

**Economic representations of HIV/AIDS in contemporary Grade 11
Business Studies textbooks: A critical discourse analysis**

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Declaration of corrections complete.

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- (vii) The work described in this thesis was carried out in the School of Education, University of KwaZulu-Natal, from 2013 to 2014 under the supervision of Mrs J Ramdhani (research supervisor).
- (viii) The Ethical Clearance No: **HSS/1282/013M** was granted prior to undertaking the research.

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Abstract

The Curriculum Assessment Policy Statement (CAPS) puts renewed emphasis on the textbook as a key pedagogical tool in the classroom and a leading resource tool in the transmission of knowledge. In the rethinking of curricula, this study has been prompted by the need for more detailed understanding of the way content knowledge, as projected by textbook authors, represents facts and provokes thoughts and attitudes. In particular the focus of this study is on understanding how economic representations of HIV/AIDS are presented in prescribed Business Studies textbooks in the Further Education Band (FET) Grade 11. The objective has been to uncover the ideological meanings hidden behind the written words and sentences in the prescribed textbooks that make reference to HIV/AIDS. Using a qualitative approach, the study is positioned in a critical paradigm based on the principles of critical discourse analysis outlined by Huckin (1997) as an analytical framework. A purposive sampling approach was used to select three prescribed contemporary Grade 11 Business Studies textbooks for this study.

The findings were categorised according to the following thematic issues that emerged in the course of the study: HIV/AIDS as a socio-economic issue with potentially fatal implications for economically active citizens. HIV/AIDS as a globalised phenomenon with negative connotations for the discourse of the epidemic, reinforcing potential for dispute among global leaders and scholars alike in relation to prevention and control of the infection and the prospect of destructive consequences for the economic workforce. The textbooks portrayed metaphorical constructions of HIV/AIDS as a form of representation that played a key role in constructions of HIV/AIDS as a disease and as a harbinger of death; with potentially fatal implications for the workforce of the country. The textbooks further represented meaningful exclusion, where omissions or silences in the text reinforced the notion of excluding the „diseased“ from business opportunities. Finally, HIV/AIDS as a construct that legitimises the authors“ position of power and dominance towards the reader through expressions of certainty and authority in words and sentences. The common thread in the five themes presented is the reflection of HIV/AIDS as having negative implications for profits and productivity in businesses. The chief analytical concern is how the content related to HIV/AIDS is portrayed to learners in the classroom. Recommendations are made to encourage pedagogical supplementation of the prescribed Business Studies textbooks if this is the only legitimate source of pedagogy, so that teachers can act as critical practitioners in lessons and are not exclusively reliant on the prescribed textbook as their primary source of knowledge.

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Dedication

I dedicate this thesis:

To my mentors, confidants, role models and loving parents, Roshilla and Bala Naidoo, my spiritual parents, Apostle Colin and Pastor Val Hubbard and my supervisor, Mrs J Ramdhani.

Your motivation, inspiration and involvement in my life and in general and with regards to this study made me realise the following:

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mine, that a child of a farm worker can become the president of a nation. It is what we make out of what we have, not what we are given that separates one person from another.”

(Nelson Mandela, 1993)

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List of Abbreviations

HIV	Human-Immune Virus
AIDS	Acquired-Immune Deficiency Syndrome
CDA	Critical Discourse Analysis
ARTs	Anti-Retro Treatments
HSRC	Human Sciences Research Council
UNESCO	United Nations Educational Scientific Cultural Organisation
DBE	Department of Basic Education
DoE	Department of Education
OBE	Outcomes-Based Education
C2005	Curriculum 2005
SANAC	South African National AIDS Council
CAPS	Curriculum Assessments Policy Statement

Chapter 1

Introduction and Background to the Study

1.1 Introduction and background

According to Bot (2003), the final decade of the 20th century opened with a state of major disarray in South African education. Not least among the many challenges with which it was confronted were the huge social disparities caused by marginalisation and disenfranchisement of the mainstream population in South African (Chisholm, 2003). Following the political watershed of the first democratic election of 1994, educational transformation was needed to create equity in terms of educational provision and to achieve a fairer society (Chisholm, 2003). The ANC government that came into power after the first democratic election sought to establish a new ideal and just society to empower its people to be effective citizens (Chisholm, 2003). Education was seen as one of the tools for bringing about this change (Lucen & Ramsuran, 1997). A new school curriculum, aimed at overcoming the wrongs of the past, came into being. But the most far-reaching change since 1994 had been the introduction of Outcome Based Education (OBE) which made remarkable development in educational legislation, policy development, curriculum reform and new ways of providing education (Jansen, 1997).

Broadly referred to as OBE, and built on United States (US) and (in particular) Australian paradigms, the new learning approach was founded on the conception that learners had to work and achieve towards clearly defined outcomes (Spady, 1999). OBE was one of the nine principles that underpinned the Revised National Curriculum Statement (RNCS). The RNCS considered education as a key instrument in the endeavour to establish the national values enshrined in the Constitution (Todd & Mason, 2005). Striving for values such as equality, justice, non-racism, fairness and compromise were the fundamental principles of the RNCS (Department of Education [DoE], 2002). The underlying curricular principles in the document sought to establish a balance between market-place needs, on the one hand, with stress on the importance of empowering learners in the sciences to strengthen the national economy, and encouraging learners, on the other hand, in their individual development and personal growth as effective citizens (Harley & Wedekind, 2004). The RNCS was introduced as policy by the South African Qualifications Authority. In the schooling context, OBE

developed into a curricula model called Curriculum 2005 (C2005) that aimed at educational reform (Spady, 1999). It embodied a learner-centred learning approach that focussed on assessing student performance empirically – in other words assessing what was referred to as outcomes (Spady, 1999). Curriculum 2005, the South African adaptation of outcomes based education, was intended to inaugurate a significant new dispensation in the educational system in which all learners would have the right to quality education and schooling in the hopes of establishing a better quality of life for all. Accordingly, the inauguration of OBE in South Africa constituted an endeavour both to change the educational system and also to transform society (Harley & Wedekind 2003). Apart from being considered as a potential solution to social and political ills, OBE was also seen as a stimulant of economic development (Harley & Wedekind 2003). The very term „outcomes based education“ advocated a purposeful, goal-directed education which, Hardman (2003) claimed, discourages rote learning and brings within its sights such commendable principles as the consolidation of human rights and the development of critical thinking and scientific literacy.

In the event, however, the introduction of outcomes based education in South African schools became a major flashpoint in the South African educational landscape (Rasool, 1999, p. 170). It sparked a stimulating debate which led to a wide-ranging reassessment of the entire initiative. One of the important figures contributing to this debate was Professor Jonathan Jansen (1998) who added a much needed dose of practicality and realism to it (Christie, 1997). The strength of Jansen’s analysis of OBE lay in his demonstration that this educational innovation, like any other, is not without its innate limitations and therefore cannot be simplistically viewed as the solution to South Africa’s educational and socioeconomic ills. Together with other scholars Jansen laid bare the major failings of OBE: the complexity of the model and of its language (Jansen, 1998), the problems of time management in the delivery of the curriculum (Chisholm, Motala & Vally, 2003), the need for highly qualified teachers (Jansen, 1997), the burden of administration in terms of assessments (Muller, 1996) and the difficulty of funding the resources needed to aid teachers to enhance lessons (Waghid, 2001). Implementing OBE incurred huge costs: teachers needed to be retrained, curricula revised and new assessment criteria and procedures developed. In a developing country, where the provision of basic amenities such as housing and health facilities places great strain on government resources, the educational changes and costs involved in OBE have had to be weighed against many other pressing needs. The robust debate around OBE, involving teachers, administrators and educational organisations, persuaded the Minister of

Basic Education, Angie Motshekga, and other education officials to intervene and modify it – a much needed intervention, according to the Education Minister in her National Assembly address (August 20, 2010).

This intervention led to the introduction of a new curriculum: Schooling 2025, also called Curriculum and Assessment Policy Statements (CAPS), which purposed to redress the quality of education for all and to overcome the challenges and ills of OBE (Department of Basic Education, [DBE] 2010). The CAPS policies were developed with the purpose of improving the manner in which teaching and learning should take place for each subject, grade and each phase (DBE, 2010, p. 21). Each phase encapsulated “twenty two policy documents that comprised of First additional languages and Home languages in each of the eleven official languages in South Africa” (DBE, 2010, p. 25). The writing brief centred on three principle concepts – simplification, improvement, and clarification – as necessary fundamentals for teachers to be confident in policy implementation (DBE, 2010) which would provide clear and direct instructions on what teachers should incorporate in lessons and how this should be assessed on a grade by grade and subject by subject level. According to Liebenberg (2010) one of the key changes in the CAPS implementation focussed on „back to basics“ in eradicating OBE ideas and principles. This meant that the policy shifts the focus of skills-based education (OBE) back to content-based education that governed the previous educational dispensation prior to the introduction of OBE. Therefore the new curriculum endeavoured to particularise the general objectives of the existing South African school curriculum into precise objectives for each subject, with clearly outlined topics and assessments to be completed per term (Olivier, 2013). The hope was that this reform will bring about an ultimate change in schooling outcomes, enabling education to be delivered and received effectively in South Africa (DBE, 2010). Under the Schooling 2025 action plan, the DBE proposed to reintroduce textbooks into classrooms as a key resource for teachers and students. In the DBE’s publication, Curriculum News for 2010, the importance of textbooks was highlighted: “textbooks play a vital part in teaching and learning”, and thus “textbooks must be used by teachers and learners to enhance their teaching and learning” (p. 6).

According to Ngubeni (2009, p. 1) and Crawford (2003, p. 25), textbooks play an important part in any “teaching and learning process” and also a key role in shaping and socializing students. Pingel (1999, p.5) argued that besides conveying facts, textbooks also have a further purpose, which was to inscribe the socio-political norms of society upon learners“

consciousness; in this sense, textbooks not only “convey facts, but [they] also spread ideologies” (Pingel, 1999, p. 5). It was therefore naïve to regard the information transmitted in textbooks as “neutral” because the information which is held to be most authoritative is a direct consequence of hegemonic and power relations (Apple and Christian-Smith, 1991, p.897). Taking into account the issue at hand, Giroux (1983) identified schools as intrinsically political institutions, closely tied in with issues of unequal power and hegemonic order in the dominant society. Nevertheless, it is possible, Giroux believed, for students to learn to resist the dominant power structures. In other words, the school environment could enrich individuals’ understanding of power in society and thus provide new opportunities for social organisation.

Sleeter and Grant (1991), in a chapter entitled “Race, class, gender, and disability bias in current textbooks”, explored how issues of curriculum can be understood broadly as a struggle for power that defines symbolic representation of society and the world. The concern was how content related to race, class, gender and disability biasness will be transmitted to the children for the purpose of possessing power. They argued that such representations in textbooks often serve as a means to confer legitimacy on dominant status groups that present socially constructed interpretations of reality as projected facts (Sleeter and Grant, 1991). The authors asserted that the education system plays a key role in maintaining the ideologies of particular power groups in society and that these are often conveyed through pedagogical tools such as textbooks (Sleeter and Grant, 1991). In an attempt to further understand the hidden meaning behind symbolic meaning within the curriculum, Sleeter and Grant (1991) encouraged the need for examining content knowledge in old and new textbooks. Similarly, Christie (1992) argued that it is naïve to perceive that school curricula are free of political influence. She maintained that issues of teaching methods, curriculum content and, in particular, textbooks play a critical role in upholding the pre-1994 ideology that signalled discrimination, exclusion, sexism and classism, and societal issues such as HIV/AIDS.

Empirical studies revealed that HIV/AIDS within the school context was represented as major concern (Khoza, 2004; Shisana et al., 2009). This concern was directly associated with the 15 to 24 years age group in regard to transmission of HIV/AIDS and other of sexually transmitted diseases (UNAIDS, 2012). In a qualitative study entitled the “South African National HIV Prevalence, Incidence and Behaviour Survey 2012”, the qualitative enquiry

reported that within the population group aged “between 15 and 24 years, the overall HIV prevalence in 2012 was 7.1%, which is lower than the 8.7% found in 2008” (Shisana, et al. 2014, p.42). Based on a random sampling approach the HIV incidence also varied by “sex, race, locality, and province for this age group in 2012” (Shisana et al., 2014, p.42). The results showed overall that in the year 2012 findings revealed that about „one-fifth“ of all respondents in the age group 15-19 years participated in dissimilar age related sexual activity with partners who were more than five years older than they were (Shisana et al., 2014, p.69).

This reflected in a Human Sciences Research Council (HSRC) (2008) report that the disease had escalated to the point where children as young as “10 and 14 years” were tested HIV-positive (p.4). Drawing on research findings from public schools in KwaZulu-Natal (Department of Health, 2008 & HSRC, 2008), Health Minister Aaron Motsoaledi stated that “94,000 (28%) aged as young as 10 and 14 years were tested HIV positive” (Department of Health, 2013). This indicated that KwaZulu-Natal (KZN) was the region with the largest prevalence of HIV infections amongst school learners.

Similarly, the Department of Health (2013) further reported that HIV was on the increase; predominantly in young women aged „15 to 24“ who account for a quarter of all new infections (p.1). Causes indicated by the South African National AIDS Council (SANAC) were “[increase in] risky sexual behaviour, the random use of condoms, multiple sex partners [and] „age-disparate“ relationships – or „sugar daddies“” (Department of Health, 2013, p.2). These findings and statistics underlined the necessity and relevance of this study.

Taking into account the important role that textbooks are likely to play in the South African classroom, in conjunction with the issues around the representation of HIV/AIDS, this study aimed to explore the manner in which the economic representations of HIV/AIDS are portrayed in school prescribed Business Studies textbooks for Grade 11. In this connection, it was important to consider the possibility on how the economic representations are portrayed in a way that may condition children to believe that people with that illness have no place in society in terms of aspiring to achieve their economic ambitions and goals (Davies, 1995). In such a case, curricula and prescribed textbooks serve merely to

“maintain the status quo in the larger socio-cultural context in the state, and despite all efforts to change the traditional construction of the economics and HIV/AIDS, it still continues to persist along with other oppositional

dichotomous categories of active-passive, emotional-rational, nature-culture, dependent-autonomous” (Davies, 1995, p. 45).

