

## 2026 ANNUAL TEACHING PLANS: ECONOMICS: GRADE 10

TERM 1	WEEK 1 14 – 16 Jan	WEEK 2 19 – 23 Jan	WEEK 3 26 – 30 Jan	WEEK 4 02 – 06 Feb	WEEK 5 09 – 13 Feb	WEEK 6 16- 20 Feb	WEEK 7 23 -27 Feb	WEEK 8 02 – 06 March	WEEK 9 09 –13 March	WEEK 10 16 – 20 March	WEEK 11 23 – 27 March
Date completed											
Term 1 Curriculum Coverage											
Annual Curriculum Coverage											
<b>CAPS TOPIC</b>	<b>ECONOMICS: BASIC CONCEPTS &amp; BASIC ECONOMIC PROBLEM</b>			<b>CIRCULAR FLOW AND QUANTITATIVE ELEMENTS</b>			<b>BUSINESS CYCLES</b>			<b>REVISION &amp; ASSESSMENT</b>	
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• Elements of Economics</li> <li>• Branches of Economics</li> <li>• Methods of Economics</li> <li>• Setting of Economics within the field, relationship with other sciences</li> </ul>		<ul style="list-style-type: none"> <li>• The scarcity problem</li> <li>• The basic processes</li> <li>• Promotion or violation of human rights and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Circular flow diagram</li> <li>• Participants in an economy, closed economy, open economy</li> <li>• Markets</li> <li>• Flows of the variables</li> <li>• Leakages and injections</li> <li>• GDP and GNI</li> </ul>			<ul style="list-style-type: none"> <li>• The phenomenon of business cycles</li> <li>• Indicators</li> <li>• SA business cycles</li> <li>• Time series composition</li> <li>• Cyclical patterns</li> <li>• Exogenous and endogenous reasons</li> <li>• Effects of business cycles</li> </ul>				
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Economics concepts in Grade 7 and 8 such as: Wants, needs, production process, exchange, consumption, etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Needs and wants, factors of production, the production process and consumption, products, choice and decision making, savings, markets, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic roles of various participants in the economy, production and consumption process, markets, economic growth, scarcity problem, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Production and consumption, basic function of firms, various other role players in the economy, economic growth, etc.</li> </ul>				
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Questionnaires, worksheets, newspaper clippings, internet, magazines, cartoons on various topics such as inflation, unemployment, case studies, etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Publications such as the SA yearbook, newspaper clippings, internet, magazines, cartoons on scarcity, case studies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoons, newspaper clippings, SA Quarterly Bulletin, YouTube videos, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• SARB Quarterly Bulletin, economics magazines (e.g., The Economist), TV news bulletins, etc.</li> </ul>				
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Branches of economics, methods of economics, setting of economics within the field, relationship with other sciences</li> </ul>		<ul style="list-style-type: none"> <li>• Scarcity problem, economic goods and free goods, alternative choices, opportunity cost, production, exchange, consumption, human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Circular flow diagram, participants in an economy, closed economy, open economy, factor and product markets, flows of the variables, leakages and injections, GDP and GNI</li> </ul>			<ul style="list-style-type: none"> <li>• The phenomenon of business cycles, Indicators, SA business cycles, time series composition, cyclical patterns, exogenous and endogenous reasons, effects of business cycles</li> </ul>				
<b>SBA (FORMAL ASSESSMENT)</b>	<ul style="list-style-type: none"> <li>• Task 1: Assignment [50 marks]</li> </ul>									<ul style="list-style-type: none"> <li>• Task 2: Controlled test 1 [100 marks, 1½ hrs.]</li> </ul>	

