within EMS and with other Learning Areas.

2.7.4 Issues in Developing a Lesson Plan

As the teacher develops Lesson Plans, it is important that the ideas in this guideline document as well as EMS RNCS translate into reality. In particular it is important that Lesson Plans should:

- Provide for a range of teaching, learning and assessment activities.
- Ensure that the focus of the activities within a unit is on the formation and development of concepts;
- Be worthwhile and challenging, and that learners should see the value of the tasks that they do;
- Enable learners to see the link between EMS in their everyday life and EMS in the classroom;
- Enable learners to see a link in the series of lessons in EMS throughout the year.
- Ensure acquisition of knowledge, skills, attitudes and values envisaged by EMS
- Ensure coverage of all EMS Learning Outcomes and Assessment Standards

SECTION 3
INTERMEDIATE PHASE

3.1   THE INTERMEDIATE PHASE LEARNER

The Intermediate Phase is important in that it provides for a specific group of learners in the approximate age group 8-14 in grades 4-6. In this phase, learners are:

- Becoming more sensitive to how their actions affect others;
- Beginning to consider the needs, desires and points of view of others;
- Able to function co-operatively in the completion of group tasks with increasing ease;
- Enjoying the challenge of tackling independent tasks;
- Beginning to reveal the desire to take control of their own learning;
- Attempting to satisfy their curiosity about the world around them through active participation and critical enquiry in the learning process;
- Beginning to seek more order; while still manifesting spontaneity and creativity;
- Becoming more deliberate and methodical in their approach;
- Increasingly able to apply acquired methods in new contexts;
- Increasingly able to access, record and manipulate information; and
- Increasingly able to investigate, compare and assess critically.

3.1.1   Implications for Economic and Management Sciences

Learners in the Intermediate Phase begin a major advance in their thinking, compared to their thought as it was in the Foundation Phase: the advance is in their increasing ability to do things in thought before doing them in action. They can think through a series of steps in their minds and thus they are better able to plan a procedure for an investigation. Their growing ability to consider a connected series of events allows them to see and describe simple associations between the events, provided that the task involves materials or events they have worked with or experienced. Grade 4 learners typically find it hard to remember events in sequence — they can recall the first and last things that happened, but often they cannot recall the events in-between.

They have an improved command of the language and can use it more accurately, which allows greater refinement of concepts. This language ability indicates greater mastery of the concepts.

They are more able to think in terms of how others might see things or experience situations and thus are better able to deal with issues of bias and impact of EMS and technology on people's lives.

The Intermediate Phase learner will have acquired a bit of knowledge of Learning Outcome 1 and Learning Outcome 2 and entrepreneurship in the Foundation Phase.

He or she will, at best, be able to understand only simple economic concepts and to apply these, and analyse economic knowledge in the contexts of the household, the school and community and other wider economic contacts.

The learner should be able to identify, understand and engage in economic and other socially useful roles in his or her immediate environment.

Increasingly, the learner should understand, and progressively be able to apply, some of the production factors in meeting needs, while recognising that by their unlimited nature all wants cannot be satisfied.

As the learner advances, his or her socio-economic contacts will increase and broaden to include elementary understandings of value and of the need to acquire productive management and entrepreneurial skills, and in particular to save money and invest it in development.

The learner will also become aware of the limitations of the economy to create full employment and to reduce poverty, and the potential of alternative growth.

Considerable emphasis should be placed on developing positive attitudes and values, especially through teamwork in developing and applying appropriate and socially useful activities in support of development in the neighbourhood of the learner.

3.2   LEARNING PROGRAMME OPTIONS IN THE INTERMEDIATE PHASE

This section provides guidelines for the development of Learning Programmes in the Intermediate Phase. Three options on how to develop a Learning Programme are discussed in this section. When designing a Learning Programme, Work Schedule or Lesson Plan, it is important to remember that Assessment tasks and the recording of learner performance are planned together as part of the activities being developed.

Even though the Department of Education provides guidelines at a national level, provinces will develop further guidelines where necessary in order to accommodate diversity. Schools could propose the number and nature of the integrated Learning Programmes based on their own school contexts. These integrated Learning Programmes must ensure that the prescribed outcomes for each Learning Area are dealt with effectively and comprehensively.

The purpose of developing integrated Learning Programmes is to address the following:
- Even though there are eight Learning Areas, with their own knowledge domains, it is important to remember that knowledge does not exist in isolation. There are natural connections between and across Learning Areas, and knowledge in one Learning Area is relevant and can be used to achieve outcomes in another Learning Area.
- When planning, it is useful to consider using the Learning Outcomes in one Learning Area to enrich another Learning Area. The linkage though should reflect a natural connectedness, and should not be a forced link for the sake of linking with another Learning Area.
- Using the option for integration allows for effective management of available staff and issues of overload in the diverse school contexts that exist. At Intermediate Phase, it may be that the following situations prevail:
  - 1 teacher is responsible for teaching all Learning Areas in a grade
  - 1 teacher is responsible for teaching more than one Learning Area in different grades
  - 1 teacher teaches across Learning Areas and across grades
  (There may be other arrangements in different schools.)

The options presented are meant to address these situations especially as teachers will develop the Learning Programmes themselves.

It is understood that eight Learning Areas MUST be implemented in the Intermediate Phase. Only Languages and Mathematics will be distinct Learning Programmes. This is important for reporting and recording purposes. Irrespective of how Learning Areas are integrated, reporting is done against the Learning Outcomes of each of the Learning Areas. Teachers will record learner performance against the Learning Outcomes and Assessment Standards selected for developing an activity.

