Teacher Development Workshop
Senior Phase

ECONOMIC AND MANAGEMENT SCIENCES
CONTENTS PAGE

CONTENTS PAGE.........................................................................................................................................................2
ACTIVITY A: ........................................................................................................................................................................3

ECONOMIC AND MANAGEMENT SCIENCES INTRODUCTION TO CAPS .........................................................5
ACTIVITY B: ECONOMIC AND MANAGEMENT SCIENCES TEXTBOOKS .................................................................5
ACTIVITY C: ECONOMIC AND MANAGEMENT SCIENCES SENIOR PHASE (GRADE 7) .............................................6
ACTIVITY D: ECONOMIC AND MANAGEMENT SCIENCES SENIOR PHASE (GRADE 8) .............................................11
ACTIVITY E: ECONOMIC AND MANAGEMENT SCIENCES SENIOR PHASE (GRADE 9) .............................................16

HOW SPOT ON AND TODAY ECONOMIC AND MANAGEMENT SCIENCES BOOKS CAN HELP YOUR TEACHING ..............................................................................................................................22
INTRODUCTION TO CAPS

This section is an introductory section to the Senior Phase CAPS. Use your Survival Guide to the Senior Phase CAPS as a resource.

Activity A:

Topics to be covered:
- Generic CAPS information
- Assessment
- Generic planning

Instructions:
- Participants should complete this activity in groups of 3.
- Use the Survival Guide to the Senior Phase CAPS as a resource to look up the answers.
- Read the statement / question and discuss the answer in your group.
- Write down the answer in the space that has been left for discussion notes.

The questions have been developed to stimulate discussion. The facilitator will discuss the questions at the end and clarify any uncertainties.

### Answer and Discussion Notes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does CAPS stand for?</td>
<td></td>
</tr>
<tr>
<td>2. CAPS is not a new curriculum.</td>
<td>State whether the above statement is true or false.</td>
</tr>
<tr>
<td>3. The Senior Phase CAPS will be implemented in 2014.</td>
<td>State whether the above statement is true or false.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. <strong>There are no more Learning Areas in the Senior Phase.</strong></td>
<td>State whether the above statement is true or false.</td>
</tr>
<tr>
<td>5. <strong>The number of subjects in Senior Phase has decreased.</strong></td>
<td>State whether the above statement is true or false.</td>
</tr>
<tr>
<td>6. <strong>The number of assessments in the Senior Phase has increased.</strong></td>
<td>State whether the above statement is true or false.</td>
</tr>
<tr>
<td>7. <strong>Which changes in the Senior Phase will have the greatest impact on planning?</strong></td>
<td><strong>Hint:</strong> Look at the time allocation in the Survival Guide.</td>
</tr>
</tbody>
</table>
This section of the workshop focuses on Economic and Management Sciences Grades 7-9. It provides a taste of what to expect in the Spot on Economic and Management Sciences and Economic and Management Sciences Today textbooks and how they support teaching CAPS.

**Activity B: Economic and Management Sciences textbooks**

**Topics to be covered:**
- Generic CAPS information
- Criteria for choosing a textbook
- Timetabling and planning in Economic and Management Sciences
- Assessment in Economic and Management Sciences

**Instructions:**
- Study the list provided. The list consists of 9 criteria that are considered important to most teachers when choosing a textbook.
- Rank the importance of the criteria by placing numbers 1 to 9 in the spaces provided.

<table>
<thead>
<tr>
<th>Sequencing of content according to the CAPS</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant and up to date content</td>
<td></td>
</tr>
<tr>
<td>Specific tasks required for Programme of Assessment e.g. tests, projects etc.</td>
<td></td>
</tr>
<tr>
<td>Annual teaching plan according to the CAPS with term by term overview</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Guide which provides guidance and answers for Programme of Assessment</td>
<td></td>
</tr>
<tr>
<td>Variety of revision activities</td>
<td></td>
</tr>
<tr>
<td>Diagrams and pictures to explain content</td>
<td></td>
</tr>
<tr>
<td>Remedial activities to support those learners that may need extra support</td>
<td></td>
</tr>
<tr>
<td>Extension activities to support those learners that need expanded opportunities</td>
<td></td>
</tr>
</tbody>
</table>
Activity C: Economic and Management Sciences Senior Phase (Grade 7)

This activity is taken from a Grade 7 Economic and Management Sciences topic. The examples are from Spot on Economic and Management Sciences and Economic and Management Sciences Today Grade 7.