As it appears that school curricula are not well-informed of how HIV/AIDS is represented in relation to knowledge systems, including knowledge production bearing upon economic issues, it is important to address this deficiency, in particular as it is manifested in school textbooks. This study, accordingly, will look at three currently prescribed school textbooks which are three Business studies Grade 11 textbooks. It will examine whether they problematize the issue of power asymmetry in their portrayal (if such exists) of the economic representations of HIV/AIDS; in this connection, it needs to be borne in mind that in Business Studies textbooks it is repeatedly through silences and taken for granted assumptions that an ideology is projected to learners (McGregor, 2003 and Ferguson et al. 2006, 2009).

1.2 Focus and purpose of the study

In light of the above silences and taken for granted assumptions, the purpose of this study is to examine how the economic representations of HIV/AIDS within prescribed Business Studies textbooks are represented. Consequently, the researcher endeavours to make a correlation “between the use of language within the text and the exercise of power and hegemony” woven into it, whether unwittingly or as a concealed agenda, by authors and publishers (McGregor, 2003, p. 2; Ferguson et al., 2006). In other words, this study will look at the content (the written words and sentences) of the textbooks, paying attention to whether and how it carried a possibly concealed subtext reflecting the interests of those who, occupying a relatively influential position in the social power structure, wrote them (Luke, 1997). More generally, the study intends to conduct an appraisal of the way in which HIV/AIDS is portrayed in the textbooks in question, again with a view to probing whether that portrayal reflects, perhaps clandestinely, the outlook and interests of those who occupy a relatively influential social position. In seeking to compass these objectives, the study had resorted to the model provided by Huckin (1997).

1.3 Rationale for the study

The rationale for this study derives from the personal and professional interests of the researcher. First, from a personal vantage point, the researcher embarked on this study

because of curiosity triggered by the global HIV/AIDS pandemic (AIDS, 2016). Second, although research has been conducted at universities in the disciplines of Accounting and Business Management textbooks at the higher-education level, investigation has revealed a dearth of research in the field of school textbook analysis, and still less in textbook analysis bearing on the topic under scrutiny in this study. Therefore the researcher felt it apt to conduct a study that can contribute to an understanding of how the power imbalances, social inequalities and non-democratic practices invisibly woven into Grade 11 Business Studies textbooks operate to influence the discourse around HIV/AIDS, and specifically the portrayal of the economic implications of this illness. From this standpoint the researcher endeavours to unmask the power relations if they do exist within the selected textbooks (Ferguson et al. 2006). It has been the intent of the researcher to contribute to the scholarly debate by adding his voice to the discourse of HIV/AIDS in Business Education in the hope that this would encourage people to take corrective action at the school level. In a small way, then, the researcher hopes to contribute to the struggle for equity, justice and freedom for all individuals of the human family (McGregor, 2003, p. 3).

Third, from a professional standpoint, as a future Business Studies educator with an Honours background in dealing with HIV/AIDS and its representations in higher-education Business Studies textbooks, the researcher developed an interest in the same issue at the school level which had led him to read widely and ultimately to focus on the economic representations of HIV/AIDS in Grade 11 Business Studies textbooks. The present study aims to offer an in-depth understanding of the issues related to the discourse of HIV/AIDS and recommendations that could take the form of theoretical and methodological suggestions for further research, improved assessment methodologies and better-informed curriculum materials designed to encourage a more analytical and critical approach to the HIV/AIDS discourse as manifested in school Business Studies textbooks which are, after all, the key vehicle for delivering content selected by the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) for Business Studies.

1.4 Research questions

In examining the economic representations of HIV/AIDS in current Grade 11 Business Studies textbooks, this study addressed the following key research questions:

- What economic representations of HIV/AIDS are presented in contemporary Grade 11 Business Studies textbooks?
- How are the economic representations of HIV/AIDS presented in current Grade 11 Business Studies textbooks?

The next section of the chapter considers terms which are central to this study and therefore need to be contextualised and discussed.

1.5 Terminologies

1.5.1 HIV and AIDS

As the human immunodeficiency virus (HIV) is not symptomatic (Horn, 2010), individuals infected by it will appear to be healthy. The term “disease” was used to describe AIDS, the final stage of the infection. The period between HIV infection and manifestation of the symptoms of AIDS varies, but can take years (Horne, 2010). It is now common to use the terms HIV/AIDS or HIV and AIDS to refer to the condition; to avoid clumsiness the researcher has chosen to use HIV/AIDS in this thesis in a generic way, except when referring specifically to the HI virus, which the researcher terms “HIV” (Horne, 2010, p. 8).

1.5.2 Critical discourse analysis

Critical linguistics such as Van Dijk (1993) and Fairclough (2003) maintained that the method of critical discourse analysis (CDA) had been traced back to critical standpoints in the study of language, discourse and communication. It was strongly influenced by „critical theory“, in the sense of a critical examination of the structures and dynamics of society often associated with the so-called „Frankfurt school“, a group of sociological theorists that includes Habermas, Fairclough, and Wodak. In Foucauldian theory, „discourse analysis“ involves the analysis of texts (where „texts“ are seen as more than linguistic artefacts) to demonstrate how these contribute to the creation of social realities, including institutions and cultural entities („discursive formations“). This in turn involved a consideration of the power relations and inequalities that operate in society (Horne, 2010, p. 8). Standing on the shoulders of Huckin (1997), and guided by the principles and procedures of CDA, the researcher intends in this study to examine the „words“ and „sentences“ making up the „text“

of the discourse around HIV/AIDS, as manifested in a trio of Grade 11 Business Studies textbooks.

1.5.3 Representation: What does it mean?

In his book *Representation: Cultural Representations and Signifying Practices*, Hall (1997) argued that representation connects language and meaning to culture. In so arguing, he also poses the following critical questions: What exactly do people mean by representation? And what does representation have to do with culture and meaning? In answer to these questions, Hall noted different levels in the way language is used to represent the world, distinguishing between the “reflective approach”, the “intentional approach” and the “constructionist approach” to representation (Hall, 1997, p.p.24-25). The researcher has found it helpful to employ all of these levels of understanding in this study in investigating what hidden meanings of HIV/AIDS may be present in words and sentences in terms of economic representations of the epidemic in the contemporary Grade 11 Business Studies textbooks (McGregor, 2003, p.4).

1.6 Structure of the thesis

The remainder of the thesis is structured as follows:

Chapter 2: overview of the literature consulted for this study. The researcher begins the chapter by examining the definition of HIV/AIDS and thereafter considers its prevalence in the global, national and local contexts. Second, the researcher discusses the origins and role of textbook research as related to the discourse around HIV/AIDS and, more specifically, the portrayal of its economic representations in school textbooks. The researcher concludes the chapter by spotlighting the need for the proposed research.

Chapter 3: research design, methodology of the study, rationale for CDA as the chosen method for this study. The chapter begins with a discussion of the qualitative approach that underpins this study and outlined the theoretical framework with its key concepts. The researcher covers in detail ethical considerations and issues of sampling, trustworthiness and the limitations of the study.

Chapter 4: presentation of the findings emerging from the analysis of the three Business Studies textbooks. The presentation of the findings is organised on the basis of the tools

provided by Huckin (1997). Each tool is used to interpret the findings and invest them with meaning.

Chapter 5: thematic discussion of the findings. Each theme is analysed and interpreted by drawing on the literature consulted, due regard being for the study's conceptual framework.

Chapter 6: conclusion and recommendations for further research and practice.

Chapter 2

Review of Related Literature

2.1 Introduction

In the previous chapter, the context of the study is presented in relation to the background and introduction to the study, its purpose and focus, the rationale and the structure to be followed. This chapter provides an account of prior literature consulted for this study. Consulting prior literature not only provided the researcher with a critique of the topic and the range of scholarly work that had been done in relation to the topic (McMillan & Schumacher, 2001), it also clarifies the need and relevance for the study. In the research process for this chapter, research engines such as Google Scholar, Ebsco Host, and Science Direct along with the university library were invaluable in informing the related issues for this study.

The chapter is structured thematically as follows:

- biology of HIV/AIDS
- globalisation as a phenomenon of HIV/AIDS
- epidemiology of HIV/AIDS in South Africa and the global context
- HIV/AIDS as a socio-economic issue
- HIV/AIDS and its place in schools
- origins of textbook research and its role as a pedagogical tool
- HIV/AIDS as key feature for textbook research
- previous studies related to economic representations of HIV/AIDS in school textbooks
- metaphors as a form of representation of HIV/AIDS in texts
- exclusion as a form of representation of HIV/AIDS in text

2.2 Biology of HIV/AIDS

The HI-virus scientifically termed as the Human Immunodeficiency Virus, is a condition that severely destroys the immune system in individuals, who eventually go on to develop AIDS (Leclerc-Madlala, 1999, p. 21). AIDS, scientifically termed as the Acquired

Immunodeficiency Syndrome, is the last phase of “advanced death” of the immune system, which “leaves the body vulnerable to a host of opportunistic infections, including viruses, fungal infections, protozoa, cancer and lastly death” (Leclerc-Madlala, 1999, p. 21). Whether referred to as the “AIDS epidemic”, “HIV/AIDS” and “AIDS-related illnesses”, it was important to understand that “AIDS itself was not a disease, nor can it be transmitted from person to person... [Only] HIV is transmittable” (Leclerc-Madlala, 1999, p. 21). In terms of transmission, early research indicated that the primary infection routes in the white population in the early 1980s, and in the black population from the late 1980s onwards, were homosexual intercourse and prostitution (Leclerc-Madala, 1999, p. 2). The sex work industry in South Africa gave rise to more than a quarter of new infections daily. Figures cited in a recent press report showed that “60% of a possible one hundred and fifty thousand (150 000) sex workers were HIV positive, with clients and partners accounting for between 6% and 11%” of all new infections in South Africa (South African National AIDS council [SANAC], 2015, p.1). In keeping with these findings, authors and global leaders concurred that the virus was now transmitted across all races, groups and demographics through the “principal routes” of prostitution, heterosexual intercourse and blood transfusion (Nur, 2012, p.272; AIDS, 2012).

In their effects, HIV and AIDS were proven to be distinct. This supported the argument made by ex-President Thabo Mbeki who openly denied the connection between HIV and AIDS but failed to disclose its direct effect (Horne, 2010). Govender (2005) pointed out that in the early years of infection HIV and AIDS were not regarded as a priority since their effects and consequences were not directly felt (p. 5). A consequence was the premise upheld by the South African Minister of Health in that period, Manto Tshabalala-Msimang, who rejected empirical data indicating that AIDS was the leading cause of death. The consequence was millions of deaths in South Africa caused by ill-informed methods for prevention and childbirth procedures (Department of Health, 2001). Johnston (2013) confirmed that the impact of HIV/AIDS was nonetheless greatest in African countries such as Sub-Saharan as it is said to be the most affected region in the world. However, from a global standpoint, HIV/AIDS was spreading swiftly into many parts of the world. For example, countries like Russia and Ukraine had the fastest-growing epidemics and countries such as the United States have also gained attention due to high rates of infection shown in empirical studies (AIDS, 2012).

2.3 Globalisation as a phenomenon of HIV/AIDS

In the earlier years of infection, HIV/AIDS was seen predominantly as a „sub-Saharan disease“, reflecting the region that had the highest rates of infections. Studies showed, however, the epidemic was now recognised as globally dispersed claiming the lives of millions of people daily (AIDS, 2012). Theorists such as Coovadia and Hadingham (2005) maintained that the representation of HIV prevalence in regions, such as United States and Central Asia has been greatly impacted by the HIV/AIDS epidemic. Similarly, it was revealed that sub-Saharan Africa houses about “ten per cent (10%) of the world’s population” (UNAIDS, 2008-2009, p.15). However, in published reports, attention to Central America and most specifically the Caribbean has also tasted the effects of HIV/AIDS. In the annual report published by UNAIDS (2008/2009) adult prevalence was said to be rife contributing to “2.1% at end of 2008, this region was therefore said to the world’s worst region alongside sub-Saharan Africa”. UNAIDS (2008/2009, p.12) further argued that countries like the Bahamas, the Dominican Republic and Haiti were harshly affected with adult prevalence. Of great significance was the infection rate among the young women in most countries of Africa. In these regions, transmission was primarily through heterosexual activity, prostitution and inaccurate measures in dealing with infected people. As indicated at the beginning of this chapter, the disease was first acknowledged in the early 1980s among male homosexuals in the United States (Leclerc-Madlala, 1999), subsequently spreading to all continents, including sub-Saharan Africa (Lee & Zwi, 1996). The severity of the threat led President Clinton of the United States, supported by numerous scholars, to declare that HIV/AIDS was a “global phenomenon” with potential to cause a “global spread” (Lee & Zwi, 1996, p. 355). As Govender (2005) puts it, “globally the HIV/ AIDS pandemic continue to spread despite efforts by governments and other concerns to stop the spread” (p. 10). Describing initiatives to combat the epidemic Shisana et al. (2014) noted that

“inventions focussed on HIV prevention, treatment, care and support have been implemented with some success [and that the country] has successfully increased the number of people on antiretroviral treatment (ART), which has led to a decrease in AIDS mortality and an increase in life expectancy”. (p. 21)

At a recent briefing on the forthcoming 2016 International AIDS Conference to be held in Durban (AIDS, 2016) a number of points were made (by speakers who included Deputy

President Cyril Ramaphosa and Professor Olive Shisana, the local co-chair for Aids 2016 conference, which gave a helpful overview of the present state of the epidemic: the number of new infections remained high despite the fact that more than “2.7 million people in South Africa” are receiving antiretroviral treatment (ART); there had been development in undertaking the epidemic in Africa and globally, but it was too early to claim success; Southern Africa has the highest total of people living with HIV in the world’s largest treatment programme, but 12 million people on the African continent are still unable to access ARTs; globally a further 400 million people need to be on ART; the gap between treatment and prevention remains a problem (AIDS, 2016), the key to fighting AIDS was civil society but resources and funding are needed to help with prevention and the private sector should be “a significant contributor and trusted partner to government and civil society in the HIV response”, with no room for complacency (AIDS, 2016, p.20).

In global conceptualising of AIDS, Lee and Zwi (1996) pointed to two dominant discourses that shape understanding of the issues: biomedical discourse and neoliberal discourse.