3.2.1   What the integration of Learning Areas means

Integrating Learning Areas should enhance the knowledge, skills, attitude and values embedded in the Learning Outcomes of each Learning Area. Learning Outcomes have been translated into the Assessment Standards relevant to each grade and although planning starts with Learning Outcomes, it is how Assessment Standards are integrated that is important. Some Assessment Standards can stand-alone while others may be clustered with Assessment Standards from other Learning Areas.

The Learning Area content, concepts or themes are NOT the starting point when planning integration. However, they are important vehicles for achieving the outcomes and are to be considered as part of the planning. Each Learning Area has its own concepts and knowledge domain, but achieving knowledge on its own without developing appropriate skills is not what we strive for in an outcomes-based curriculum.

The integration of Learning Areas into Learning Programmes will have implications for planning.

3.2.2   Implications for Planning

When planning it is important to take into consideration:
- How well the teacher knows the other Learning Areas in order to be able to integrate and assess effectively.
- The integrity of the Learning Areas must be maintained and learning in each Learning Area must not be compromised.
- Coverage of all Learning Outcomes and Assessment Standards in each Learning Area must be ensured.
- That the planning for assessment is done as part of the planning for activities. This is important when integrating across Learning Areas as well as when integrating within a Learning Area. It is also important for avoiding overload in teaching and learning, and teachers feeling that they are doing 'too much' assessment.
- That the planning needs to involve all teachers at school and/or at a grade level.
- That the time utilisation must be in line with national policy.
- Different approaches to teaching and learning can be used to support classroom practice. For example, the investigative and practical approach to teaching Natural Sciences will best suit the Learning Outcomes.
- That the effective use of available resources must be planned, and that resources that are not available but needed must be identified and provided.

3.2.3 Options to be Considered

The following options are suggested for integrating (or combining) Learning Areas into Learning Programmes, remembering that Languages and Mathematics are distinct Learning Programmes. Planning an integrated Learning Programme always starts with identifying and combining the relevant Learning Outcomes of those Learning Areas being integrated. Even when planning from a Learning Programme to a Lesson Plan, teachers start with integrating the Learning Outcomes and Assessment Standards.

Option 1: Learning Programmes are derived directly from Learning Areas

This implies that the Learning Areas themselves are the Learning Programmes. This does not mean there are no opportunities within the Learning Programme to integrate especially if it is to enrich teaching and learning. In this option teachers may want to cluster Learning Outcomes and Assessment Standards within EMS. The nature of EMS requires that, certain aspects be dealt with as pure EMS matters resulting in integration within the Learning Area itself.

Teachers assess learner performance in line with the Assessment Standards and report against the Learning Outcomes.

Option 2: One Learning Area is integrated with another Learning Area

For example:
- Natural Sciences and Technology, or
- Economic and Management Sciences and Technology, or
- Economic and Management Sciences and Social Sciences, or
- Life Orientation and Arts & Culture, or any other combination of Learning Areas.

In this option, Learning Outcomes of both Learning Areas are matched, and the appropriate Assessment Standards are clustered. There are instances within an integrated Learning Programme where some Learning Outcomes can be dealt with separately.

Teachers are **NOT** to write new Learning Outcomes or new Assessment Standards.

They assess against the clusters of Assessment Standards and record against these Assessment Standards as defined in the activity or task. They report against Learning Outcomes.

Option 3: Short-term integration with other Learning Areas

In this option there is short-term integration across Learning Areas for enrichment where there are natural connections with other Learning Outcomes and Assessment Standards.

For example:
- LO (Life Orientation) with SS and A&C
- EMS with TECH and LO (Life Orientation)
- EMS with SS (Geography)
- NS with SS (Geography)
- Tech with A&C
(Or any other combinations)

Intermediate Phase

Teachers assess and record against the Learning Outcomes and Assessment Standards of each of the Learning Areas that have been integrated. Reporting is done against the Learning Outcomes.

With their concentration on economy, growth, management and entrepreneurship, and their underlying dependence on the factors of production and distribution, the EMS Learning Outcomes do have a natural link with selected Learning Outcomes and related Assessment Standards of other Learning Areas.

3.3. ILLUSTRATION OF A LEARNING PROGRAMME

3.3.1 Illustration of a Grade 4 Learning Programme

In a year, there are forty weeks of teaching, learning and assessment. Units in EMS as indicated in 2.7 can be spread throughout the year to cover the forty weeks as decided by the school.