**Topics to be covered:**
- Grade 7 Economic and Management Sciences: Starting a business
- Completion of tasks

**Instructions:**
- Participants should complete this activity in pairs.
- Study the activities taken from Spot on Economic and Management Sciences and Economic and Management Sciences Today Grade 7.
- Answer the questions that follow.

**Questions:**
1. How can you ensure that every learner completes these tasks and learns the appropriate skills?

2. How do you encourage reluctant learners to participate in the activities?

3. Which Economic and Management Sciences topic do these activities cover?

---

### Annual Teaching Plan Grade 7 Economic and Management Sciences

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The economy</td>
<td>• History Of Money</td>
</tr>
<tr>
<td></td>
<td>• Needs and Wants</td>
</tr>
<tr>
<td></td>
<td>• Goods and Services</td>
</tr>
<tr>
<td></td>
<td>• The Production Process</td>
</tr>
<tr>
<td></td>
<td>• Inequality and Poverty</td>
</tr>
<tr>
<td>Financial literacy</td>
<td>• Savings</td>
</tr>
<tr>
<td></td>
<td>• Budgets</td>
</tr>
<tr>
<td></td>
<td>• Income and Expenses</td>
</tr>
<tr>
<td></td>
<td>• Accounting Concepts</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>• The Entrepreneur</td>
</tr>
<tr>
<td></td>
<td>• Starting a Business</td>
</tr>
<tr>
<td></td>
<td>• Businesses</td>
</tr>
<tr>
<td></td>
<td>• An Entrepreneur’s Day</td>
</tr>
</tbody>
</table>
Unit 6 Costing

Cost calculations
Below is a simple way of calculating the costs of making the product you want to sell. You need to do the following calculations:

Fixed costs + variable costs = total cost of production

\[
\text{Fixed cost + variable costs} = \text{unit cost (i.e. cost to make one item)}
\]

Fixed costs
Fixed costs are those costs that a business pays no matter how many goods it produces (makes). For example, a business pays the same amount of rent every month whether they make one or a hundred products. The rent is a fixed cost. Can you think of other examples of fixed costs that different types of business have?

Variable costs
Variable costs are the costs that are different every month and depend on how many products you make. For example, the more sandwiches a tuck shop makes, the more money they will spend on buying bread, margarine, cheese, tomatoes, chicken, mayonnaise and sandwich bags. What variable costs would a clothing manufacturer have?

Activity 9 Analyse costs
John Ford recycles CDs and makes clocks in a factory. He is unsure which costs are variable and which costs are fixed. Place a tick in the correct column to help him decide.

<table>
<thead>
<tr>
<th>Cost</th>
<th>Fixed cost</th>
<th>Variable cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compact discs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wages of clock makers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packaging costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaner of factory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clock mechanism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary of secretary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Calculating selling price
After the cost per unit has been calculated, the owner can decide how to work out how much to charge the customers for the product. This is called the selling price. When calculating the selling price, there are other costs that need to be included, for example, administrative costs (stationery) and cost of selling (petrol for the delivery truck).

Factors to consider when deciding on the selling price of a product:
• Competitors’ pricing
• Costs of making the product
• Other costs that are not related to making the product
• What the target market is prepared to pay.

Activity 10 Calculate costs and selling price
You should now make a final decision about the product that you want to sell at your Entrepreneurs’ Day. Answer the following questions based on the business idea that you have chosen.
1. Make a list of all the items that you will need to spend money on in order to make your product.
2. Make a list of all your expenses or costs such as advertising, rent, packaging, etc.
3. Calculate the costs of all these items. Present this in a table like the example below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Packets</td>
<td>R10.99 for 50</td>
</tr>
</tbody>
</table>

4. Work out how many items you think can make with the items purchased above.
5. Calculate how much it will cost to make one unit.
6. After calculating the cost of one unit, decide how much you would sell the product for. Use the information above to assist you.
7. Write a short paragraph explaining how you determined your selling price.