Biomedical discourse focussed principally on “the clinical and epidemiological characteristics of the disease, modes of transmission, strategies emphasising treatment and care” (Lee & Zwi, 1996, p. 362). It regarded disease as the product of objects of “individual agents” (this means the disease and the people) and focussed on acquiring “medical knowledge directed to the agents of infection” (Lee & Zwi, 1996, p. 362); treatment “is hospital-centred, highly technological, and is dispensed on an individual healing basis”. The problematic concern, as seen in this discourse, was need for better understanding of AIDS. Ojteg (2009) argued, however, that even though people may have an accurate conception of the threat of HIV/AIDS, a notion of “disillusionment” with their own personalised vision for themselves aid to rationalise steady risky sexual practices (p. 23). Equally, Ananste and Oti-Boadi (2013) contended that “increased knowledge about AIDS is not a predictor for behaviour change, although knowledge about the disease is the prerequisite for change” (p. 271). Therefore it was not certain that knowledge is power, in terms of prevention and awareness; rather, what was needed was a pro-active approach to encourage changes in lifestyle conducive to a safe and healthy future.

As Lee and Zwi (1996) put it, “even though countless „right“ information in relation to AIDS can be „resolved“, nevertheless, the pursuit for this „magic bullet“ to treat and cure AIDS has failed” (p. 363). Dorrington, Bradshaw and Budlender (2002) reasoned that the global focus

of social-political strategies on prevention and awareness was vital for reducing infections, whereas Leclerc-Madlala (1999) insisted that governments should go beyond prevention and awareness in a quest to examine the correlation between medical and society from a broader perspective at large. Lee and Zwi confirmed that a major shortcoming in biomedical discourse is that exclusive focus on the “biology of the individual” that disregards descriptions and treatment of the virus “within wider social, economic, and political contexts which create conditions for risk” (p. 363). In the South African context a wide range of interventions were implemented to control and stabilise the rate of infections (Ananste & Oti-Boadi, 2013).

Neoliberal discourse, based on neoliberal economics, had in modern decades also contributed significantly to health discourse, including AIDS discourse, part of a global transition in “ideologies” and “interests” (Lee & Zwi, 1996, p. 363). Neoliberalism claimed that ill-health was related to technical inadequacies, and that health can be enriched by “reducing corruption and waste, supporting costing effective interventions and increasing the operation of market forces in health service delivery and financing” (Lee & Zwi, 1996, p.25). In the discourse of HIV/AIDS, the neoliberal accentuated on the economic representations of the disease for nationwide economies, such as its effect on local markets and its particular consequences for people in their most economic productive years (Chan-Tiberghien, 2004). Lee and Zwi (1996) observed a major shortcoming in this discourse in the way policy makers who are preoccupied with “global burden of disease” (the financial burden it places on households, productive enterprises and national economies) tend to prioritise financial concerns in their choice of control and treatment strategies (World Development Report, 1993, p.36). In conjunction with the biomedical and neoliberal paradigms both contextualised the HIV/AIDS argument in politically globalised positions, grounded on the notion that they are conformed to non-normative issues (Lee & Zwi, 1996, p. 364). Researchers do nonetheless agree that HIV/AIDS was a critical issue and should be given very serious attention from the national and global standpoint. This means that however the respective stakeholders may regard issues such as global warming or the effects of the carbon footprint, the global HIV/AIDS epidemiology was unarguably induced by human activity that was detrimental and deadly to the body (McMichael, 2013).

2.4 Epidemiology of HIV/AIDS in South Africa and globally

Contemporary empirical studies suggested that the AIDS epidemic was now the leading cause of death in Southern Africa (Johnston, 2013). Shisana et al. (2009) described HIV/AIDS as “the largest burden” to South Africa (p. 8). In the past decade, however, South Africa had taken great strides in “implementing the largest antiretroviral treatment in the world” as a means to stabilise infections (Shisana et al., 2009, p. 8). Even though the infection rate had continued to maintain high prevalence, infection rates had maintained stability over the last decade (Shisana et al., 2009; SANAC, 2011; National Department of Health [NDOH], 2013). In particular, due to an increase in the number of people on antiretroviral treatment (ART), the country had seen a decrease in AIDS-related deaths and an increase in life expectancy (Joint United Nations Programme on HIV/AIDS [UNAIDS], 2012). While systemic challenges still prevail, South Africa strives to assess, strengthen and analyse the contentions to the HIV and AIDS epidemic (Shisana et al., 2014). In Africa’s hardest-hit countries, such as South Africa, empirical studies indicated the figure of newly infected people had “stabilised at an extremely high rate”, in particular amongst the youth, in the most productive age groups 15 and 24 years, as indicated in Chapter 1 (UNAIDS, 2008, p. 17).

2.5 HIV/ AIDS as a socioeconomic issue

According to Asante and Oti-Boadi (2013), HIV/AIDS had progressed to be the most “devastating diseases the global population has ever faced” (p. 270). This had allowed various stakeholders and policy makers in particular, to state that HIV/AIDS threatens destruction to socioeconomic classes through a substantial increase in “morbidity and mortality of people, specifically within the productive age groups” (Asante & Oti-Boadi, 2013, p. 270). The authors go on to note that in many countries young people who are in the most „productive age groups“ accounted for 60 per cent of all new infections (Asante & Oti-Boadi, 2013, p. 270). The increasing HIV infection rate among young people thus continued to be a serious challenge (Asante & Oti-Boadi, 2013). This was also a serious issue in the business environment, where young people traditionally thought of as pillars of the economy would soon no longer be the “option of choice” in contributing to knowledge, skills and experience within the business environment, with negative consequences for profit margins and productivity (Naidoo, 2012, p. 30).

In a broader perspective of the economic implication of HIV/AIDS, empirical studies showed that AIDS is now the leading destroyer not only of human capital but also of Africa's economic development (Johnston, 2013). Johnston (2013) argued that "besides the human costs of the pandemic, HIV/AIDS is having profound effects on Africa's economic development" (2013, p. 1). Authors have examined various economic and social consequences of HIV/AIDS for business operations and employees and have found that the major challenge is that the "economic impact on this development is microeconomic" (Nattrass, 2004, p. 6). In context, economists believed that HIV/AIDS directly links to increased expenditures in healthcare, retirement amenities, funeral covers and medical and educational incidentals for households. In countries where HIV/AIDS-related stigma prevails, the mental and emotional influences of the condition contribute largely to the burden (Marseille, Hofmann & Kahn, 2002). From an economic vantage point, the effect on the workforce was critical. This effect resulted into losses to productivity, higher medical premiums due to staff illnesses and deaths, higher health and life insurance premiums and low confidence (Wells, 2004). Adding to this effect, are the household-goods and services which expenditure may decline due to decreased revenue and lower stages of utilisation, resulting in an inclusive decline in resource utilisation in the economy (Wells, 2004). Hence the depiction of HIV in terms of major economic devastation and psychological disruption (Wells, 2004). The increase in HIV prevalence had a knock-on effect in loss of productivity due to staff illnesses and deaths and high levels of stigma and discrimination (Wells, 2004). Major concerns are reduced income into the micro economy and low morale of employees (Nattrass, 2004).

Following Nattrass (2004), Coovadia and Hadingham (2004) noted that HIV/AIDS was often represented in terms of a "new-variant famine" (p. 25). Economic research considered that in the most harshly affected regions of the world; African countries were positioned within the ten most infected regions economically. Statistics revealed that there will be a steady decline ranging from 10%-26% in the commercial agricultural workforce by 2020 (De Waal & Whiteside, 2004). Barnett and Whiteside (2000, p. 24) ascribed these disastrous "new-variant famine" consequences to human weakness and social condition where the former demonstrated perpetual absence in response to the prevalence by the dominant classes, strengthened by societies and communities being rooted in stigma, dread and judgement, and the latter from a fusion of biological human tendency to risky sexual activity. The mix of production losses and resultant malnourishment increased exposure to disease and heightened

HIV prevalence (Barnett & Whiteside, 2000). UNAIDS argued that any decrease in the economic advancement, as calculated by the gross domestic product (GDP), would be balanced by similar declines in population figures globally (as a result of increased deaths) and in resource utilisation. In a critical response to this position, Mahajan et al. (2007, p. 1) maintained that reliance on agents such as the scientific community and non-profit organisations for HIV/AIDS education has proven to be insufficient to stem the epidemic and they argue that treatment and prevention policies and programmes need to be underpinned by firm-level HIV/AIDS policies. The researcher saw this as a strong argument for increased attention to ways in which businesses may become active agents in the workplace. In addition, citing initiatives by the Global Business Coalition on HIV/AIDS, Mahajan et al. (2007) urged the need for companies to develop appropriate responses that would include “limiting the HIV burden among workforces, controlling the costs of AIDS to employers, meeting legislative requirements and fulfilling principals of corporate social responsibility” (p. 1). Discussing the interrelationship between social inequalities and the spread of HIV/AIDS, Ojteg (2009) commented that “socioeconomic spheres such as health, education, agriculture and human development are „taking knocks“ from the HIV/AIDS epidemic” (p. 14) and cites an observation by Chirambo that in Zambia

“poor productivity has been entrenched; mortality and morbidity rates for both infants and adults have worsened; and sectors such as health, education, agriculture, transport, and the economy in general, have been adversely affected as the labour force is bogged down by the epidemic”(Chirambo, as cited by Ojteg, 2009, p. 14).

Early and current work had confirmed that one key socioeconomic factor in HIV transmission is poverty (Bloom, 2001; Ojteg, 2009). According to Govender (2005, p. 10) “AIDS creates new pockets of poverty when children leave schools earlier to support remaining children who are made orphans by AIDS”. Collins and Rau (2000) and Casale and Whiteside (2006) established that poverty was a key factor that exposed individuals to the risk of HIV infection. Poverty heightened vulnerability to infection in its effects on health, nutrition, and access to education and information (Bloom, 2001).

From a gender perspective Bloom (2001) investigated the relationship between poverty/affluence and the vulnerability of women to HIV infection, finding radical variance

in knowledge and behaviour with poorer women being 50 per cent more expected to have sex than their affluent counterparts and affluent women twice as expected to practice safer sex and go for testing. Similarly, gender representation of HIV/AIDS as an „othered“ disease in South Africa, in particular KwaZulu-Natal was also well documented (Le Clezio, 2003). Le Clezio (2003) proposed that HIV/AIDS was commonly constructed as a „black“ illness, affecting only on what are seen as uneducated, black communities and therefore not a wider concern. Le Clezio (2003) found that a contributing factor in comparative infection rates was the greater likelihood that young women would be passively infected (given less opportunity to choose) than in the case of young men who had more option to choose in exposing themselves to infection. It may be argued that the popular representation of HIV/AIDS as a „women“s disease“ continued to position women as central to and responsible for the illness, this can be illustrated further in considering its place in the school context (AIDS, 2012, p.4). This was a crucial factor for this study, as learners in this age group (15–17 years) who face the threat of HIV/AIDS are attending school. This group rely extensively on the prescribed Business Studies textbooks as the main avenue of pedagogy. Hence the need for a critical analysis of the content on HIV/AIDS in the Business Studies textbooks.

2.6 HIV/AIDS and its place in schools

Research had shown that young people attending school are sexually active and therefore this made schools important sites for implementing HIV/AIDS education programmes to advise and encourage preventive measures (Badcock, 2002; Kirby, 2008). The DoE had played a key role in implementing policies to guide teachers and learners in their understanding of the disease. In response to this, the *“National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions”* required that HIV/AIDS-related education be introduced into the curriculum from as early as the primary level through to secondary school (Department of Education, 2002). The advisory document published by the DoE as *“The HIV and AIDS Emergency: Guidelines for Educators”* encouraged teachers to inform the youth about sexuality and HIV/AIDS and to equip them to take an active role in the battle against HIV/AIDS and ensure a brighter future for this generation and the generations to come (DoE, 2000).

Despite the good intentions of DoE initiatives to equip teachers and learners with appropriate knowledge regarding the HIV/AIDS crisis, the incorporation of sexuality and HIV/AIDS

education in the school curriculum and content materials was critical (Francis, 2013). In his book *Sexuality, Society and Pedagogy* Dennis Francis (2013) argued (in terms of pedagogical knowledge) that, in their response to HIV/AIDS through school curricula and content materials, schools had become important sites for combating the epidemic. In context, the CAPS document for Grade 11 Business Studies made it clear that the topic of HIV/AIDS was an important element in the curriculum (DBE, 2011), and with Business Studies being a content-driven subject, the prescribed textbook thus became a crucial pedagogical tool in the delivery of HIV/AIDS education. Therefore the purpose of this study was accordingly to unpack and analyse the discourse of HIV/AIDS and its economic representations as they are reflected in Grade 11 Business Studies textbooks. Hence the significance of the investigation undertaken in this study.

2.7 Textbook research in context and its role as a pedagogical tool

Textbook analysis as a field of research had its origin in the United States and Europe in the early 1900s as “textbook revision” which the sole purpose was to identify different political ideologies, economic system and historical images that were manipulated for stereotypes (Pingel, 2010, p. 22). In the early 1920s the inter-governmental organisation called the League of Nations set up the introduction of the International committee for Intellectual Co-operation, which reflected how prescribed textbooks could be modified and amended to incorporate universal understanding and combat global conflict (Auerbach, 1965). Emerging from these deliberations was the “Casares Resolution, adopted by the League of Nations in 1926, which recommended exchange of textbooks between countries” (Pillay, 2013, p.11). Textbook investigations in countries like Europe were driven by the need to “ease down the conflicts amongst the dominant in Europe which resulted to the Great War” (Pingel, 1998, p. 38). Public schooling structures in Europe were thus rethought as structures in which textbook curricula were to be active agents to the improvement of an equal and just society (Johnsen, 1997). This development sustained into later decades of the twentieth century in Western countries where global perceptions were endorsed in curricula materials. A number of endeavours predicted by the Georg Eckhert Institute in Germany led to the establishment of the global textbook research network in 1992 that endorsed “human rights and identity construction in textbooks which have contributed significantly to improvement of textbooks and their related content” (Pillay, 2013, p.11).