Grade 4	Week
LO 1: Unit 1 - Needs and wants	1
LO 1: Unit 1 - Needs and wants	2
LO 1: Unit 1 - Needs and wants	3
LO 1: Unit 1 - Needs and wants	4
LO 1: Unit 2 – Economic Cycle	5
LO 1: Unit 2 – Economic Cycle	6
LO 1: Unit 2 – Economic Cycle	7
LO 1: Unit 3 – Environment	8
LO 2: Unit 4 – Econ growth & dev	9
LO 2: Unit 4 – Econ growth & dev	10
LO 2: Unit 4 – Econ growth & dev	11
LO 2: Unit 4 – Econ growth & dev	12
LO 2: Unit 5 – Role of state	13
LO 2: Unit 5 – Role of state	14
LO 2: Unit 5 – Role of state	15
LO 2: Unit 5 – Role of state	16
LO 3: Unit 6 – Man & leadership	17
LO 3: Unit 6 – Man & leadership	18
LO 3: Unit 6 – Man & leadership	19
LO 3: Unit 6 – Man & leadership	20
LO 3: Unit 7 – Fin management	21
LO 3: Unit 7 – Fin management	22
LO 3: Unit 7 – Fin management	23
LO 3: Unit 7 – Fin management	24
LO 4: Unit 8 – Entr Concepts	25
LO 4: Unit 8 – Entr Concepts	26

LO 4: Unit 8 – Entr Concepts	27
LO 4: Unit 8 – Entr Concepts	28
LO 4: Unit 9 – Needs analysis	29
LO 4: Unit 9 – Needs analysis	30
LO 4: Unit 10 – Plan & implemt	31
LO 4: Unit 10 – Plan & implemt	32
LO 4: Unit 10 – Plan & implemt	33
LO 4: Unit 10 – Plan & implemt	34
LO 4: Unit 10 – Plan & implemt	35
LO 4: Unit 10 – Plan & implemt	36
LO 4: Unit 10 – Plan & implemt	37
LO 4: Unit 10 – Plan & implemt	38
LO 4: Unit 10 – Plan & implemt	39
LO 4: Unit 10 – Plan & implemt	40

Intermediate Phase

Illustration of a part of Grade 4 Learning Programme			
Weeks	Learning Outcomes	Content and Context	Resources
5 6	EMS LO 1 ASs:4(p.22 of RNCS) EMS LO 3 ASs : 2(P.26 of RNCS)	• Unit 2: Economic Cycle (10%):Business (formal and informal 2%) • Unit 6: Management and Leadership(10%): Types of business 2%	• Businesses • Textbooks • Printed media • Sources of information • People

3.3.2   Illustration of an Integrated Grade 6 Learning Programme

In a year there are forty weeks of teaching, learning and assessment. Units in EMS as indicated in 2.7 can be spread throughout the year to cover the forty weeks as decided by the school.

Illustration of an integrated Grade 6 Learning Programme for the duration of eight weeks EMS and SS			
Weeks	Learning Outcomes	Content and Context	Resources
9 10 11 12 13	EMS LO 2 ASs: 1,2,3 (P.25 RNCS)	EMS CONTENT/ CONTEXT UNIT 4 Economic Growth And Development (10%) Developed and developing countries; relative levels of productive capacity; Standards of living, consumption and lifestyles; Discovery of minerals and their social and economic impact, Concepts of economic growth and development and their social impact; urban renewal and rural trade development; specialisation and to satisfy needs and wants UNIT 5 Role of the state (10%) Apartheid government; sanctions and investments; Alleviation of poverty; Development projects; Redistribution of resources and addressing historical imbalances; Taxation and budgets; fiscal and other measures to support the economy; Government borrowing; Direct state ownership of enterprises (parastatals) and investment in joint ventures	• Print media • People • Text books • Businesses • Sources of information • Communities • Government • Projects showing development • Resources
14 15 16	SS(Geography) LO 3 ASs: 1,2,and 3(p 57 RNCS)	SS(Geography) KNOWLEDGE FOCUS FOR GRADE 6 DEVELOPMENT ISSUES • Causes of poverty, such as exploitation, disrespect for human rights, environmental destruction, lack of access to resources and other opportunities, and unemployment. • Case studies of positive development projects that exemplify ways of sharing resources and reducing poverty.	

3.4   ILLUSTRATION OF A WORK SCHEDULE

3.4.1   Illustration of a Grade 4 Work Schedule

This Work Schedule is drawn from the overall plan for the phase. It is a detailed expansion of the phase plan for a given period. Learning Outcomes may be dealt with in specific terms or may be spread throughout the year. (Teachers will use their own discretion.)

Grade 4 EMS Work Schedule   **Year:** ....

Teaching time available (%/ Hours): 4   **Weeks**: 2

Learners' needs:

Generic: ....

Specific: ....

Week	Components of the Work Schedule
1-4	
5-6	**EMS LO 1 ASs: 4(p.22 of RNCS** Describes the role of formal and informal businesses in society. **EMS LO 3 ASs: 2(p.26 of RNCS** Distinguishes the different types of local businesses: • Trading(e.g. Spaza shops, flea markets, car boot sales, shops); • Manufacturing (e.g. brickyard, bakery, factory); • Servicing (e.g. taxi, hairdresser, hotel, bed and breakfast) **Teaching, Learning and Assessment contexts:** **UNIT 2:** Economic cycle (10%) Business (formal and informal 2%), **UNIT 6:** Management and leadership(**10):** Types of business 2%) **Content/Context:** What formal business is and can do; What an informal business is and can do; Differences between them in terms of: - Ownership and management; - Skills required, and how obtained; - Sources of investment; - Economic performance; - Number of employees; - Types of jobs; - Earnings. What manufacture, services and trading entail in formal and informal business **Forms of assessment:** Questionnaire Written report Oral report **Integration:** EMS LO 1 and LO 3 **Resources:** Businesses Textbooks Printed media Sources of information People
7	
8	
9-12	
17-20	
21-24	
25-28	
29-30	
31-40	

3.4.2 Illustration of an Integrated Grade 6 Work Schedule

Grade 6 EMS Work Schedule   **Year:** ....