Taken from Economic and Management Sciences Today Grade 7 (page 113)
Activity 2.1 Analysing, planning and setting business goals

25 minutes

1. In pairs, read through the following story. Then draw a block with four squares, as shown on page 116, and fill in the SWOT analysis about the story. When you have listened, listen to other pairs in the class:

Case study

A new idea

Brittnee Baker, a Grade 9 learner in Durban, KwaZulu-Natal, developed a novel idea of making biscuits covered in the flags of different countries. She gets the flags printed on rice paper so that the whole biscuit is edible. She then heat-seals the biscuits into see-through plastic bags and includes a card with interesting information about the country whose flag is displayed. Brittnee has named the business Flagos.

2. When you fill in a SWOT analysis about Brittnee’s business, you must consider the following:
   a) Is there a demand for this product or can a demand be created?
   b) Is much capital needed to start this business?
   c) Is there massive competition from others selling a similar product?
   d) How will she get the raw materials and deliver the finished product? (Consider transport and the cost of transport)
   e) Can she “grow” this business? If so, how? What type of employees will she need? Will she have to train them?
   f) What else will she need? (Think of power, water, computer, email, etc.)
   g) What skills does she have and what will she have to learn or outsource? (Outsourcing means she will pay someone else to do it for her.)

3. Compare your notes with the rest of the class until you are absolutely sure that you understand how to use a SWOT analysis.

Setting and achieving goals

As part of your planning, you need to write down the business’ goals, for example:

1. I will ask Uncle Vusi to show me how he runs his business and to give me advice. Make an appointment today for a meeting next week.
2. I must prepare for my meeting with Uncle Vusi. I will compile a budget this week so that I can ask him how to improve it.
3. This weekend, I will visit clothes shops in other areas to see what they offer.
4. I must also find out what it costs to have leaflets designed and printed.

It is no use to set goals if you are not prepared to work hard to achieve them. Set specific time limits (this week, by Friday, by next week) and work hard to achieve your goals. You are your own boss, but be strict with yourself.
Weeks 4–5

Topic: Entrepreneurship

1. Give two reasons why businesses may want to use recycled materials.
2. How does recycling help to save energy?
3. How does recycling help to reduce pollution?
4. Give two examples of products made from recycled materials.

**Activity 4.1** Identify the benefits of using recycled materials

10 minutes

**Extension**

Find out if there are any recycling projects in your area. Come and tell the class about them.

Taken from Spot on Economic and Management Sciences Grade 7 (page 123)
Activity D: Economic and Management Sciences Senior Phase (Grade 8)

This activity is taken from a Grade 8 topic in Economic and Management Sciences. These examples are from Spot on Economic and Management Sciences and Economic and Management Sciences Today Grade 8.

Topics to be covered:
- Grade 8 Economic and Management Sciences: Standard of Living
- Assessment

Instructions:
- Study the assessment tasks taken from Spot on Economic and Management Sciences and Economic and Management Sciences Today Grade 8.
- Discuss and answer the questions that follow.

Questions:

1. Discuss the additional skills, values and attitudes that the learners will gain from the activities below.

2. Which Economic and Management Sciences topic do these activities cover?

Annual Teaching Plan Grade 8 Economic and Management Sciences

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The economy</td>
<td>• Government</td>
</tr>
<tr>
<td></td>
<td>• The National Budget</td>
</tr>
<tr>
<td></td>
<td>• Standard of Living</td>
</tr>
<tr>
<td></td>
<td>• Markets</td>
</tr>
<tr>
<td>Financial literacy</td>
<td>• Accounting Concepts</td>
</tr>
<tr>
<td></td>
<td>• Accounting Cycle</td>
</tr>
<tr>
<td></td>
<td>• Source Documents</td>
</tr>
<tr>
<td></td>
<td>• Cash Receipts Journal and Cash Payments Journal of a Service Business</td>
</tr>
<tr>
<td></td>
<td>• Effects of Cash Transactions on The Accounting Equation</td>
</tr>
<tr>
<td></td>
<td>• General Ledger and Trial Balance</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>• Factors of Production</td>
</tr>
<tr>
<td></td>
<td>• Forms of Ownership</td>
</tr>
<tr>
<td></td>
<td>• Levels of Management</td>
</tr>
<tr>
<td></td>
<td>• Functions of Management</td>
</tr>
</tbody>
</table>
Examples of developed countries in the world include: the United States of America, Japan, Germany, France, United Kingdom, Italy, Canada, Australia, Spain and South Korea.

You will notice that many of these countries are in the Northern Hemisphere. Figure 3.1 below is a map showing the location of developed countries of the world.

![Map of Developed Countries](image)

Figure 3.1 The developed countries of the world are shown in blue.