Prescribed textbooks were thus seen as an effective pedagogical tool in educational institutions for supporting the medium and mode of instruction (Pingel, 2010). This clearly reflected what dominant fractions of society deem worthy of knowing as „official knowledge“ (Apple, 1991). In addition, textbooks guided teachers in lesson preparation accompanied by appropriate activities and classroom debates; they constituted a fundamental resource for learners“ understanding of concepts that have been prepared and crucially for their use (Pingel, 2010). It was often recommended that textbooks should be seen as the theoretically employed curriculum, the direct link between „aims“ and „reality“ (Pingel, 2010, p. 14). Similarly, Chambliss and Calfee (1998) have commented that prescribed texts are the epicentre of an institute of learning, providing students, offering students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (p. 7). Textbooks are therefore regarded as legitimate sources of knowledge that can be conveyed in the classroom as proposed by the curriculum (UNESCO, 2006). This makes the political neutrality of textbooks an issue of critical significance because of the potential correlation between power and knowledge which they embody, as noted by Apple and Christian-Smith (1991):

“Texts are not simply “delivery systems” of “facts”. They are ... the result of political, economic and cultural activities, battles, and compromises. They are conceived, designed, and authored by people with real interest. They are published within the political and economic constraints of markets, resources and power” (Apple & Christian-Smith, 1991, p. 3).

Apple and Christian-Smith (1991) critiqued in response that covert (hidden-within) knowledge presented for construction and delivery served to anchor the unequal socio-economic relationships and policies common to the institutions of society in which they are situated. It was on this basis that the researcher sought to unpack hidden ideological assumptions in economic representations of HIV/AIDS in the Business Studies textbooks, with a view to establishing whether or not they reflect HIV/AIDS-related issues appropriately and objectively.

2.8 HIV/AIDS as a key feature for textbook research

The discourse of HIV/AIDS as a feature in textbooks had been the focus of many studies. Analysis of concepts in textbooks related to human sexuality, clinical health, prevention and

the transmission of HIV/AIDS, skills relating to children dealing with the diseases began in the late 1900s in the United States and Europe (Campos et al., 1989). In this time period, features related to HIV/AIDS were mostly evident in college-level textbooks, more specifically in textbooks for education and psychology in relation to their implications for education, training and practice for teachers, and clinical treatment and counselling for infected victims respectively (Campos et al., 1989). Much of the focus in higher-education textbooks was on highlighting the social implications of HIV/AIDS, such as the portrayal of its meanings, and issues of stigmatisation, gender discrimination and sexual orientation (Campos et al., 1989). This led early writers such as Campos et al. (1989) to assert that HIV/AIDS was exclusively an issue in graduate-level education, relating chiefly to the content of clinical and counselling psychology training programs. Some of these studies documented an increased focus on HIV/AIDS-related issues in doctoral psychology programs relating to education and training of future psychologists (Campos et al., 1989).

A comprehensive analysis by Wong et al. (2001) involved a review of introductory textbooks on “clinical and counselling, health, human sexuality, and social/community psychology noted that although some level of information regarding HIV/AIDS was found in the majority of college-level psychology texts” (p.561), these failed to present a “comprehensive overview or review of the problems and did not adequately address the role of HIV/AIDS in psychology and behaviour change” which would narrow down its implications for education, training, and practices (Wong et al., 2001, p. 561).

Following Wong et al. (2001), Foulk, Gessner, and Koorland (2001) examined the existing prescribed textbooks incorporated in the foundational modules for student teachers, training to work with learners with disabilities to decide the experimental extent of HIV/AIDS curricula in specific educator preparation (Foulk, Gessner, and Koorland, 2001). The research drew on a purposive sampling approach that included a sample of eleven prescribed textbooks that critically analysed the presence of individual education plans (IEPs). Second, a training programme that related to skills for learners with HIV/AIDS to further understand the spread and prevention of HIV/AIDS. Third, issues of child abuse and drug-related prevalence. Last, the socio-economic background of content about HIV/AIDS (Foulk, Gessner, and Koorland, 2001). The authors concluded that pre-service teachers need a substantial knowledge base in order to develop and establish necessary skills and understanding in relation to HIV/AIDS, prevention and transmission (Foulk, Gessner, and Koorland, 2001).

Representation in psychology textbooks of the social representations of HIV/AIDS was well documented. A qualitative study by Schoeneman, Katherine, Schoeneman-Morris, Obradovic and Beecher-Flad (2010) examined psychology textbooks in relation to “iconic social representations of HIV/AIDS meaning and how AIDS had been presented in pictures in its first quarter century as a recognised disease entity” (Schoeneman, et al. 2010, p. 19). One question pursued in this analysis was “why individuals depicted in text were overwhelmingly male, white, adult, of unspecified sexual orientation, and undiagnosed with mental disorder” (Schoeneman, et al. 2010, p. 13). The conclusion drawn by the authors was that this had to do with identification of low status, “danger with mental disorder”, or a potential double stigmatisation regarding HIV/AIDS (Schoeneman, et al. 2010, p.20). Adding to this factor, from a religious perspective, was the way in which HIV/AIDS was associated with notions of pollution, disease, immorality, and the “anger of God” and such-like, implying that those affected by the epidemic were voiceless or “omitted” (Schoeneman, et al. 2010, p. 20). Additional findings in the study were that the textbooks tended to “avoid identifying people who are at risk for AIDS, or those who have contracted HIV or AIDS, as mentally ill” (Schoeneman, et al. 2010, p.31). Centred on this premise, it was established that authors of psychology textbooks unwittingly and, in fact, inescapably, used social representations of AIDS as a major source to “illustrate and reinforce the anchoring of the disease in concepts such as otherness, death, victimization, and culpability” (Schoeneman, et al. 2010, p. 32).

Similarly, Utomo et al. (2010, p.1) investigated representations of HIV/AIDS in “school biology, science, sport and health education, social sciences and Islamic religion textbooks” (Utomo et al., 2010, p. 5). In a qualitative study of sexual reproduction in relation to health education that were evident in Indonesian school curricula, this study was “initiated by the addition of information on anatomical and normative aspects of reproduction, Sexual Transmission Diseases (STDs) and HIV/AIDS to the curricula of selected subjects” (Utomo et al., 2010, p. 5). This further assessed curricula materials such as prescribed textbooks included in primary and secondary teaching and learning that considered the inception of the new curriculum (Utomo et al., 2010, p. 5). A purposeful sample included three hundred prescribed materials interrogated the issues of how reproductive health was presented to students via textbooks. Utomo et al. (2010) maintained that through assessing the depth of content represented, and the analysis comprising of the forms of content given, the major themes arose that physical exactness, gender-bias, religious and social norms applied to the thinking around HIV/AIDS, procreative health and sexuality (Utomo et al., 2010).

A Kenya-based investigation by Githinji and Chang'ach (2011) into "Perceptions of primary school teachers and pupils on adequacy of HIV/AIDS Life Skills education" questioned the theory that accumulative levels of thinking and awareness could result to appropriate behaviour modification, on the grounds that possessing awareness about the condition did not seem to be suitable without the applicable skills needed for life orientation. The authors' qualitative content analysis of the HIV/AIDS life skills curricula and interviews conducted with a purposively selected sample of 40 teachers of the subject indicated a gap between theory and practice in the pedagogy for HIV/AIDS/LS.

In the literature surveyed using the various research engines mentioned at the beginning of this chapter, the studies that emerged did not exhibit any particular focus on analysing deep ideological roots hidden with the content presented to children. Certainly, in the specific context of textbook research in South Africa, nothing that the researcher has been able to find considered the issue of economic representations of HIV/AIDS in Grade 11 Business Studies textbooks. This study therefore anticipated in contributing to a deeper critical and theoretical understanding of the discourse of HIV/AIDS in its consideration of this particular issue in the aforementioned textbooks.

The next sections consider scholarly work related economic representations of HIV/AIDS in textbooks. The first representation relates to metaphors, followed by exclusion as the second representation.

2.9 Metaphors as a form of representation of HIV/AIDS in text

In the early years, the study of metaphor in texts caught the attention of many seminal authors such as Sontag (1988), Kleinman (1988) and Brandt (1988). Scholarly work by Alejo (2009) on the role of metaphor in economics textbooks relating to knowledge representations in texts has shown how metaphors are used to convey a specific meaning in text. In his article entitled "Where does the money go? An analysis of the container metaphor in economics: The market and the economy", Alejo (2009) argued that in terms of knowledge representations "there is a crucial difference in the manner economists and linguists approach metaphor in economics" (p.1137). This study therefore aimed to bring these two perceptions to investigate the „CONTAINER“ metaphor in economics textbooks (Alejo, 2009, p, 1137). Alejo identifies and analyses highly metaphorical terms relating to the perspectives to determine conceptual areas in which metaphors play an important role. He validated the „CONTAINER“ metaphor

as a “rhetorical instrument, like the passive voice or hypothetically, used to convey the idea of depersonalisation and objectification” (Alejo, 2009, p. 1137). He proposed that its evidence in the discourse of economics textbooks, authoritative language users sometimes revives or reopens it for didactic purposes, and sometimes to give cohesion to the text (Alejo, 2009).

In context, the use of metaphor in the construction of HIV/AIDS was a crucial aspect of its representation in textbooks. The word “metaphor” derived from the Greek *metaphora* which was a combination of *meta*, meaning “over”, and *pherein*, meaning “to carry”, and the way it works is that “terms literally connected with one object can be transferred to another object...with the goal of accomplishing a new, wider, „special“ more precise „meaning“” (Horne, 2010, p. 57). Metaphor thus enables one to transfer meanings within text to produce new reasoning and understanding. According to Horne (2010), there was general consensus that it was impossible to remove metaphor from language. As Hawkes (1972, p. 60) puts it, “there is, finally, no way in which language can be „cleared“ of metaphor”, pointing out that even this apparently straightforward expression (“cleared of metaphor”) employed the metaphorical verb “to clear”, showed that language made use of metaphor even while making the claim to be free of it. Horne (2010), commented on this point, debated that “all language, by nature of its transferring relation to reality ... is fundamentally metaphorical”, and that “all languages contain deeply embedded metaphorical structures which covertly influence overt „meaning“. AIDS was therefore a condition which lends itself particularly to „metaphorical construction“ (p. 56).

Horne (2010) cited a description of the disease by a medical historian in which AIDS “is identified with the „devil“, a „bullet“, „poison“ and various dread diseases which are given additional gravity by their „historical constructions“” (Horne, 2010, p. 64), and when the same historian applies terms to the disease such as „malignant“, „subtle“ and „insidious“, AIDS is endowed with “the human attribute of malicious intent” (Horne, 2010, p. 64). These various images “cumulatively constructed AIDS as a terrifying and deadly entity, and exacerbate, rather than displace the negative meanings of the condition” (Horne, 2010, p. 64). Horne goes on to cite a comment by Ross that the metaphor of medicine as a „war“ is so common in general language usage that “we can scarcely imagine any other way of talking about how health care providers deal with diseases and patients” (Horne, 2010, p. 64). Horne also approved Ross’s concurrence with Susan Sontag that referred to HIV as „the enemy“ was

undesirable because it made the carriers of the virus (the infected person) into spies and traitors [which] could promote discrimination and exclusion against HIV-positive people” (p. 64).

Brandt (1988, p. 416) stated that “disease cannot be freed of metaphors” because “[it] was simply too significant, too basic an aspect of human existence to presume that we could respond in fully rational or neutral ways”. Although this study focussed on the economic representations of HIV/AIDS, it was important to mention that Brandt (1988) held the view that “disease ... is shaped by powerful behavioural, social and political and economic forces” (p. 416). However, most especially, social ideals had a key influence in the manner in which we come to recognise and comprehend a specific disease and the involvements we accept. In his belief, disease was „socially constructed”, and was exactly „burdened with anguish” (Brandt, 1988, p. 416).

Similarly, Treichler (1988, pp. 415-416) asserted that it was impractical “to strip AIDS of its politics, its metaphors, that revealed it as it is, an infectious disease and nothing more”. She stated that “to believe that information and communication about AIDS would separate fact from fiction and reality from metaphor was to suppress the linguistic complexity of everyday life”. DiGiacomo (1992, p. 117) took this issue with what she described as Sontag’s “extraordinary argument against interpretation” when she asserted that “we can experience anything at all only through and by means of culturally constructed and socially reproduced structures of metaphor and meaning”. Therefore the researcher is of the personal opinion that it did not seem possible to detach or separate metaphor from language, and, in particular, metaphor from the language of AIDS. In his book, *Witness to AIDS*, Edwin Cameron (2005) showed an acute awareness of the way AIDS was represented in the multiple metaphorical constructions it is given, and does exactly what Treichler (1988, p. 415-416) urged when he challenged these “existing discursive productions” that metaphorically, AIDS was seen as a “disease, a contamination, a virus, a disorder, an illness that is intimidating to human life” (Cameron, 2005, p.42). It was widespread – a socio-economic ill, political challenge, human tragedy (Treichler, 1988, pp. 415-416).

According to a qualitative study by Gilman (2009), a significant factor in the representations of HIV/AIDS in discourse was that it was a stigmatised condition, and so discouraged open and direct reference. On this point, Horne (2010) noted that the Greek work *stigma* originally referred specifically to physical marks that publicly disgraced a person, and this literal

meaning could be related to the “tokens” on the bodies of the ill: in the case of AIDS, which became “texts” and are regarded as the “site of moral revelation” (p. 3). Stigma was therefore more than just a form of disgrace and visible bodily marks; rather it reinforced a strong sense of ideology in its relation to AIDS. Kleinman (1988) further established that stigma-related issues often carry a deep religious importance whereby the afflicted person is viewed as „sinful or „evil“ or a moral connotation of the weaknesses and dishonour (p.p. 158-159). Thus the stigmatised person was constructed as an alien that should be not being regarded as the option of choice for any social or economic activity. Therefore Kleinman (1988, p. 158-159) validated that stigma aided to „define“ the social and economic identity of the stigmatised group.