Topic/Focus: Government actions to redress historic imbalances

Unit 4: Economic growth and development

Unit 5: Role of state

Duration: ....   **Weeks:** 8   **Date/Weeks:** Weeks 9 to 16

Week	Components of the Work Schedule
1-4	
5-6	
7	
8	
9	**EMS LO 2 ASs: 1, 2 & 3 (p.25 of RNCS)** Researches and analyses standards of living and patterns of consumption in modern societies where people specialise and trade to satisfy needs and wants. Explains Economic actions taken against apartheid government to bring about change (e.g. sanctions, disinvestments) and how this impacted on change, growth and development.
10	Identifies steps that can be taken by the government to redress historic imbalances and poverty (e.g. redistribution of resources, gender equity, capacity building, restoring people's equity, creating opportunity and empowerment.
11	**SS (GEOGRAPHY) LO3 ASs:1,2,3 (p57 of RNCS)** Identifies inequalities within and between societies (identifies the issue). Analyses some of the factors that lead toward social and environmental inequality at different geographical scales and in different places (factors affecting the issue). Evaluates actions that lead to the sharing of resources and reducing poverty in a particular context (makes choices). **Teaching, Learning and Assessment contexts:**
12	**UNIT 4: Economic Growth and Development (10%)** Developed and developing countries; relative levels of productive capacity; Standards of living, consumption and lifestyles; Discovery of minerals and their social and economic impact, Concepts of economic growth and development and their social impact; urban renewal and rural trade development; specialisation and to satisfy needs and wants.
13	**UNIT 5: Role of the state (10%)** Apartheid government; sanctions and investments; Alleviation of poverty; Development projects; Redistribution of resources and addressing historical imbalances; Taxation and budgets; fiscal and other measures to support the economy; Government borrowing; Direct state ownership of enterprises (parastatals) and investment in joint ventures.
14	**SS: Knowledge focus for Grade 6** **Development issues** • Causes of poverty, such as exploitation, disrespect for human rights, environmental destruction, lack of access to resources and other opportunities, and unemployment. • Case studies of positive development projects that exemplify ways of sharing resources and reducing poverty.
15	**Forms of assessment:** Written report: Social problems and improved living standards. Poster accompanied by oral report: Community and government involvement in developmental projects. **Integration:** SS HIS LO 1 SS HIS LO2

16	**Resources**	
	• People	• Government
	• Text books	• Projects showing development
	• Businesses	• Resources
	• Sources of information	• Different sources of information
	• Communities	• Media
17-20		
21-24		
25-28		
29-30		
31-40		

3.5   ILLUSTRATION OF A LESSON PLAN

3.5.1   Illustration of a Grade 4 Lesson Plan

An example of a Lesson Plan is shown covering the learning, teaching, and assessment activities, assessment forms; content/context etc., in the Intermediate Phase.

The exemplar illustrates various i) activities based on one Learning Outcome with one or more Assessment Standards; ii) activities based on integrating more than one Learning Outcome and related Assessment Standards within the Learning Area; iii) activities integrating Learning Outcomes and related Assessment Standards across one or more Learning Areas.

This exemplar shows the activities based on integrating more than one Learning Outcome and related Assessment Standards within EMS and is based on Grade 4.

LESSON PLAN		
Learning Area: EMS		**Grade:** 4
Duration: 2 weeks		**Date/Week:** Weeks 5-6
Learning Outcome: EMS LO 1: AS 3 (p.22 of RNC*S)* AS 3 Describe the role of formal and informal businesses in society	**Assessment Standards:** EMS LO 3 ASs: 2 (p.26 of RNCS) • Distinguishes the different types of local businesses: ▸ Trading(i.e. Spaza shops, flea markets, car boot sales, shops); ▸ Manufacturing (i.e. brickyard, bakery, factory); ▸ Servicing (i.e. taxi, hairdresser, hotel, bed and breakfast)	**Integration:**
Looking backward at: The role played by various role players in the Economy. Households as consumers, producers and suppliers of factors of production.		**Looking forward to:** Government as producer and consumer; Flows of money in exchange for goods and services.

Core knowledge/Context:
What formal business is and can do;
What an informal business is and can do;
Differences between them in terms of: -
Ownership and management; -
Skills required, and how obtained;
Sources of investment; -
Economic performance;
- Number of employees; -
Types of jobs;
 - Earnings.
What manufacture, services and trading entail in formal and informal.

Learning activities and assessment:
- Learners must on the basis of advice by the teacher and appropriate investigation, be able to explain what a formal business is, and what an informal business is, and to describe the differences between the two, and the reasons for the difference.
- Learners must visit at least one example of each at work. They will draw up a list of questions in-groups and agree to share the questioning. They will decide in advance who will ask which questions, but each will record the answers for him or her self. Their questions phrased simply -and if helpful -in indigenous languages. The teacher will assess the questionnaires before the visit.
- Write short reports that shows that the learners understand the role of formal and informal businesses in society, and can distinguish three types of local business, namely Manufacture, Services and Trading; and that shows how they came to these understandings by working in a team.
- Recognise patterns and relationships in the different local enterprises visited. Businesses can be visited with family, friends or the teacher, to elicit information as both a learning and Assessment activity in this project.

Planned assessment (recording):
- Give a written report on enterprises visited relating to: ownership and management; activity of the business; what productive and management skills are required, and how these were obtained; source of capital; the economic performance of the business; how many people are employed, in what positions, and what they earn.
- Group discussion and oral report to teacher on interviews conducted.