TERM 2	WEEK 1 08 – 10 April	WEEK 2 13 –17 April	WEEK 3 20 – 24 April	WEEK 4 28 -30 April	WEEK 5 04 – 08 May	WEEK 6 11 – 15 May	WEEK 7 18 – 22 May	WEEK 8 25 – 29 May	WEEK 9 01 – 05 June	WEEK 10 08 – 12 June	WEEK 11 17 – 19 June	WEEK 12 22 – 26 June
Date completed												
Term 2 Curriculum Coverage												
Annual Curriculum Coverage												
<b>CAPS TOPIC</b>	<b>DYNAMICS OF THE MARKET</b>			<b>PUBLIC SECTOR INTERVENTION</b>			<b>PRODUCTION POSSIBILITY CURVE</b>			<b>REVISION &amp; ASSESSMENT</b>		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• Value, price and utility</li> <li>• Perfect markets</li> <li>• Imperfect markets</li> <li>• World markets (the effects of electronics)</li> <li>• Supply and demand</li> <li>• Price formation</li> <li>• Functions of markets</li> </ul>			Methods of involvement: <ul style="list-style-type: none"> <li>• Indirect taxes</li> <li>• Subsidies</li> <li>• Welfare</li> <li>• Maximum and minimum prices</li> <li>• Production</li> <li>• Minimum wages</li> </ul>			<ul style="list-style-type: none"> <li>• Phenomenon</li> <li>• Choice</li> <li>• Scarcity</li> <li>• PPC determined by internal and external factors</li> <li>• Consequences of inefficiencies</li> </ul>					
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Markets, market forces of demand and supply, drawing of graphs from tables, laws of demand and supply, shifts in supply and demand, market in equilibrium</li> </ul>			<ul style="list-style-type: none"> <li>• Roles of the government, government revenue, national budget, public goods, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Graphing, factors of production, consumption vs. production, production process and economic principle of economic efficiency, etc.</li> </ul>					
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Graph paper, magazines, newspaper articles, TV coverage of economic news, cartoons especially on scarcity, etc.			<ul style="list-style-type: none"> <li>• National budget speech summary, government departments publications, cartoons on government, taxes, prices and production</li> </ul>			<ul style="list-style-type: none"> <li>• Posters, cartoons, YouTube videos, magazines, etc.</li> </ul>					
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Class tutorials, homework activities, role-plays, class work activities, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Debates, case studies, class tutorials, class work activities, class tests, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Class tutorials, homework activities, peer teaching (presentations), class tests, etc.</li> </ul>					
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Task 3: Project 50 marks</b>									<b>Task 4: JUNE EXAMINATION (100 x 2 papers = 200 marks, 1½ hrs each)</b>		

TERM 3	WEEK 1 21 – 24 July	WEEK 2 27 – 31 July	WEEK 3 03 – 07 Aug	WEEK 4 11 – 14 Aug	WEEK 5 17 – 21 Aug	WEEK 6 24 – 28 Aug	WEEK 7 31 Aug – 04 Sept	WEEK 8 07 – 11 Sept	WEEK 9 14 – 18 Sept	WEEK 10 21 – 23 Sept
Date completed										
Term 3 Curriculum Coverage	9%	20%	31%	43%	54%	66%	77%	89%	100%	
Annual Curriculum Coverage	55%	59%	62%	65%	68%	72%	75%	78%	81%	
<b>CAPS TOPIC</b>	<b>GROWTH, DEVELOPMENT AND GLOBALISATION</b>			<b>POPULATION AND LABOUR FORCE</b>			<b>LABOUR RELATIONS</b>			<b>REVISION &amp; ASSESSMENT</b>
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• Early economic development and emergence of trade: Self-sufficiency and dependence on agriculture, barter, trade and emergence of money</li> <li>• Evolution of markets: Surplus production, trade and transport, specialisation of labour, mercantile law and the development of business forms with particular reference to commercial law, technological progress, growth of money and forms of saving</li> <li>• Governments and the regulation of markets: State involvement in trade, taxation and mobilisation of finance for investment in infrastructure</li> <li>• Industrial development: Manufacturing, technological progress, the mobilisation of energy and mechanisation of production</li> </ul>			<p><b>Population size</b></p> <ul style="list-style-type: none"> <li>• Population growth</li> <li>• Natural growth rate</li> <li>• Demographic cycle</li> <li>• Projected population growth rate, migration <b>The South African labour force</b></li> </ul> <ul style="list-style-type: none"> <li>• Age distribution</li> <li>• Numbers</li> <li>• Unemployment</li> <li>• Geographic distribution</li> </ul>			<p>Labour force in a South African context: demand and supply for labour</p> <ul style="list-style-type: none"> <li>• Interaction of demand and supply</li> <li>• Put more emphasis on the concepts and the role each plays in labour relations and the labour market</li> </ul> <p><b>Labour Relations Act</b></p> <ul style="list-style-type: none"> <li>• Self-government</li> <li>• Majorification</li> <li>• Consultation</li> <li>• Labour rights and conventions: BCEA, LRA, COIDA</li> </ul> <p><b>Collective bargaining process</b></p> <ul style="list-style-type: none"> <li>• Bargaining councils labour unions, commission for conciliation, arbitration, mediation, workplace forums</li> <li>• CCMA Labour courts: Powers, representation before labour courts</li> </ul>			
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Standard of living (Grade 8), markets in general, demand and supply, industry, economic development, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Inequality and poverty, education and skills, sustainable job opportunities, unemployment, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Labour as a factor of production, households as owners of factors of production, government role in economic activity, trade unions, etc.</li> </ul>			
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Posters, economic/financial magazines, newspaper clippings, internet, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Economic newspapers, TV and radio bulletins, internet, SA Yearbook, Statistics SA data and SARB Quarterly Bulletin</li> </ul>			<ul style="list-style-type: none"> <li>• Cartoons, magazines on economics, newspaper clippings, Department of Labour statistics coverage, etc.</li> </ul>			
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Case study, class tutorials, group activity with oral presentations, class work activities, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Discussions, debates, case study, investigation tasks, class work activities, class tests, etc.</li> </ul>			<ul style="list-style-type: none"> <li>• Cartoons, magazines on economics, newspaper clippings, Department of Labour statistics coverage, etc.</li> </ul>			
<b>SBA (FORMAL ASSESSMENT)</b>	<p><b>Task 5: Case study 50 marks</b></p>									<p><b>Task 6: Controlled test 3 100 marks, 1½ hrs</b></p>