Henderson (2004) stated that stigmatisation of HIV/AIDS had a highly cultural significance. An example she cited was that in some sectors of the black population in South Africa it was taboo to actually speak the words “HIV” or “AIDS” due to the fear that people could become infected or bewitched just by saying the name (Henderson, 2004, p. 5). Instead, HIV/AIDS was often alluded to vaguely as “this thing” or “this disease nowadays” (Henderson, 2004, p. 5). In describing HIV/AIDS in terms of the “symptoms of the particular opportunistic infections associated with the condition, suggested the extent of the fear attached to it” (Horne, 2010, p. 46). Indirectly effect or “soften and render more homely and familiar the unknown horrors of a new disease” (Henderson, 2004, p.35), but from an economic standpoint infected individuals would still be prevented from applying for specific positions in businesses by the fear that was part of the stigma.

Horne (2010) pointed out that although AIDS was indeed not curable, with ARVs the infection was now treatable and manageable, but Weston (2006) warned that the HIV/AIDS condition in Southern Africa was still “perceived differently to developed countries and viewed as incurable and still spreading” (p. 27). In well-developed countries such as the US and Europe, HIV/AIDS was often associated with sexual or social „deviance“ such as prostitution, drug-related offenses and homosexuality and stigmatised for this reason, but in South Africa it was still seen as a heterosexual issue and the stigma was such that even the newly infected person is “tainted with death” (Niehaus, 2007, p. 856). Horne (2010) indicated that people with AIDS are seen as “living corpses, lepers and zombies” in a “liminal ... state between the living and the dead”, biologically alive but socially and economically dead, perceived as infected individuals who lack all sorts of human qualities – unable to make firm

or authoritative or definite decisions regarding any aspect of life, but most specifically within the socioeconomic environment. Such linguistic constructions, as Niehaus commented (2007, p. 845), represented infected individuals as inhabiting a different world from that of the healthy. Therefore representing HIV/AIDS as a metaphor further encouraged stigmatised portrayals of infected individuals as powerless, dead and excluded (Horne, 2010).

2.10 Exclusion as a form of representation of HIV/AIDS in text

In discussing exclusion as a form of representation within the discourse of HIV/AIDS, Gray (1992) made the point that infected victims tend to be avoided and seen as threatening; they become a forbidden subject that causes uncomfortable feelings. Linguistically, Gray (1992) opposed the representation of HIV/AIDS in language and literature which was made more socially acceptable for specific purposes; in other words, when people do refer to HIV/AIDS they try to make it more socially acceptable by means of various devices. On this point, Horne (2010, p.38) cited devices such as “significant silences and omissions” which she described as “an absence of language which suppressed and highlighted a phenomenon”. In relation to the economic discourse of HIV/AIDS, it was not just the disease itself that was avoided; the victims too are disregarded and marginalised (Horne, 2010). Economically this proved to be true as individuals who are infected with the disease were often seen as excluded and disregarded within text.

Crystal (1995, p. 172), explored discourses related to social issues and their representation, noted that the stronger the taboo surrounding a discourse the stronger the “avoidance forms” by which it was often represented. Similarly, “the paradoxical existence of silence and numerous indirect references to the forbidden subject illustrates how „speech and silence actually interrelate”” (Horne, 2010, p. 39 [citing Harper, 1993]). Van Dyk (2005, p. 261) professed “that silence on the subject of AIDS is observed in facets where one would least expect it”. Gilman (2009, p. 39) argued that “listening with the third ear but giving careful attention to the silences, refusals and omissions are the necessary modes of access”. Economically, silences within text were often seen as vehicles that drove that notion of individuals as unavoidable and excluded within the business operations.

Another language-related issue that exacerbated the victim’s predicament, according to Horne (2010), was that the discourse of AIDS existed largely in the hegemonic linguistic medium of Standardised English language textbooks. Horne made the point that in many

African countries (such as South Africa) the medium of Standardised English language texts was generally beneficial to the first-language individuals and the educated elite only. The Standard English language was the predominant language, but not always used by the majority of South Africans, so immediately this acted as a form of prohibition, excluding the individuals most affected by HIV/AIDS (Horne, 2010). Therefore instead of language acting as a medium enabling communication and expression, the prestigious status of Standard English language alienates and silences those who have not mastered this language variety (Horne, 2010). Equally important, learners exposed to the standardised forms of language texts may assume various economic constructs of language within text relating to infected individuals with AIDS.

Infected individuals are thus labelled and given a newer identity within the discourse of HIV/AIDS, leaving one to question the autonomy of people infected with HIV/AIDS in relation to the medical discourse. Foucault (1973) resisted that the body of the patient becomes subject to and constructed by “the medial gaze” (p. 9). Such an approach had a corrective function in that it reinforced the patient docile and disempowerment (Horne, 2010). Such discourses excluded or dehumanised individual needs, confirmed what DiGiacomo (1992) described as “asymmetrical relations of power by appropriating and de-authorizing the experience of the ill” (p. 133). Thus, infected individuals within the business environment could be seen as dehumanised, disempowered, and docile.

Kevany et al. (2009) noted that language often constructed the medical professionals as „important“ and „right“, while devaluing the infected individual; where infected individuals are referred to, they are constructed as economic units, not human beings. This was clearly seen when ARTs were first introduced, where the concern was not just the well-being of the infected individual but also to avert the high inpatient costs entailed in treating advanced illness (Horne, 2010). This resulted in patients being dehumanised, disempowered and excluded, and “disqualified as inadequate” (Foucault 1980, p. 82). Horne (2010) suggested that this example clearly illustrated how linguistic analysis can provide insight into the way processes of medical construction reveal practices of domination and power relations. The sample of discourse analysed above revealed a deeply embedded ideology in which the AIDS-ill are discounted as human beings (Kevany et al., 2009), and pointed to the need for the present study investigating economic representations of HIV/AIDS in South African Business Studies textbooks.

Chapter 3

Methodology

3.1 Introduction

Drawing from the literature consulted for this study the researcher now focuses on the methodology and the methods used in this study. The objective of this chapter is to explain the method and methodology used in collecting information for this study. This study is fundamentally qualitative in nature since this methodology most suited this research. That seeks to gain deeper knowledge and understanding of its topic. In the subsequent sections of this chapter motives for this choice of methodology are explained in greater detail. The specific intention is to examine the economic representations of HIV/AIDS in relation to the particular forms that these representations take (McGregor, 2003). In this case the content which is subjected to critical examination took the form of written words and sentences presented in Grade 11 Business Studies textbooks. In essence, the paradigm selected for this study is a critical paradigm which questioned how we come to understand the various configurations of power in society and considers how some kind of social change may be brought about that will benefit groups seen as having little power, with few opportunities or choices open to them (Cohen et al., 2007).

The researcher therefore employs critical theory as a theoretical framework for this study as an approach to uncover “assumptions and ideologies that helped to conceal implicit power relations in textbook representations” of HIV/AIDS (Pillay, 2013, p.36). In addition, this study adopts a conceptual framework that enables an analysis of deep ideological roots hidden within the words and sentences in the prescribed textbooks (McGregor, 2003), giving the analysis a critical dimension that goes beyond basic discourse analysis. Here the underpinning critical discourse draws on concepts of „power“ and „hegemony“ as proposed by Gramsci (1971) and McGregor (2003), among others highlighted in this chapter.

The specific qualitative research tool which the researcher has employed for examining the prescribed textbooks is accordingly critical discourse analysis (CDA), which draws on ideas proposed by Thompson Huckin (1997). The principal advantage of CDA for this research is that it functions by making core issues (in this case power and hegemony) a critical lens through which the researcher then analyses the text to see if these relations are evident there.

Its qualitative emphasis enables the researcher to obtain an in-depth critical understanding of the discourse of HIV/AIDS and its economic representations in the prescribed Grade 11 Business Studies textbooks.

3.2 Qualitative research

As indicated above, this study has at base a qualitative framework. In choosing this approach the researcher also notes the assertion made by Creswell (2009, p.4) that qualitative research puts the emphasis on “exploring and understanding the meaning of individuals or groups to a social or human problem”. Qualitative approaches thus give priority to understanding, interpretation, and observation in natural settings, and closeness to data from what might be termed an insider perspective (Ghauri et al., 1995). The qualitative approach is adopted in view of the concern in this study with representation of hegemony and power ideologies in the Business Studies texts. The qualitative method allows the researcher to interrogate the findings and reach conclusions relating to power relations and hegemonic order that may be implicit within text. It is important to consider the point made by Nieuwenhuis (2007) that a qualitative approach placed greater importance on the quality and depth of data, making it the right choice for the researcher as the objective of the study is to gain depth rather than breadth of understanding (Henning et al., 2004). The researcher needed a qualitative tool because the objective is to acquire deeper knowledge and critical understanding of the research topic. This qualitative study therefore leans profoundly on eliciting deep and broad meaning of the written words and sentences pertaining to HIV/AIDS, which it did by examining a range of critical concerns and investigating various alternative assumptions as manipulated by social order. Therefore the qualitative method further provides greater flexibility in unpacking the power and hegemonic relations in the Business Studies texts that the researcher has chosen to examine.

3.3 Theoretical framework: critical theory

According to Iyer (2011, p. 36), a theoretical framework is “paramount so that a study is placed into context and can be put into perspective”. Taking into account the aims and objective of this study, the theoretical framework or paradigm chosen to inform the study is critical theory. Critical theory traces back to the Frierian notion developed by a group of scholars associated with the Frankfurt School in the 1960s (Kincheleo & McLaren, 1994;

Fairclough; 2003 & Van Dijk, 1993). Empirical studies conducted using critical theory are well documented in Marxist discourse relating to fields such as capitalism and neoliberalism, feminist inspired notions of patriarchy, and also, in the present instance, with respect to the social position of prescribed textbooks (Rogers, et al., 2005). Based on this premise, critical theory supports the present study as it relates to the discourse of HIV/AIDS and how it is represented in the prescribed Business Studies textbooks. It has allowed the researcher to expose and reveal hidden ideological meanings linked to the discourse which may be concealed within the text. The researcher followed Zou and Trueba (1998) in seeing the principal concerns of critical theory in relating issues to power and justice and the approaches of the economy, concerns of nationality, beliefs, education, ethnic, culture and ideological dynamics unite to construct and maintain a social system. This also revealed a strong focus on the structures of languages and on the influence that social dynamics have on discourse and language use (Habermas, 1973 & Wodak, 2001). Consequently, stemming from Habermas's (1973) notions of critical theory, this theory seems well-fitted to the task of uncovering the covert ideological assumptions lodged within the word and sentence „representations“ to be encountered in the prescribed Grade 11 Business Studies textbooks.

In taking this approach, the researcher did so in the belief that critical theory is best fitted to unfold deep critical understandings of how dominant individuals employ various systems of meaning based on the forms of knowledge. This study interrogates, for example, issues of power and hegemony emanating from a particular cultural domain that are presented in text in such a way that the powerful forces of a social order build forms of reality that continued to support agendas and interests (Giroux, 1983; McGregor, 2003; Luke, 1997). Arguably, critical theory is a form of social theory concerned with critiquing and liberating society holistically, in comparison to a more traditional theory concerned only to understand or explain it. In support of this position, Cohen, Manion and Morrison (2004, p. 28) pointed out that

“critical means not taking things for granted, opening up difficulty, challenging reductionism, dogmatism and dichotomies, being self-reflective in research, and through these processes, making opaque structures of power relations and ideologies manifest”.

Therefore critical theory and the research conducted for this study is rooted on the conception of „rejecting“ naturalism (which included social practices, labels, and

programmes that represent reality) in the belief that truth does not mirror any specific interest and individuality (Rogers, et al. 2005, p. 4).

In this regard, Rogers et al. (2005) regarded power as a central concern in critical theory. It tended to be defined in terms of negative practices of power, articulated through and within discourses of dominance and oppression. In effect, Blommaert (2005) argued, “the deepest impact of power everywhere is inequality, as power differentiates and selects, includes and excludes” (p. 2). Focussed then on opposing power-relations between individuals and groups within a society and discovering who gains and losses in particular situations (Horkheimer, 2002), critical theory provides a crucial foundation for this study, establishing a perspective from which the researcher is then able to describe, interpret, analyse, and critique social life reflected in text (Luke, 1997). In uncovering these discourses within the prescribed textbooks, this study accordingly set about analysing words and sentences that were related to HIV/AIDS using the critical lens of power and hegemony. In pursuing the objectives of this study, namely to debunk the presence of power and hegemony ingrained in the economic representations of HIV/AIDS in the prescribed texts, the researcher adopts concepts such power and hegemony taken from critical theory to unpack the structural conditions and human agency behind the content of the textbooks. As already alluded to, this theoretical underpinning is appropriate as it exposes the oppression, repression, and marginalisation that go unchallenged within text but reveal power relations and hegemonic relations (McGregor, 2003, p. 4). In this study, the researcher hopes to understand and uncover the economic agencies that use power and hegemony as form of representation of HIV/AIDS in Grade 11 Business studies textbooks in South African classrooms. Critical theory is therefore used in this study as a framework and as an avenue for debunking underlying assumptions and ideologies that serve to conceal the power relations contained in the representations in the textbooks (Pillay, 2013, p.36). In this way, more equitable understanding of content relating to HIV/AIDS in textbooks could help to address potentially important concerns in the knowledge of Business Studies. Similarly, critical theory underpins thinking that resolved disparity and endorsed individual autonomy within a democratic society (Cohen et al., 2007).

3.4 Discourse of power and hegemony in textbooks

In addition to my theoretical framework, a conceptual framework is necessary both to put the unpacked hidden meanings of words and sentences into perspective, and to contextualise the

study. A conceptual framework essentially helped to organise and give direction to the study. An outline of the conceptual framework the researcher has used followed below.