Resources:
- Businesses
- Textbooks
- Printed media
- Sources of information
- People

Expanded opportunities:
- Analysis of a case study.
- More visits to businesses.
- Research on types of business.

Teacher reflection:
- Were the Assessment Standards for this Lesson Plan met?
- Were the learners able to complete the activities listed above?
- Did the learners deliver proof of learning, i.e. written task, oral?
- Was remediation supplied to those learners who required it so that all could achieve the Assessment Standards for the Lesson Plan?
- What must be done to improve presentation in the next Lesson Plan?
- What information needs to be carried through, i.e. repeated in a different manner to improve learner understanding?

Intermediate Phase

3.5.2 Illustration of an Integrated Grade 6 Lesson Plan

The illustration that follows provides an example of how a short-term combination of EMS and SS is planned. Sixteen hours or an equivalent of eight weeks or even less than that can be spent as shared time between EMS and SS. EMS and SS GEO Learning Outcomes and Assessment Standards are covered and will be assessed. In their planning teachers should take into consideration the various needs of the learners and write them on the space provided. The column for 'looking forward to' refers to the next unit that will be dealt with and 'looking backwards' to refers to the previous Lesson. Both teachers of EMS and SS Geography must plan together and may go to the extent of teaching and assessing together. Assessment should be based on the Assessment Standards of both Learning Areas. Teaching and assessing together will ensure coverage of all the Assessment Standards identified and will avoid duplication of work on the same learner.

LESSON PLAN		
Learning Area: EMS		**Grade:** 6
Topic/Focus: Government actions to redress historic imbalances		
Unit 4: Economic growth and development		**Unit 5:** Role of state.
Duration: 8 weeks	**Date/Weeks:** Weeks 9 to 16	**Time:** 16 hours

Learning Outcome: EMS LO 2: ASs: 1, 2 & 3 (p.25 of RNCS)	**Assessment Standards:** SS (Geography) LO1 ASs: 1, 2, 3 (p.57 of RNCS)	**Integration:**
Looking backward at: Developed and developing countries and relative levels of productive capacity.	**Looking forward to:** Management and leadership	

Core knowledge/Context:

Economic Growth and Development (10%): Developed and developing countries; relative levels of productive capacity; Standards of living, consumption and lifestyles; Discovery of minerals and their social and economic impact, Concepts of economic growth and development and their social impact; urban renewal and rural trade development; specialisation and to satisfy needs and wants

Role of the state (10%): Apartheid government; sanctions and investments; Alleviation of poverty; Development projects; Redistribution of resources and addressing historical imbalances; Taxation and budgets; fiscal and other measures to support the economy; Government borrowing; Direct state ownership of enterprises (parastatals) and investment in joint ventures.

SS(Geography)
KNOWLEDGE FOCUS FOR GRADE 6
Development Issues
- Causes of poverty, such as exploitation, disrespect for hum rights, environmental destruction, lack of access to resources and other opportunities, and unemployment.
- Case studies of positive development projects that exemplify ways of sharing resources and reducing poverty.

Learning activities and assessment:
Analyse a case study with social problems encountered in communities.
Use questionnaires to collect information on social problems.
Identify, list and discuss social problems in their communities.

Learning activities and assessment (continued):

Research and analyse standards of living of communities. Look at employment opportunities, income, spending patterns, work ethics.

Investigate the factors that led to the different standards of living in communities.

Use collected information to explain economic actions taken against the apartheid government (sanctions and disinvestments).

Investigate the impact of economic actions on change, growth and development on the South African economy.

Identify inequalities within and between communities.

Analyse some of the factors that led to social inequality in different communities.

Identify steps that can be taken by the government to redress historic imbalances and poverty.

Look at past distribution and present redistribution of resources, gender equity, capacity building, restoring people's dignity, and creating opportunity and empowerment.

Discuss developmental projects in their community.

Discuss how they, their families and their communities can contribute to the improvement of the standard of living.

Planned assessment (recording):	**Resources:**
• Written report: Social problems and improved living standards. • Poster accompanied by oral report: Community and government involvement in developmental projects.	• People • Text books • Businesses • Sources of information • Communities • Government • Projects showing development • Resources • Different sources of information • Media.
Expanded opportunities: • Analysis of a case study • Visit by local councillor to find out what local government is doing to redress past inequalities. • Letter of complaint/thanks to local council on above issues.	**Teacher reflection:** Were the Assessment Standards for this Lesson Plan met? Were the learners able to complete the activities listed above? Did the learners deliver proof of learning, i.e. written task, oral and poster? Was remediation supplied to those learners who required it so that all could achieve the Assessment Standards for the Lesson Plan? What must be done to improve presentation in the next Lesson Plan? What information needs to be carried through, i.e. repeated in a different manner to improve learner understanding?

SECTION 4
SENIOR PHASE

4.1   THE SENIOR PHASE LEARNER

In this phase learners should be provided with opportunities to acquire, develop and apply a range of more advanced knowledge, understanding and skills. Breadth, depth, access and entitlement are particularly important to ensure that learners are given a sound basis from which to take advantage of choices at the FET phase. Learners should know enough about the nature of the options to ensure their decisions about future choices are informed ones.