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TERM 4	WEEK 1 06 – 09 Oct	WEEK 2 12 – 16 Oct	WEEK 3 19 – 23 Oct	WEEK 4 26 – 30 Oct	WEEK 5 02- 06 Nov	WEEK 6 09 – 13 Nov	WEEK 7 16 – 20 Nov	WEEK 8 30 Nov – 04 Dec	WEEK 09 07 -09 Dec
Date completed									
Term 4 Curriculum Coverage	13%	30%	65%	83%	<b>REVISION AND ASSESSMENT</b>				
Annual Curriculum Coverage	83%	87%	93%	97%					
<b>CAPS TOPIC</b>	<b>UNEMPLOYMENT</b>		<b>ECONOMIC REDRESS</b>		<b>ECONOMICS GR10</b>  <b>PAPER 1</b> 150 MARKS 2 HOURS  <b>MAIN TOPIC</b> <b>MACROECONOMICS</b>  <b>TOPICS</b> • Basic concepts • Basic economic problem • Circular flow & quantitative elements • Business cycles  <b>MAIN TOPIC</b> <b>ECONOMIC PURSUITS</b>  <b>TOPICS</b> • Economic growth and development and globalization • Population & labour force  Cognitive levels Lower order – 30% Middle order– 40% Higher order – 30%			<b>PAPER 2</b> 150 MARKS 2 HOURS  <b>MAIN TOPIC</b> <b>MICROECONOMICS</b>  <b>TOPICS</b> • Dynamics of markets • Public sector intervention • Production possibility curve  <b>MAIN TOPIC</b> <b>CONTEMPORARY ECONOMIC ISSUES</b> <b>TOPICS</b> • Labour relations • Unemployment • Economic redress	
	<ul style="list-style-type: none"> <li>Nature of unemployment:                             <ul style="list-style-type: none"> <li>Numbers</li> <li>Unemployment rate</li> <li>Characteristics of South African of unemployment</li> <li>Causes of unemployment</li> <li>Consequences of unemployment</li> </ul> </li> <li>Approaches to solve unemployment:                             <ul style="list-style-type: none"> <li>- Growth of production</li> <li>- Public works programmes</li> <li>- Unemployment insurance</li> <li>• Economically marginalised groups</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Redress and reconstruction: Factors of production</li> <li>• Democratization of economic procedures:</li> <li>• Labour legislation, public hearing, NEDLAC, self-regulating bodies, macro-economic adaptations: Economic performance, employment, income inequality, poverty, stability</li> </ul>						
<b>EQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Unemployment, labour as a factor of production, economically active population, income inequality, discrimination, etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Factors of production, influence of national budget (Grade 8), standard of living (Grade 8)</li> </ul>						
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Cartoons, magazines on economics, newspaper clippings, Department of Labour statistics, etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Internet, cartoons on population, unemployment, and migration, statistics from the Department of Labour and Statistics SA.</li> </ul>						
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Case study, class tutorials, group activity with oral presentations, class work activities, etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Debates, discussions, case studies, investigations, oral presentations, class work activities, class tests etc.</li> </ul>						
<b>SBA (FORMAL ASSESSMENT)</b>									