According to Titscher (2000), “questions of power are of central interest” in the application of critical theory since “power and hegemony may have an effect on each of the contextual levels” – which in this case were of production, consumption and understanding of discourse of HIV/AIDS and the people suffering with HIV/AIDS (p. 151). When looking at issues of power as a concept within critical theory it was important to bear in mind three key questions in relation to power raised by Foucault (1977): “(i) Who has power? (ii) How is it exercised? (iii) What are its effects?” Taking a critical position on these questions, Moodely (2005) maintained that the relationship of power and knowledge was neither unidirectional nor exterior (p. 22). For Foucault (1976, p. 194), there is “no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations”. The researcher followed Foucault’s (1977) position that knowledge is inseparable from power (p.27). All forms of knowledge construction are deeply rooted in issues of power and hegemonic order and therefore truth: “isn’t outside power...Each society has its regime of truth, its „general politics“ of truth; that is, the types of discourses which it accepts and make function as true” (Foucault, 1980, p. 131). This has allowed the researcher to analyse and critique social power and how it is represented and how both are explicitly and implicitly reproduced in „texts“ – and textbooks in particular (p. 25). From a functional point of view, textbooks are the cheapest and most practical means of transmitted knowledge that exists in the chosen culture of an educational institution (Johnsen, 1993; Apple, 1995, p. 136). What was important here was to determine the criteria for this choice and the groups benefiting from the choice. According to Van Dijk (1993, p. 5), “power involved „control, namely by (members of) one group over (those of) other groups”. Ferguson et al. (2006) argued that to understand this power one needed to understand the role and content of textbooks from the viewpoints of those concerned in the process of knowledge including authors, publishers and editors. Ferguson, et al. (2006) concurred that a “cumulative feature of textbooks publishing is that publishers often create their own books, through extensive market research” (p. 245).

Textbook representations of HIV have a potentially significant influence on identity formation, acceptance and appreciation of individuals and overall equity in both education and life itself, but this cannot occur without the presence of prescribed textbooks themselves.

This was underlined by a report published by UNESCO (2006) which underscored that although textbooks are not the absolute solution for educational systems, they are nonetheless a major element in curricula and systems as a whole. Romanowski (1996) observed textbook authors as having a pivotal role in this context, with the judgements they made about what should be incorporated and omitted and how particular occurrences on HIV/AIDS should be summarised crucially affecting the optimistic or pessimistic understanding of specific events, thus conferring a set of instruction and values presented in prescribed texts. The point that this instruction and values were often not obviously acknowledged and remained implicit does not make them less powerful. However, the power of textbook authors was still debateable when one considered the watertight nature of the textbook publication process. Textbook authors appeared to be bound by often strict government policies on textbook production that in most instances leaves no alternative than to heed to the instructions and orders of the authorities if their textbooks are to be published (Romanowski, 1996). Not all authors submit to this imposition, however, and some, according to Odendaal & Galloway (2008), resorted to self-publishing as a way to keep control of content without interference from government or publishers. But although self-publishing is an active feature of the South African publishing industry, it failed to constitute a challenge to government control over textbooks as self-published texts lacking official endorsement are not used in official settings (such as the schools). Textbook authors should therefore be recognised as having limited agency. Apple (1991, p. 24) debated that when reviewing a cultural artefact such as a prescribed textbook one must also reflect the societal and economic relations within the industry of publication and how this may affect the how this may influence the “politics of knowledge distribution”. These, as characterised by Apple and Christian-Smith (1991, p. 5), are

“not only cultural artefacts, they are economic commodities as well. Even though texts may be vehicles of ideas, they still have to be „peddled on the market“...decisions about the „bottom-line“ determine what books are published and for how long”.

This coincided with Van Dijk’s (1993, p. 254) view that similar control could “pertain to action and cognition that is a powerful group may limit the freedom of action of others, but also influence their minds”. In relation to textbooks, the power which selects a portion of knowledge from the universe of knowledge and values, and integrates this selected portion

into the textbook after it has been sifted and restructured them are publishers (indirectly) and authors (directly) (Ferguson et al. 2006). This crucial point at which power comes in to manage the thoughts of others was fundamentally the purpose of „text“ (Van Dijk, 1993, p. 254). If the mind of the reader is subjugated to the dominant force, this could lead the reader to accept the dominance and further act in favour of the force out of their own free will, therefore the concept of hegemony is applied (Gramsci, 1971).

According to Gramsci (1971, p. 50) „hegemony“ may be defined as the practice in which a dominant class encourages all other classes to accept its rule and their subordination. Moreover, hegemony is “a condition in which the governed accept or acquiesce in authority without the need for the application of force” (Ferguson et al. 2009, p. 247). In particular, studies highlighted themes that had to do with unequal power relations and the presentation/representation of significance in the exerting of power (Ferguson, et al., 2006). For instance, Ferguson et al. (2006) cited three main issues that emerged from their study. First, prescribed textbooks usually mirror the intentions of specific authors and orders of a given society. Second, prescribed textbooks maintain the ability to make various discourses feeble by mentoring them without sound critique. Third, in commerce textbooks, the power-related discourse maintained a „managerialist“ perspective that echoed the interests of a limited set of stakeholders (In this case, managers and shareholders). Authors such as Kelly and Pratt (1994) clearly pointed out that the position appeared to be naturally inclined towards commerce related texts most specifically in the business, accounting and management textbooks. This fact was clearly stated due to the partiality that existed within alternative viewpoints (Ferguson et al., 2006).

Textbook research often maintained that textbooks are a fundamental tool in the “process of constructing legitimated ideologies and beliefs (Crawford, 2003, p.5). Textbooks represent a specific set of meaning, culture and practices. Williams (1989) termed this as a “selection tradition” that traced back to the ancient meanings rooted in cultures and practices (p.59). This selection ensured that a set of meanings that was considered important was to be included and values are practices that are deemed less important are either ignored or omitted within a particular hegemony. This was further passed successfully as the “the tradition” or “the significant past” (p.59). Apple, (1991, p. 10) argued that it was vital to identify that the “selection of knowledge is never a neutral activity, it was neither, nor need it be, a complete „mirror reflection of ruling class ideas“ such as the economic agencies and institutions and

businesses” (Apple, 1991, p. 10) in ensuring its own acceptability. In order to uphold its own legitimacy, there were many different interests, “even opposing groups”, which the ruling power must integrate “under its banner” (Apple, 1995, p. 27). In unfolding how authoritative groups may set about including the views of oppositional cultures, Apple and Christian-Smith (1991) revealed that simply by mentioning alternative perspectives dominant cultures can maintain hegemonic discourses (MacIntosh, 2002). According to Apple (1991) the important point to keep in mind is that the selection of knowledge is an extensive “mirror reflection of ruling class ideas” (p. 10). In summary, the critical theory paradigm points the way to unpacking concepts of power and hegemony implicit in the material under examination in the study. The specific analytical tool that is used, CDA, was discussed next.

3.5 Introduction and rationale for CDA

The method the researcher has employed to interrogate the critical questions in this study is CDA. To recapitulate, the critical issues in question – for interrogation by means of CDA – what economic representations of HIV/AIDS in contemporary Grade 11 Business Studies textbooks, and how these are presented in the textbooks. CDA is rooted in a critical paradigm that sought to unpack and expose the study of language as incorporating relations power and social order (Pillay, 2013). Fairclough (1989, p. 20) stated that CDA perceived the form of language “as a form of social order” and underscored the approaches by which social and political control was reinforced by textbook material and conversation. In effect, language was seen as “socially constructed” (Fairclough & Wodak, 1997, p. 258). Seminal authors such as Fowler, et al (1979) and Kress and Hodge (1979) have shown how language perpetuates power and ideology. A further postulate of critical analysis was that words and sentences form part of discourse since words are never separate from situations (McGregor, 2003), which calls for a brief discussion at this point of the concept of discourse *per se*. In seeking to establish to a more precise understanding of discourse, Fairclough (1995) drew the attention to two ways of identifying discourse. The first looked at language and discourse as a social phenomenon and interaction of how people interact together in real social situations (Fairclough, 1995, p. 18). The second reflected discourse as a “social construction of reality, a form of knowledge” (Fairclough, 1995, p. 18; Gillespie & Toynebee, 2006), and was further involved with what to express out, rebuild and distinguish about this knowledge in a context that was filled with historical ideals. Fairclough (1995) fused these two approaches in analysing the way language related to social and cultural practices. According to Mills

(2004) CDA, following this conception of discourse, focussed on distant types of language to expose distributions of power and hegemonic order (p.119). This has therefore led the researcher to embrace CDA as a method of analysis because of its focus on the significance of language in the construction of power and hegemonic ideologies. Research has exposed that there are various ways to incorporate the technique of CDA as an analytical tool, but the researcher has chosen to employ the method suggested by Huckin (1997), as used extensively by McGregor (2003), since it is precisely associated with language use in relation to power and hegemony (van Dijk, 1993).

The social context involved diverse settings where discourse occurs (such as the classroom), each with a specific set of practices that examined rights and responsibilities on what each individual was allowed and anticipated to achieve (McGregor, 2003, p.4). In other words, this was more than just content (words and sentences) on a page, it reflected how this content was utilised and implemented in a particular social context (Huckin, 1997). Thus the textual nature of a textbook is just a form of representation of which allows the reoccurring of specific events in a broader social context- that ensures a well set of powerful relations. This is understood and reproduced upon the readers and listeners that understand class, norms, rules and psychological models of socially acceptable behaviour (McGregor, 2003, p.5). As mentioned, power and hegemony can go unchallenged if the prescribed texts are not deconstructed and analysed (McGregor, 2003). By using this method of critical discourse analysis the researcher emphasised how societal relationships influences knowledge, identity formation and control (Luke, 1997). These were seen through prescribed texts legitimatised by societies, educational institutions, the media and the political field (Luke, 1997). According to the principal tenets of CDA as outlined by Fairclough (2000), discourse was constructed and constrained (a) by social structures of class, status, age, identity, (b) by culture, and (c) by the words and language we use – all of which help to form and confine our individualities, relations, and structures of facts and belief.

CDA purposed in this study to merge and identify the relations between the levels of analysis that is (a) the original text; (b) the broader discursive practices and (c) the social background that bears witness to the text and the discursive social practices (Fairclough, 2000). Discursive practice supported guidelines, standards, and “mental models of socially acceptable behaviour in specific roles or relationships used to produce, receive, and interpret the message” (McGregor, 2003, p.3). In a critical take on this position, Gee (1990) endorsed

that practices that are discursive in nature include reasons of being part of the world that mean particular and distinct social characters. McGregor (2003) concisely stated that the use of critical discourse and language can be seen as an avenue to make unequal power relationships and illustrations of social groups seem rational, average, and ordinary, “when in fact the reality is prejudice, injustice, and inequities” (p.5). By unpacking the content in the form of words and sentences, those in dominance, “or wishing to be so, can misdirect our concerns for determined, larger systemic issues of class, gender, age, religion, and culture seem petty or non-existent” (McGregor, 2003, p.5). Unless, words and sentences are deconstructed we can be propelled to think in a way that accepts the dominant ideology at our loss and their gain. When the ideology is effective in practice, illustrated by its ability to identify and control relations of power, this was referred to as the „regime of truth“ that aimed to regulate control over a political system that was exposed when we interrogate in CDA (McGregor, 2003, p.5). McGregor (2003) clearly posed a critical question in this regard “how can we empower individuals and families, if we do not teach ourselves, and them, how to expose and reveal the truth behind the regime”? (p.5).

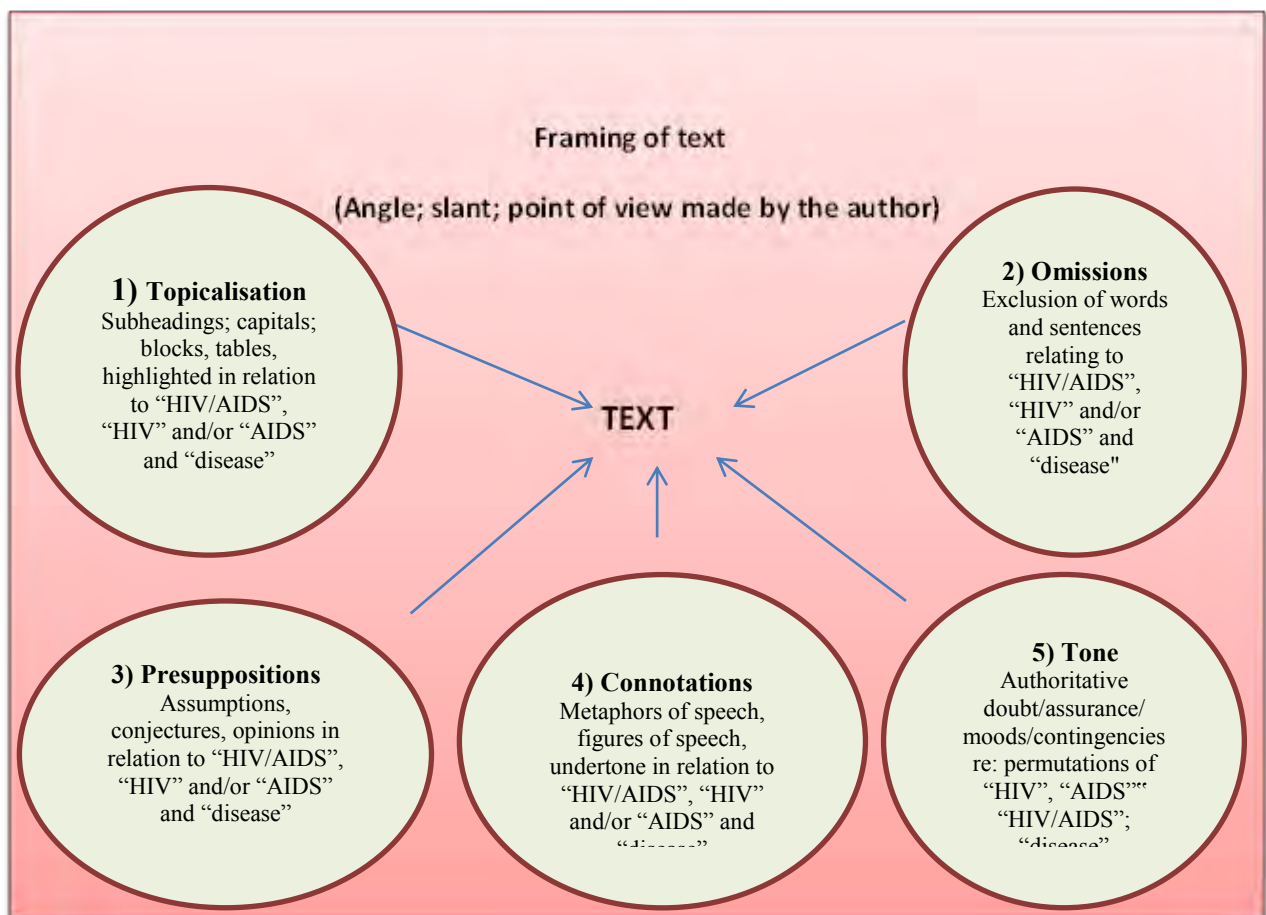
CDA is thus highly appropriate for my study as a method which enables in-depth exploration of the Business Studies materials. This supports the researcher to detect hidden meanings and ideology that would not be apparent in a study that is framed on a more quantitative viewpoint. In summary, this method is appropriate because it accommodates the theory of power and hegemony (Apple, 1995, p. 136; Ferguson et al., 2006) that appeared from the scholarly work on HIV/AIDS and prescribed textbooks. The researcher has chosen it as a principal analytical tool due to the fact that it emphasizes the critical role that language played in the construction of power and hegemonic relations (McGregor (2003). As Blommaert and Bulcaen, (2000) and McGregor (2003) succinctly put it, CDA as a method serves to endorse itself with connections of power and inequity in language that enables one to figure out the hidden meaning beneath the written word and sentence. Another significant reason for this choice is that it enables the researcher to engage critically with the textual aspects (words and sentences) of the textbooks, thus deepening analysis and understanding of the HIV/AIDS phenomena in the textbooks. In the arguments of McGregor (2003, p.25), “unless we ... debunk their words, we can be misled into embracing the dominant worldview (ideology) at our expense and their gain.” The next section unfolds how the procedure of CDA was conducted in the study.