The phase suggests that the essence of the curriculum at the Senior Phase is transitional, to inform choice and to enable independence on the part of the learner. The Senior Phase is there to bridge the gap between consolidation and extension at the Intermediate Phase and choice at the Further Education and Training (FET) Phase. In this phase, it is important to remember that:

- Learners are becoming more independent.
- They are becoming clearer about own interests.
- They mature physically and sexually.
- They mature cognitively and socially and use lateral reasoning.
- They have the ability to perform controlled experimentation, keeping all but one factor constant.
- They have the ability to hypothesise variables before experimentation to reverse direction between reality and possibility.
- They can also use inter-propositional operations, combining propositions by conjunction, disjunction, negation and implication.
- They believe that one must be sensitive about infringing on the right of others and always avoid violating rules made by their peers.
- They respect ideas and values of others, but rely on their own intellect and values in making personal decisions.
- Learners further develop abstract thought. They concentrate on thinking in abstract terms and hypothesise and use lateral reasoning. At this level sophistication of thought processes really begins and with appropriate support, the learner can analyse events and have some understanding of probability, correlation, combinations, prepositional reasoning and other higher-level cognitive skills.
- The learners also become aware of new aspects about themselves, which have an influence on the development of the concept of self. The adolescent is continually anticipating the reactions of others to their appearance and behaviour. Peer influence plays a major role in their social development. The development of a positive self regard (self worth) is paramount during this stage.
- Their capability for abstract thinking influences moral judgement and decisions. They still concentrate on social responsibilities, but are moving towards independent morality.

It is important during this phase to get them focused on critical and creative thinking skills, attitude development and the understanding of their role in society.

4.1.1 Implications for Economic and Management Sciences

The Senior Phase of the EMS Learning Programme will build on the skills, knowledge attitudes and values developed by the learner in the Intermediate Phase of the Learning Area.

The learner will experience an increasing involvement in activities in all the Learning Outcomes. Such activities, relate to research, investigation, gathering information and debates, and even to making, manufacturing, and running or managing socially useful activity. Undertaken in teams, such activity helps especially to develop positive values and attitudes, besides skills.

The learner should be able to identify and understand, as well as to engage responsibly in economic and other socially useful roles in the home, the school, and in his or her wider social contacts. Increasingly, the learner should progressively be able to apply some of the production factors in meeting needs, while recognising that — by their unlimited nature — all wants cannot be satisfied.

As the learner advances, his or her socio-economic contacts will increase and broaden to include deeper understandings of value and of the need to acquire productive management and entrepreneurial skills, and in particular to save money and invest it in development.

The learner will also become aware of the limitations of the economy to create full employment and to reduce poverty, and the potential of alternative growth.

Considerable emphasis should be placed on developing positive attitudes and values, more especially through teamwork in developing and applying appropriate and socially useful activities in support of development in the neighbourhood of the learner in an attempt to eradicate poverty.

4.2   ILLUSTRATION OF A LEARNING PROGRAMME

Illustration of Grade 9 Learning Programme

Grade 9	Week
LO 1: Unit 1 – Economic Cycle	1
LO 1: Unit 1 – Economic Cycle	2
LO 1: Unit 1 – Economic Cycle	3
LO 1: Unit 1 – Economic Cycle	4
LO 1: Unit 1 – Economic Cycle	5
LO 1: Unit 1 – Economic Cycle	6
LO 1: Unit 1 – Economic Cycle	7
LO 1: Unit 2 – Environment	8
LO 1: Unit 3 – Econ systems	9
LO 2: Unit 4 – Econ growth & dev	10
LO 2: Unit 4 – Econ growth & dev	11
LO 2: Unit 4 – Econ growth & dev	12
LO 2: Unit 4 – Econ growth & dev	13
LO 2: Unit 5 – Role of state	14
LO 2: Unit 5 – Role of state	15
LO 3: Unit 6 – Man& leadership	16
LO 3: Unit 6 – Man & leadership	17
LO 3: Unit 6 – Man & leadership	18
LO 3: Unit 6 – Man & leadership	19
LO 3: Unit 7 – Fin man. theory	20
LO 3: Unit 7 – Fin man. theory	21
LO 3: Unit 8 – Fin man recording	22
LO 3: Unit 8 – Fin man recording	23
LO 3: Unit 8 – Fin man recording	24
LO 3: Unit 8 – Fin man recording	25
LO 3: Unit 8 – Fin man recording	26
LO 3: Unit 8 – Fin man recording	27
LO 4: Unit 9 – Entr Concepts	28
LO 4: Unit 10 – Needs analysis	29
LO 4: Unit 10 – Needs analysis	30
LO 4: Unit 11 – Plan & implemt	31
LO 4: Unit 11 – Plan & implemt	32
LO 4: Unit 11 – Plan & implemt	33

LO 4: Unit 11 – Plan & implemt	34
LO 4: Unit 11 – Plan & implemt	35
LO 4: Unit 11 – Plan & implemt	36
LO 4: Unit 11 – Plan & implemt	37
LO 4: Unit 11 – Plan & implemt	38
LO 4: Unit 12 – Typ of business	39
LO 4: Unit 12 – Typ of business	40

In a year there are forty weeks of teaching, learning and assessment. Units in EMS or Learning Outcomes and Assessment Standards can be spread throughout the year to cover the forty weeks as decided by the school.