**Activity 1** Think about the standard of living in countries of the world

1. Look at the map of the world on this page.
   a) Identify one country where people will have a high standard of living.
   b) What is the difference between a developed country and a less developed country?
   c) Identify two less developed countries.
   d) In which hemisphere are most less developed countries found?

**Self-sufficient societies**

Some groups of people grow or produce all the goods they need to survive. These groups are called **self-sufficient societies**. A self-sufficient society is dominated by agricultural activities and there is a low level of production and manufacturing. The standard of living is generally very poor because people do not have access to a wide variety of goods and services. People in these societies do not have a large amount of wealth.

An example of a self-sufficient society in Sri Lanka

Taken from Economic and Management Sciences Today Grade 8 (page 29)
• **Good transportation system.** The transportation system in modern societies is extensive and efficient. Not only is there often public transport, but there is a good system of roads and a network of rail and air transportation. This makes it easy for people to move around the country and for businesses to transport goods and services.

Although modern societies have many good features, they are not without their problems. Some of the socio-economic problems associated with modern societies include pollution, traffic congestion, crime and over-crowding. These problems present unique challenges to governments in developed parts of the world.

**Activity 2** Investigate the lifestyle and standard of living in different societies

1. Choose a rural society and a modern society anywhere in the world.
2. Use resources such as books, newspapers and the internet to research the level of lifestyle and standard of living in each of these societies. Look for social and economic indicators such as the level of unemployment, the extent of poverty, population size and so on.
3. Make a poster illustrating the differences in the lifestyle and standard of living in these two societies.
Unemployment

When there is economic development in a country, new jobs are created and more people find employment. When the economy grows at a slower pace, fewer jobs are created and unemployment rises.

In 2012, South Africa’s unemployment rate was about 25%, which means that 25 of every 100 people who wanted to work could not find a job.

Productive use of resources to promote a healthy environment

We need to find the right balance between development and the environment. On the one hand, we need development to create jobs and to improve our standard of living. On the other hand, we cannot continue with development in the same way as in the last 350 years. If we do, we will damage the Earth beyond repair.

We need to find ways of using our resources productively (in a less wasteful manner). We need to reduce pollution and find cleaner and renewable sources of energy, such as water and wind. We also need to use resources sustainably, reduce the population with birth control and promote a healthy environment.

Activity 2.1 Balancing development with a healthy environment

1. Name an advantage and a disadvantage of self-sufficient societies.
2. Name three ways in which industrialised societies contribute to an unhealthy environment in modern societies.
3. How does the speed of economic development affect unemployment?

Keywords

unsustainable: unable to be continued indefinitely; if we use wood unsustainably, we will run out of wood because we saw down more trees than we are planting

degradation: a loss of quality, so that the degraded thing is not as good as it was before

unemployment: the state of being unemployed; a person is unemployed if they are able and willing to work, but cannot find work

renewable: that can recover or regenerate after it has been used
## Revision activity 3

1. What is the difference between a standard of living and a lifestyle?

2. Identify the kind of society to which the statement applies by making a tick in the correct column next to each statement.

<table>
<thead>
<tr>
<th></th>
<th>Self-sufficient society</th>
<th>Modern society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartering occurs if people need something from others, instead of using money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Causes significant damage to the environment through industrialisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiences problems with unemployment if economic growth is too low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a communal lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has an individual lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lives in harmony with nature, without damaging the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People buy many or most of the goods and services that they need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People live difficult lives because they have a low standard of living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People live more comfortable lives because they have a higher standard of living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People work for money and use it to buy goods and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People produce for themselves all the goods and services that they need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relies on industrialisation for economic growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size of population is unsustainably high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is clear division of labour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is very little division of labour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How do traditional rural communities differ from modern societies in some respects, and from self-sufficient societies in other respects?
Activity E: Economic and Management Sciences Senior Phase (Grade 9)

This activity is taken from a Grade 9 topic in Economic and Management Sciences. These examples are from Spot on Economic and Management Sciences and Economic and Management Sciences Today Grade 9.

Topics to be covered:
- Grade 9 Economic Systems
- Teacher’s knowledge, abilities and skills
- Access to information

Instructions:
- Study the extracts taken from Spot on Economic and Management Sciences and Economic and Management Sciences Today Grade 9.
- Discuss and answer the questions that follow.