3.6 Procedure: how the study was analysed

During the research process on CDA many approaches were evident such as the analyses by Fowler et al., (1979) and Kress and Hodge, (1979) of the structures of „text“ and „image“ in the light of linguistics and semiotics. However, from a different standpoint, the same critical framework characterised the work of German and Austrian sociolinguistics such as Dittmar and Schlobinski, (1985); Ehlich, (1989), and Wodak and Meyer (2001) some of which can be traced back to the “sociolinguistic paradigm” of Bernstein (1971, p. 5), Gee’s (1990) approach to discourse analysis in the field of narrative and linguistics and Kress’s (2003) approach to critical linguistics. However, contributions in the form of Alejo’s (2009) metaphorical approach and Van Dijk’s (2008) approach to critical discourse analysis had provided enriched approaches to deconstructing language and exposing hidden ideologies in text. However, the CDA method used has the data analytical instrument for this study trailed the tools developed by Huckin (1997) and used by McGregor (2003) which included mainly unfolding, analysing and explaining textual data. In my view, Huckin’s approach to CDA proves to be more assessable and practical than alternative theoretical approaches as it offered useful procedural steps in critical examination of written texts (McGregor, 2003, p. 6). In identifying the position of a text, Huckin (1997) pointed to the need to establish the particular perspective that was being portrayed – the angle, slant, or point of view. This analytical process is referred to as „framing“, and in this study in-depth analysis of hegemonic significance in specific words and sentences of the prescribed textbooks involved a set of five different framing techniques – „topicalisation“, „omissions“, „connotations“, „presuppositions“ and „tone“ (see Table 3-1) – taken from Huckin (1997) and McGregor (2003, p. 12).

The first step is to approach the prescribed textbook in an uncritical manner as one might read a novel, or, as McGregor (2003, p. 12) puts it, like an “ordinary undiscerning reader”. Next, the text is reread in a “critical manner”, positioning it in its genre, in this case the genre of textbook (McGregor, 2003, p. 12). To assess textbooks at the level of words and sentences the researcher has selected four words or terms that directly links to the key concept of HIV/AIDS on the grounds that they are commonly used in reference to HIV/AIDS in literature. The selected four is the various possible permutations of “HIV and/or “AIDS” and/or “HIV/AIDS” and “disease”. For establishing trustworthiness and credibility for the study the researcher used a Microsoft Excel spread sheet to manually record every instance of each selected word in each of the textbooks. Each page (including the cover) of each

prescribed textbook was analysed and marked against the spread sheet. In addition the researcher further extracted content related to the discourse of HIV/AIDS to ensure that all relevant words and sentences in the textbooks were exposed to ensure a well-grounded analysis (See Appendix A to D, p.p.107-114). As indicated in the model, these tools were used to analyse the various words and sentences identified in the literature and methodology chapters of this study. Figure 3-1 gave a schematic presentation of the way each of the selected words was analysed using the techniques provided by Huckin (1997). In this way „framing“ was part of a combination of techniques used to unpack the hidden meanings of the words and sentences positioned within the text (McGregor, 2003, p. 25). McGregor (2003) also highlighted other aspects of text framing that use diagrams and sketches but these were not employed in this study.



(based on Huckin, 1997)

Figure 3-1: Framing elements in analysis of textbook words and sentences

The model illustrated in Figure 3-1 is based on the ideas provided by Huckin (1997), who advised that analysing the text as a whole is a useful entry point into CDA because “this is usually where textual manipulations have their most powerful effect” (Huckin, 1997, p. 4).

As indicated above, the model depicts the tools provided by Huckin (1997) to analyse and unpack hidden ideological roots within words and sentences. In the model, the arrows indicate that the text is subjected to analysis using the prescribed tools. More specifically, the Topicalisation tool is used first, to identify words and sentences within subheadings, capitalised words, blocks, and tables, highlighted words which were related to HIV/AIDS, HIV and/or “AIDS”, and “disease”. Next, the Omissions tool (relating to exclusion) is used to analyse and deconstruct words and sentences relating to HIV/AIDS HIV and/or “AIDS” and “disease”, Third, the Presuppositions tool is used in denoting assumptions, conjectures and opinions in relation to HIV/AIDS, HIV and/or “AIDS” and “disease”. The Connotations tool (that refers to metaphors of speech, figures of speech, and undertone) is used to unpack and examine HIV/AIDS, HIV and/or “AIDS” and „disease“. Lastly, the Tone tool is used to identify the influential doubt/ assurance/ moods/ contingencies permutations of words and sentences that were related to “HIV”, “AIDS”, “HIV/AIDS” and “disease”. In summary, the model represents how the text is analysed using the tools presented by Huckin (1997) concerning words and sentences related to HIV”, “AIDS”, “HIV/AIDS” and “disease”. Table 3-1 below explains what each tool consisted of and how it is used in the process of analysis in detail.

Table 3-1: Techniques used in analysis of the prescribed Business Studies textbooks.

Huckin's analytical tools	Explanation of the tool	How the tool is identified and used
Topicalisation (foregrounding)	Topicalisation is the position or the location of a sentence component at the beginning of a sentence that gives it importance or focus (Huckin, 1997).	By identifying subheadings, capitals, blocks, tables, and positioning that give importance and focus relating to "HIV", "AIDS", "HIV/AIDS" and "disease".
Omissions	Omissions are the relevant information omitted from the text. In most instances, such silences in text denoted broad ideological assumptions in nature. The technique of omission directly relates to the mediators of dominance that could be revealed at the sentence component and was most often attained by normalisation (converting a verb to a noun) and the incorporate of passive verbs. (Huckin, 1997).	By identifying exclusion of words and sentences relating to "HIV", "AIDS", "HIV/AIDS" and "disease". (Fairclough, 2000)
Presupposition	Presupposition is another linguistic device that can be used at the word/phrase level to influence readers (Huckin, 1997). McGregor (2003) defined it as word uses that take certain ideas for granted.	By identifying assumptions, conjectures opinions of words or sentences in relation to "HIV", "AIDS", "HIV/AIDS" and "disease".
Connotations	McGregor (2003) described the connotations as meanings not always to be found in the vocabulary, but often allocated on the foundation of cultural awareness of the members; they can be associated with a single worded phrases, through metaphorical constructions and figures of speech that could turn the mind of the uncritical reader's perception.	By identifying metaphors, figures of speech and undertones in relation to "HIV", "AIDS", "HIV/AIDS" and "disease".
Tone	A set of precise words used to transfer the degree of certainty and authority" (McGregor, 2003, p.9). The tone of belief or disbelief was foregrounded by the "words such as may / might / will / can / must / it seems/ possibly will/, may perhaps/ could/ perchance/ is/ undoubtedly/ definitely/ must or can" (McGregor, 2003, p.9). The emotion that signified "heavy handed authority" was a linguistic device that enabled the reader to come to a place of reluctance in questioning the choice of verbs and phrases. This device was shaped by the choice of modal words and verbs that reflect the probability, impossibility or the necessity of something (McGregor, 2003, p.9). That carried the voice of those in power even if they are not aware of it, expressed as ostensibly „self-evident truths“, while the words of those not in power are dismissed as irrelevant, inappropriate, or without substance. Thus playing low numbers makes one point and ignoring higher numbers avoids making another point (McGregor, 2003, pp. 1-2).	Through the use of authoritative voices doubt/surety/moods/ contingencies within words and sentences in relation to "HIV", "AIDS", "HIV/AIDS" and "disease".

3.7 Sampling

This being a qualitative study, purposive sampling is used to obtain rich and meaningful data based on “typicality or possession of the particular characteristics being sought” (Cohen et al., 2007). This kind of sampling was linked also to convenience sampling whereby the researcher selects participants because they are willing and available to be studied. In this case the textbooks in this study were chosen because they were readily available and because they, in effect, prescribed the economic representations of HIV/AIDS that was the phenomenon being investigated. This type of sampling was a key characteristic of qualitative research in which “researchers hand-pick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought” (Cohen et al., 2011, p. 156). The researcher cannot therefore say with complete confidence that the textbooks selected are a fully representative sample and this issue will be dealt with in the conclusion and recommendations section of the study (Creswell, 2008). According to the learning and teaching support material (LTSM) for the FET band in the KZN region, there are eleven Curriculum Assessment and Policy Statement approved (CAPS-approved) Grade 11 Business Studies textbooks for the academic year 2013-2014. The present Grade 11 Business Studies textbooks are provided in the five languages that are used in the KZN province: isiZulu, isiXhosa, Sesotho, English and Afrikaans. These were also classified as suitable for either Home, First or Second Additional languages. The researcher decided to confine the study to the English medium textbooks as this choice best suited his own language ability for analysing words and sentences contained in them.

The researcher engaged with suppliers such as Adams Books Pty Ltd to find out which Grade 11 Business Studies textbooks were most frequently prescribed and he also contacted local secondary schools in the iLembe district to establish which textbooks were commonly used in the Grade 11 Business Studies classrooms in that district. In addition, the researcher had the opportunity to meet with five principals and heads of department (HODs) for Business Studies in schools for further indication of which textbooks were currently in use. Table 3-2 shows which government secondary schools were contacted (either telephonically or in person) to enquire on this particular point.

Table 3-2: Secondary schools consulted to establish which prescribed Grade 11 Business Studies textbooks were currently in use.

Name of School	Province	City	District
Stanger Manor Secondary School	KZN	KwaDukuza	iLembe
Stanger High School	KZN	KwaDukuza	iLembe
Stanger South Secondary School	KZN	KwaDukuza	iLembe
ML Sultan Secondary School	KZN	KwaDukuza	iLembe
Stanger Secondary School	KZN	KwaDukuza	iLembe

The textbooks found to be mostly frequently in use as the main learning material are indicated in Table 3-3, and these were accordingly selected as the sample for this study.

Table 3-3: Research sample and sample size of the three Grade 11 Business Studies textbooks

Grade	Subject	Title	Book type	Publisher	Allocated name
11	Business Studies	<i>Platinum Business Studies</i>	Textbook	Maskew Miller Longman	Book A
11	Business Studies	<i>Focus Business Studies</i>	Textbook	Macmillan	Book B
11	Business Studies	<i>Oxford Successful Business Studies</i>	Textbook	Oxford University Press	Book C

These three textbooks were accordingly the source of the data generated for this study. Each textbook was analysed cover to cover, including the preference, content and index pages. In the course of the data generation, the researcher used allocated names for each of the prescribed textbooks, as indicated in the last column in Table 3-3. This is done to ensure anonymity of individuals concerned in the publishing and printing of the textbooks and to observe ethical considerations in reporting data for this study.

The choice of the specific textbooks is also informed by the fact that students encounter them in Grade 11 – a stage in their school careers when they are engaging both with business concepts and with contemporary social issues in the course of their personal development as active citizens and when they are beginning to ask themselves who they are and what the

relevance was of the material they encounter in textbooks. Understanding the nature of HIV/AIDS and its economic representations in relation to power at this level in the contemporary Grade 11 Business Studies textbooks will therefore also reveal the kind of citizenship the school system is promoting in the students. The enquiry pursued in this research thus has wider relevance in seeking to identify how power and hegemonic order presented in the textbook content (words and sentences) connects more broadly with the past and the present context of South African social order (Fairclough, 2003).

3.8 Credibility and trustworthiness

According to Nieuwenhuis (2007), the credibility and trustworthiness of an investigation, are crucial aspects of any research. Credibility and trustworthiness in this study is established through different methods that sought to deepen the analysis of the study. The method involved analysing the text and recording the selected words and sentences on the Excel Spread sheet. This constituted a checking system that made sure that every word and sentence in the prescribed textbooks was checked thoroughly to deliver a more credible and trustworthy result. Second, the researcher also presented the data to other postgraduate students who were using CDA in the social sciences cluster for scrutiny as well as to the supervisor guiding this project. Third, the researcher found it necessary to submit chapters of this study to the leading web-based service commonly known as „Turnitin“ which determines if text presented in this study matched with any scholarly work in the „Turnitin“ database. By submitting the chapters to this data base, trustworthiness was ensured in reporting other scholar“s written material as accurately as possible according to the rules and regulations of the American Psychological Association (APA) 6th style of referencing (Appendix E reflected the originality report for this study). Finally, the researcher found it vital to employ the skills and expertise of a professional editor to ensure proper English language usage, grammar, idiom, orthography, punctuation and sentence structure in the reporting of literature and data (Appendix F reflected the editor“s certificate for this study).

3.9 Limitations of the study

The first potential limitation in this study is the researcher“s own position as a future Business Studies teacher, since the critical researcher needed to reflect on his or her own beliefs and ideologies which would show partiality toward the research as a whole. Therefore to ensure

credibility of the findings obtained, this study made use of various methods for ensuring trustworthiness, including an audit trail and member validation, to overcome possible political or individual bias in conducting the research.