Weeks	Learning Outcomes	Content and context	Resources
	Illustration of a part of Grade 9 Learning Programme		
28-40	EMS LO 4: ASs1,2,3,4 &5(P.45 of RNCS) TECH LO.2.AS.1 (Structures) ASs 2 (Processing) A&C LO 4 (Visual Arts: ASs 1,2) (Composite ASs3)	**Teaching, Learning and Assessment contexts:** UNIT 10: Needs analysis (5%) UNIT 11: Planning and implementation (20%) UNIT 12: Types of businesses/ownership (5%) **Integration:** Maths LO 5 Maths LO 4 Tech LO 2 Tech LO 1 Lang LO 5 Lang LO 4 Lang LO 3 Lang LO 2 A&C LO 1 A&C LO 2	**Resources:** • Businesses • Textbooks • Printed media • Sources of information • Radio • TV • Raw materials • Equipment • Machinery • Financial institutions • Community members

4.3   ILLUSTRATION OF A WORK SCHEDULE

A Work schedule is drawn from the overall plan for the phase. It is a detailed expansion of the phase plan for a given period. Learning Outcomes may be dealt with in specific terms or may be spread throughout the year. (Teachers will use their own discretion.)

Grade 9 EMS Work Schedule   **Year:** ....

Teaching time available (%/ Hours): .... **Hours:** 26   **Weeks:** 13

Learner's needs:

Generic: ....

Specific: ....

Week	Components of the Work Schedule
1-7	
8	
9	
8	
10-13	
14-15	
16-19	
20-27	
28 29 30 31	**Learning Outcomes and Assessment Standards** EMS LO 4: Ass1, 2,3, 4 & 5(P.45 of RNCS ECONOMIC AND MANAGEMENT SCIENCES) TECH LO.2.ASs.1(Structures) ASs 2 (Processing) p.47 of RNCS TECHNOLOGY A&C LO 4 (Visual Arts: ASs 1,2) (Composite Ass3) p95 of RNCS ARTS AND CULTURE **Teaching, learning and assessment contexts:**

32	**UNIT 10:Needs analysis (5%)** Idea generation; Questionnaire; SWOT analysis; Feasibility study Own or borrowed capital; Financial institutions
33	**UNIT 11: Planning and implementation** (20%)Business plan (manufacturing, service franchising); Business activity (joint venture between school and community); Management functions of a business (purchasing production and marketing); Financing entrepreneurship; Own /borrowed capital; Financial
34	institutions and organisations promoting entrepreneurship; Marketing
35	**UNIT 12**: **Types of businesses/ownership (5%)** Sole proprietor, partnership, Close corporation in formal and informal sector; SMMEs
36	**Content/ Context:**
37	**Forms of assessment** - Written work
38	Presentations Project
39	
40	**Integration:** Maths LO 5 Maths LO 4 Tech LO 2 Tech LO 1 Lang LO 5 Lang LO 4 Lang LO 3 Lang LO 2 A&C LO 1 A&C LO 2

4.4   ILLUSTRATION OF A LESSON PLAN

An example of a Lesson Plan is shown covering the learning, teaching, and assessment activities, assessment forms; content/context etc., in the Senior Phase.

The exemplar illustrates various i) activities based on one Learning Outcome with one or more Assessment Standards; ii) activities based on integrating more than one Learning Outcome and related Assessment Standards within the Learning Area, iii) activities integrating Learning Outcomes and related Assessment Standards across one or more Learning Areas.

This exemplar shows the activities based on integrating EMS Learning Outcomes and related Assessment Standards across two other Learning Areas, namely Arts and Culture and Technology in the Senior Phase.

LESSON PLAN		
Learning Area: EMS	**Grade:** 9	
Teaching time available (%/hours): 26 hours weeks		
Duration: 13 weeks	**Date/Week:** Weeks 28-40	
Learning Outcome: EMS LO 4: AS 1, 2, 3, 4 &5 (p.45 of RNCS) LO 4: Unit 9 to 13	**Assessment Standards:** TECH LO 2: AS 1 (Structures) AS 2 (Process) A&C LO 4 (Visual Arts:AS 1,2) Composite AS 3	**Integration:**
Linking with previous lesson: Financial management: recording, analysis and interpretation of financial data.	**Linking with next lesson:**	
Core knowledge: **Unit 10: Needs analysis** Idea generation; Questionnaire; SWOT analysis; Feasibility study; Own or borrowed capital; Financial institutions **Unit 11: Planning and implementation business plan** (manufacturing, service franchising); Business activity (joint venture between school and community); Management functions of a business (purchasing production and marketing); Financing entrepreneurship; Own /borrowed capital; Financial institutions and organisations promoting entrepreneurship; Marketing. **Unit 12 : Types of businesses/ownership** Sole proprietor, partnership Close corporation in formal and informal sector; SMMEs		

Senior Phase

Learning activities and assessment:
- Generate business ideas.
- Conduct a research on the possibility of the type of business envisaged.
- Discuss forms of ownership.
- The learners approach a local enterprise to set up a joint venture in pottery under, licence to the enterprise concerned.
- Perform SWOT Analysis.
- Discuss possibilities of own or borrowed capital.
- Investigate the functions of financial institutions and their value.
- Discuss and select financial institutions that promote entrepreneurship.
- Deposit and draw money at an ATM or bank.
- Acquire basic skills of pottery and the use of equipment for production.
- Acquire skills in the management of the joint venture operation.
- Acquire knowledge of materials and designs through the assistance of the technology and Arts and Culture teacher.
- Select suitable materials for production.
- Actual purchasing of materials.
- Actual production of goods.
- Calculation of production costs and selling price.
- Marketing of the products.
- Create an advertisement to communicate with potential buyers.
- Actual running of the business.