Questions:

The content in this topic requires knowledge from the teachers and a dynamic teaching methodology to prevent the learners from getting bored.

1. Discuss how the activities assist and direct the teachers to teach this topic.

2. Discuss how the types of activities make the information more interesting for the learners.

<table>
<thead>
<tr>
<th>Annual Teaching Plan Grade 9 Economic and Management Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>The Economy</td>
</tr>
</tbody>
</table>
- Economic Systems
- The Circular Flow
- Price Theory
- Trade Unions |
| Financial literacy | 
- Cash Receipts Journal and Cash Payment Journal Of a Sole Trader
- Posting to the General Ledger
- Preparing a Trial Balance
- Recording Transactions in The Debtors Journal, Creditors Journal
- Posting to the Debtors Ledger and Creditors Ledger |
| Entrepreneurship | 
- Sectors of the Economy
- Functions of a Business
- A Business Plan |
Advantages of a planned economy system

Not everyone thinks that centrally planned economies are a good way to solve the economic problem of scarcity. However, those who do support planned economic systems, argue that they have the following advantages:

- **Resources are used for the collective good of everyone.** The government has control over all factors of production and thus private individuals cannot use the country's resources for their own needs. This means that in a planned economy, everyone in the country benefits form the country's resources.

- **Economically vulnerable individuals are protected.** The government decides how goods and services are distributed to ensure that everyone in the country gets what they need. Even the poorest individuals in a planned economic system have access to the products and services they need and nobody lives in absolute poverty.

- **Economic equality is achieved.** The government distributes goods and services fairly to all individuals in the country. In a centrally planned economy there is not a big difference in the standard of living or the level of wealth between the richer and the poorer individuals.

Disadvantages of a planned economy system

Critics of the centrally planned economic system point out that there are several problems that occur when the government tries to make all economic decisions. These critics argue that the main disadvantages of a centrally planned economy are:

- **The government cannot effectively process all relevant information fast enough to make good economic decisions.** In order to decide what, how and for whom to produce, the government needs a large quantity of information about what people need and how best these needs can be satisfied. It is impossible for the government to obtain access to all this information and to process it fast enough to plan economic activities in time for the effective production and distribution of goods and services.

Critics argue that centrally planned economies are slow to respond to changing patterns of need and are thus inefficient. Consider what would happen, for example, in South Africa if a committee of 100 people had to decide how many coats, houses, schools, cars, trains, museums and grocery stores had to be produced in the next five years. Where would the committee begin? How would they know what people need and how would they predict the future needs?
• The absence of a profit motive. If the government owns all factors of production and plays the role of entrepreneur, no private individuals can earn profits. Everyone works for the government and earns a salary. Critics argue that individuals are motivated by the opportunity to make profits and when they are not able to do so, there is an absence of creativity, initiative and motivation.

Did you know?
No countries in the world have an economic system that is completely centrally planned and controlled by the government. Some countries, for example, Sweden, Cuba and China, are closer to being planned economies because the government is very involved in making economic decisions. However, even in Sweden individuals have some freedom in making economic decisions and have control over some of the factors of production.

![A supermarket in Shanghai, China](image)

Activity 2 Debate the advantages of adopting a planned economy system in South Africa

1. Read the statement below and answer the questions that follow.
   Some people believe that the only way to solve South Africa’s problems with unemployment and poverty is for the state to take control of the factors of production and to adopt a more centrally planned economic system.

   a) Explain what it means to adopt a centrally planned economic system.
   b) Discuss the advantages of adopting a centrally planned economic system in contemporary South Africa.
   c) Discuss the disadvantages of adopting a centrally planned economic system in contemporary South Africa.
   d) Critically consider the advantages and disadvantages and then give your own opinion of whether you think South Africa should move towards being a more planned economy. Supply reasons for your answers.

Taken from Economic and Management Sciences Today Grade 9 (page 24)
Problems associated with the global economy

Critics of globalisation point out that a global economy is often harmful to developing countries:

- Free trade in goods and services could make it difficult for producers in developing countries to compete with producers in developed countries. Businesses in developed countries are often more established and have greater access to technology and equipment, which enables them to produce cheaper goods. Free trade can thus create unfair competition for new industries in less developed countries and is more beneficial to developed countries.

- The free movement of labour can cause skilled workers from developing countries to move to more developed countries in search of higher wages. This causes a drain of skills in developing countries and leaves them poorer as a result.