Forms of assessment:
- Written work
- Presentations
- Project

Resources:
- Businesses
- Textbooks
- Printed media
- Sources of information
- Radio
- TV
- Raw materials
- Equipments
- Machinery
- Financial institutions
- Community members
- People

Expanded opportunities:
- Research work
- Investigation into ways of diversifying

Teacher reflection:
- Were the outcomes met?
- Did the activities strengthen learners understanding?
- Did the learners perform well in Assessment?
- What did the teacher do to support the learners?
- Are all the procedures of running an actual business followed?
- Did the learners acquire the knowledge, skills and attitude intended?
- Does the business work towards creating more job opportunities and alleviation of poverty?
- Does the business work towards contributing to the economic growth?
- Did the activities strengthen learners understanding?
- Did the learners perform well in Assessment?
- What did the teacher do to support the learners?
- Are all the procedures of running an actual business followed?

	Teacher reflection (continued): • Did the learners acquire the knowledge, skills and attitude intended? • Were the outcomes met? • Did the activities strengthen learners understanding? • Did the learners perform well in Assessment? • What did the teacher do to support the learners? • Are all the procedures of running an actual business followed? • Did the learners acquire the knowledge, skills and attitude intended? • Does the business work towards creating more job opportunities and alleviation of poverty? • Does the business work towards contributing to the economic development of the community? • Development of the community?

NOTE: *The above exemplar relates to Learning Outcome 4 in EMS, Learning Outcome 2 in Technology and Learning Outcome 4 in Arts and Culture.*

In respect of EMS, Learning Outcome 4, the learner is able to demonstrate entrepreneurial attitudes, knowledge and skills. According to Assessment Standard 3, this will be known when a learner in Grade 9 is able to engage in the business activity planned and to discuss the reasons for choosing a particular form of ownership.

In respect of Arts and Culture Learning Outcome 4 the learner is able to analyse and use multiple forms of communication and expression in Arts and Culture. According to Visual Arts Assessment Standards this will be known when the learner is able to use accessible technological means to produce art works.

In respect of Technology Learning Outcome 2, the learner is able to apply technological processes and skills ethically and responsibly, using relevant knowledge concepts. According to Assessment Standard 11, this will be known when the learner draws up a brief for the development of a product or system related to an identified problem, need or opportunity.

The exemplars are based on the view that a more effective and comprehensive learning process, that emphasises development of cognitive skills, knowledge and desirable values and attitudes, requires that learners be assisted to undertake appropriate activities.

The value of appropriate, integrative clustering of Assessment Standards from different Learning Outcomes across three Learning Areas, in enhancing and accelerating the OBE learning process, is illustrated in this exemplar.

The integration of Arts and Culture, EMS and Technology recognises that the productive activity selected for this project, namely pottery involves technology and art and design, and broadens the knowledge and skills, values and attitudes that the learners can develop.

Learners will be able to spend some of the learning time for Economic and Management Sciences and Technology as well as time for EMS on this project, and will of course have access to the knowledge, perceptions and teaching skills of three teachers. In addition, the development of a practical skill, like pottery, is an additional empowerment for access to the world of work.

The learners will work in-groups in which the participants will all have different and agreed functions. Some of the learners must help develop the business plan for the business activity in which the learner and his or her associates are engaged.

The groups, of which the learners concerned are members, must be responsible for negotiating and drawing up finances. The learners approach a local enterprise to set up a joint venture in pottery under, licence to the enterprise concerned.

Negotiations will have covered the assignment of a potter from the enterprise to teach learners the basic skills of pottery and to manage their joint venture operations for an initial period. The enterprise will provide potter's wheels and other basic equipment. Learners involved will enlist the assistance of their technology teacher and their art and culture teachers to get going.

The pottery enterprise which agrees to the joint venture would like it to be an ongoing project involving new students entering grade 9 each year .The pottery enterprise aims can best be served by making the school enterprise a co-operative, in which all participating learners have equal opportunities, interests, involvement and control. The learners involved in the negotiations will have approached the Registrar of Co-operatives to help develop the by-laws for the proposed Co-operative.

The learners will write up the project development and in particular explain the choice of a Co-operative as an ongoing body of interest to new Grade 9 learners who can join the project.

The classroom time available for the project will be drawn from that available for the Learning Outcomes in the three Learning Areas. Teachers from all three will be involved in assessment.

SECTION 5
LEARNING AND TEACHING SUPPORT MATERIALS (LTSMs)

Besides using the environment and community as resources, learners can be given different opportunities to interact with written texts of different kinds; for example — books, stories, magazine articles, flyers, factual documents, newspapers and so on. A newspaper cutting on the national budget presented by the Minister of Finance will make learners understand the importance of paying tax. Debates on various topics as often as possible can expand learners' thinking abilities.

Resources needed for daily lesson activities should be ready in advance to avoid wasting learning time because of ill preparedness.

Schools must build up a repertoire of resources (this could include a bank of lesson activities and assessment strategies and items) that become progressively more diverse, more culturally sensitive and more geared towards satisfying needs of learners in the Senior Phase they should portray the multiple dimensions of the South African people.

Photographs, charts, pictures, posters and other visual images send very strong educational messages. They must reflect ideals in line with our constitution in terms of gender race and culture and not reinforce stereotypes.