- The free movement of capital can lead wealthy individuals and corporations in developed countries to invest money in production plants in less developed countries where unemployment rates are high. Foreign investors could exploit labour by paying very low wages. This leads to the creation of sweatshops in developing countries.

**key word**
sweatshops  any workplace in which workers are subject to extreme exploitation

**Did you know?**

The existence of sweatshops is not just an economic issue, but also a human rights issue because it leads to the exploitation of economically vulnerable individuals such as women and children. Sweatshop awareness organisations estimate that 85% of sweatshop workers are young women between the ages of 15 and 25 years.

A protest against a clothing manufacturer in New York City. Garment workers toiled in one of the factories where they sew clothing for 14 hours per day at $3 an hour.

**Activity 5** Illustrate the characteristics and consequences of globalisation

Make a mindmap to illustrate the concept of a “global economy”. Your mindmap should also illustrate the consequences (good and bad) of globalisation.

Taken from Economic and Management Sciences Today Grade 9 (page 32)
Unit 1 Economic systems and the factors of production

In order to provide for the needs and wants of individuals and communities, the factors of production must be used efficiently. The factors of production are land, capital, labour and businesspeople or entrepreneurs.

The factors of production

Below are examples of the factors of production.

Natural resources are all the resources from nature available to humans, such as water, sunlight, minerals, land, plants, animals and fish.

Labour refers to the people who do physical or mental work.

Capital is the means for production, such as buildings, equipment, tools, machines and money.

Taken from Spot on Economic and Management Sciences Grade 9 (page 18)
Entrepreneurship involves people, called entrepreneurs. An entrepreneur is someone in the community that identifies needs and wants and finds a way, using the factors of production, to provide for those needs and wants. They take calculated risks and absorb the profits or the losses of their enterprises.

**Activity 1.1 Create a poster**

20 minutes

Work with a partner and make a poster showing the factors of production for any product of your choice. Remember to include what each factor is. Make your poster colourful and informative.

**Notes**

In all economic activities, the factors of production play a major role. The owner of the factor of production therefore makes up an important part of the economic cycle. The owner of a factor of production is in a position of power in an economy. You will see that the three economic systems we discuss each have different owners of the factors of production.
How Spot On and Today Economic and Management Sciences books can help your teaching

At the beginning of the workshop, you were required to rank the importance of the criteria that are considered important to most teachers when choosing a textbook.

The Spot On and Today Economic and Management Sciences books cover all of these criteria.

Sequencing of content according to the CAPS

The books follow the exact sequence of the CAPS. Teachers are able to follow the sequence of the textbook and be confident that they have covered everything required by CAPS and in the correct order.

Relevant and up to date content

The authors have ensured that the latest CAPS requirements are covered as well as the latest content required by the subject. Assessment tasks are all relevant to the ages of the learners.

Specific tasks required for Programme of Assessment e.g. tests, projects etc.

The books include all the required tasks for the Programme of Assessment and the Teacher’s Guide includes all of the guidelines and answers. These can also be used for revision, extension and expanded opportunities.

Annual teaching plan according to the CAPS with term-by-term overview

The books follow the exact sequence of the CAPS. They also provide a term planning tool which assists in annual and quarterly planning.

Teacher’s Guide which provides guidance and answers for Programme of Assessment

The books have a Teacher’s Guide that provides guidelines on how to use the assessments and how to mark them. Rubrics, memoranda and checklists are also provided where appropriate.
Variety of revision activities

The books provide many different activities, which test knowledge and understanding on a variety of levels. Teachers are able to see the learners’ understanding of the content matter straight away. These activities are very practical and assess the content in the CAPS.

Diagrams and pictures to explain content

The books have many supporting diagrams and pictures to support the content. They are colourful with eye-catching photographs.

Remedial activities to support those learners that may need extra support

The books have many activities in the chapters as well as revision sections at the end of every topic.

Extension activities to support those learners that need expanded opportunities

The books have many activities in the chapters as well as revision sections at the end of every topic.

<table>
<thead>
<tr>
<th>Spot On components</th>
<th>Today components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learner's Book</td>
<td>• Learner's Book</td>
</tr>
<tr>
<td>• Teacher's Guide with 16 free full-colour posters</td>
<td>• Teacher's Guide with free book of photocopiable worksheets</td>
</tr>
</tbody>
</table>