The most serious limitation in this study is the sample size, in that a sample of only three textbooks is too small for any attempt at significant generalization. In view of the qualitative nature of this study, the intention, however, is not to generalize but rather to provide an in-depth critical understanding of the phenomenon in specific relation to analysis of words and sentences in particular textbooks themselves.

A similar drawback could also be seen in the limited version of the CDA instrument that is used for analysis. Employing more of the tools in Huckin's (1997, p.20) CDA repertoire, such as "diagrams and sketches", "back grounding" and "register" would have produced a more credible and trustworthy result. The researcher nonetheless considers the instrument that is chosen to be sufficient to provide a critical understanding of how HIV/AIDS is economically represented in prescribed Business Studies textbooks.

The limitations alluded to here will be discussed further in the concluding chapter of this study.

3.10 Ethical considerations

My study was about textbooks which are open to public scrutiny, not real people who are subject to the dangers of exploitation. The researcher was aware of what Cohen, Manion and Morrison (2007, p.20) calls the "epistemic imperative, which was about a commitment to objectivity and integrity as well as to a search for truth", which highlighted the need to avoid any element of fabrication or falsification of data, claiming as one's own the work of others, or misrepresenting their findings in any way. The source of the data, namely the prescribed Business Studies textbooks, was readily accessible and already in the public domain and all ethical requirements of the university in regard to this kind of research were observed (Appendix D reflected the ethical approval for this study). This chapter therefore explored the need for a qualitative approach in response to the critical questions under study. In effect, the need for the CDA method encouraged by Huckin (1997) were explained together with concepts of power and hegemony which focussed on detailed understanding on how economic representations are presented in Grade 11 Business studies textbooks. In addition,

key issues related to sampling, validity, reliability and rigour, limitations and ethical considerations for this study were further described and explained in this chapter.

The next chapter presented the findings of my data analysis.

Chapter 4

Data Presentation

4.1 Introduction

Following the methodology and method already described, this chapter presents the data that emerged from the three Business Studies textbooks. Appendices A to C includes all data analysed (see pp. 105-111); this chapter only reflects on examples selected from the full complement. Thus data examples is outlined in relation to the tools for sentence and word analysis proposed by the Huckin (1997) model discussed in Chapter 3 and the section headings reflected this series of tools (Topicalisation; Omissions; Presuppositions; Connotations; Tone). The intention is to provide a clear view of the data obtained and of the tool that is used for its analysis.

4.2 Topicalisation

As discussed in Chapter 3, topicalisation refers to the position or the location of sentence component at the beginning of a sentence that gives it importance or focus (Huckin, 1997). At this level, over and above the basic meaning of each sentence, particular parts of information is constructed as grammatical devices of the sentence and remained tropicalised (foregrounded at the sentence level). To identify this kind of positioning in the three textbooks, subheadings, capitalised words, blocks or tables relating to HIV/AIDS and the selected words that highlights its prominence and foregrounding is identified.

Extract A2 (Book A, p. 23)

Socioeconomic issues:

...poverty, unemployment, inadequate education, skills shortages, crime and HIV/Aids are all major challenges to businesses.

In Extract A2, the term “HIV/AIDS” is set within a block. The intention is to highlight HIV/AIDS as a socioeconomic issue. Linking the term HIV/AIDS to the heading “*Socioeconomic issues*” inserts a linguistic signal that HIV/AIDS is a problem and concern to the socioeconomic environment, reinforced by the additional linkage with concepts such as

poverty, unemployment, inadequate education, skills shortage and crime. In particular, the authors link HIV/AIDS to the issue of crime, which projects deep notions of illegality, punishment, and retribution. The intention may have been to influence the reader to accept that infection with HIV is associated with notions of wrong-doing, punishment and vengeance. Finally, the words “*major challenges*” gives further reinforcement to the notion that HIV/AIDS is an “issue”.

Extract B8 (Book B, p. 177)

Fast Fact: Southern Africa remains the world’s worst-hit Aids infected region, accounting for more than two-thirds of HIV infections and Aids-related deaths. South Africa has more people living with HIV and Aids than any other country in the world.

In Extract B8, the reference to HIV/AIDS is also set within a block, and the intention here is to put focus on a “fast fact” regarding HIV infections in South Africa as the world’s worst hit region. Linking HIV/AIDS to the in-line heading “*Fast fact*” provides a clear linguistic signal that what is to follow is to be seen as legitimate and uncontested. The additional inclusion of the words “*remain*”, “*two-thirds*”, and “*has more*” could reinforce the apparent validity of the statement as being true and authentic, offering further persuasion for the reader to believe that South Africa is the only country that is worst hit by the infection with the highest total of HIV infections, seen in the global context.

Extract C4 (Book C, p. 38)

<i>Issues</i>	<i>Example of issues</i>	<i>Effect on business</i>
<i>Demographics: issues relating to structure of human population</i>	<i>HIV/Aids</i>	<i>The business must have a policy on HIV/Aids. Absenteeism due to HIV-related illnesses and family deaths would increase.</i>

Extract C4, the tabular positioning of the reference to HIV/AIDS foregrounds it as an example of “issues” that affect businesses. This is another instance of the emphasis seen in Extract A2, but Extract C4 adds a further emphasis on HIV/AIDS as having an ‘*effect*’ on

businesses. Extract C4 also sets the reference to HIV/AIDS within a context of demographics, where “issues relate to structure of human population” become links to increased chances of absenteeism due to illnesses related to HIV/AIDS. Adding the words “*must have a policy on HIV/Aids*” could relate to HIV/AIDS as a critical issue that required businesses to have a policy in place to promote fairness and equity in terms of employment. The effect could probably emphasise the notion of HIV/AIDS as an „issue“ or „problem“ or „concern“ that has substantial consequences for businesses.

4.3 Omissions

When relevant information is left out of a text at the sentence level this is referred to in CDA terminology as an omission/or exclusion (Huckin, 1997). In some cases the textual silences have a broadly ideological significance. The exclusion of words and sentence relates to agents of power that could rise at the level of sentences and it is most often attained by normalisation (converting a verb to a noun) and the incorporate of passive verbs (Fairclough, 2000). In this study, omissions are identified where passages from the three textbooks showed exclusion of words or phrases relating to HIV/AIDS. The next four examples shows data from the three Business Studies textbooks that exhibited omissions from text that is relevant to this study.

Extract A4 (Book A, p. 38)

South Africa has serious shortage of skilled workers. This is due to a number of reasons including its history of apartheid; an education system which often fails to impart skills to learners that will make them employable; emigration of skilled workers; and diseases such as HIV/AIDS and TB.

In Extract A4, the term “HIV/AIDS” is mentioned once in the context of shortages related skilled workers, but *people* infected with HIV/AIDS are not mentioned. This may influence the reader to believe that there is no distinction to be made between infected individuals and the disease itself – that infected individuals are part of the meaning and notion of the disease. This may lead the reader to associate the infected victims with common notions of HIV such as disease and being excluded, as represented within the text.

Extract B2 (Book B, p. 23)

Despite the government facing huge challenges such as job creation, HIV/Aids, delivery of social services by government, alleviating poverty and driving economic growth, South Africa is seen as a reasonably stable political environment, unlike many other African countries, which are challenged by political unrest. . . . A large percentage of people is living with HIV and Aids.

In Extract B2, the term “HIV/AIDS” (or “HIV and Aids”) appears twice within the context of government challenges and political stability in South Africa. In the first instance, the challenge of HIV/AIDS has been directly linked to other challenges such as poverty, job creation, delivery of social services, and economic growth, thereby correlating HIV/AIDS with these challenges; actual people infected with the disease are excluded from mention. The reasoning behind excluding infected individuals is the same as in Extract A4, where the sentence failed to distinguish the individuals from the disease. Again, this could have caused the reader to internalise the concept that people who are infected are oppressed (controlled) by the disease and that this renders them powerless. The final sentence in this paragraph states that a “*large percentage of people is living with HIV and AIDS*”, could have purposely omitted information regarding demographics (race, culture, gender) and the actual percentage of those infected. The way this sentence is located within the context of government challenges and stability may lead the reader to believe that this large percentage is located precisely in Africa (specifically South Africa) and is a fraction of the total global population of those affected. This line of thinking is also illustrated in Extract B8 that represents Africa, especially South Africa, as home to the largest number of infections worldwide.

Extract C3 (Book C, p. 35)

In another example, a popular Gauteng-based radio station, YFM, fuses several social concerns – including HIV/Aids and women and children abuse – with its brand identity.

In Extract C3, the term “HIV/Aids” appears once in the sentence that cites HIV/AIDS as a social concern. By mentioning just the term HIV/AIDS the direct focus here is the disease

and not the people infected by the disease, so that the disease and the individual become indistinguishable. In this case HIV is fused with other social issues, this could influence the reader to regard HIV as a societal concern that affects not only businesses but also societies. But HIV/AIDS is never distinguishable from its sufferers and the two are instead seen as one. This could further manipulate the reader to believe that the disease has some sort of control and power over the infected individuals who are therefore seen as immobilised victims.

Extract B4 (Book B, p. 38)

Poverty, HIV/Aids and unemployment impact heavily on business operations in South Africa.

Extract B4 contained the term “HIV/Aids” just once, but links it to other challenges, such as poverty and unemployment, faced by business operations in South Africa. Once again the exclusion from the text of infected individuals is evident. The author significantly puts the focus on the disease as “*impact[ing] heavily*” but makes no mention of the people infected by it. This could conceivably cause the reader to accept that people infected are less important and do not live normal lives because of the disease. It can also suggest that the disease takes precedence over those infected, with the infected individuals indistinguishable within its parameters. This again might cast infected individuals as powerless victims of hegemony.

4.4 Presuppositions

Presupposition can occur at the sentence level as one more linguistic device of word or phrase that can be used to manipulate readers (Huckin, 1997). Huckin (1997) described presuppositions as particularly controlling, as they are difficult to question and readers are thus reluctant to unpack and deconstruct. As described by McGregor (2003), the effect of presupposition in a sentence is that certain ideas are taken for granted. The next three examples from the three Business Studies textbooks provide instances where such presuppositions can be analysed.

Extract A4 (Book A, p. 23)

South Africa has serious shortage of skilled workers. This is due to a number of reasons including its history of apartheid; an education system which often fails to impart skills to learners that will make them employable; emigration of skilled workers; and diseases such as HIV/AIDS and TB.

In Extract A4, the sentence contains the term “HIV/AIDS” in a statement about the shortage related to skilled workers in South Africa. It includes among reasons for this shortage such as the history of apartheid and the education system. In addition it classifies HIV/AIDS as a disease along with TB. The first presupposition here is that HIV/AIDS is a disease that has a negative effect on the skilled workforce in South Africa, potentially encouraging the reader to believe that among numerous other potential causes (as listed) and diseases (other than TB) HIV is one major disease that directly contributes to the shortage of skilled workers in South Africa. This may further influence the reader to internalise the notion that HIV is to blame in many respects, potentially making it difficult for the reader to question whether HIV/AIDS is in fact a contributing factor to the shortage of skilled workers in the workforce.

Extract B1 (Book B, p. 17)

But can innovation really change the world? We are quickly realising that the rate we’re going, resources are going to run out; whether we’re worrying about carbon footprint or the permanence of a workforce under threat from HIV/AIDS, there are some big changes ahead.

In Extract B1, HIV/AIDS is directly linked to the context of “*change*” and “*innovation*” (issues of globalisation). It is implied that the world is going through changes such as innovation and that „we“ are beginning to realise it, with the further implication that there are many concerns that can lead to future problems. The author links these concerns to the terms “HIV/AIDS” and “carbon footprint”, thereby signifying that HIV/AIDS is something potentially poisonous, harmful and dreadful – something that cannot be calculated due to “large amounts are being emitted” – something uncontrollable. This therefore presupposed

that HIV/AIDS could be *harmful and an enemy* to the workforce that could prohibit change and innovation.

Extract B5 (Book B, p 38)

South Africa faces huge socioeconomic problems, many of them as a result of high unemployment, slow economic growth and an increase in the HIV/Aids epidemic.

In Extract B5, HIV is set in a context of “huge social-economic problems” facing South Africa. Linkage to the word “*problem*” presupposes that HIV/AIDS is again a *danger* and *enemy* to South Africa. Extracts A1 and C2 likewise features this presupposition that HIV/AIDS could be a problem or danger to South Africa.

Extract B7 (Book B, p. 177)

Nono didn’t know where else to turn. “I’m so grateful that Gloria told me about Hope Worldwide”, she said. “Now I am learning about Aids and have told my grandchildren what Aids did to their mother. They were afraid at first, but we are learning together to make sense of this thing called „Aids“.”

Extract B7 presents a case study narrative about a girl named Nono who is HIV-positive and has nowhere to live. In the narrative the grandmother refers to Aids as a “*thing*” which clearly reflects stigmatised discourses relating to Aids such as degrading of human dignity and demoralisation of the individual affected by the disease. Cultural stigma related to the discourse of the disease is reflected in the notion of Aids as a “*thing*” with the linguistic presupposition of a mere object that lacks human qualities. The absent human qualities in this context, to name just a few, would be, in the first place, *emotions* (such as love, care, acceptance), then *decisiveness* (authoritativeness, firmness, definiteness) and also *respect* (morals, esteem, admiration). Regarding emotions, the authors may have implied that individuals affected with the disease *lack the ability to „fæl”* (love, care, accept) and most importantly the *ability to receive such affections*. Regarding decisiveness, there is a potential

presupposition that infected individuals may *lack the ability to make firm or authoritative or definite decisions* regarding all aspects of life, but most specifically in the socioeconomic context. Regarding respect, the authors potentially could insinuate that the infected individuals *are not worthy of respect* – in the socioeconomic context possibly *inferior* and *second-rate*. The grandmother comments, “*Now I am learning about Aids*”, presupposes that there could be individuals who were still not well-informed about the disease. This could have led the reader to believe that further education is needed in relation to Aids awareness.

Extract C4 (Book C, p. 38)

- The business must have a policy on HIV/Aids.
- Absenteeism due to HIV-related illnesses and family deaths would increase.

In Extract C4, there is a strong encouragement for the concept of policy implementation by businesses in relation to HIV/AIDS. This presupposes that businesses without a policy relating to HIV could encounter disorder and instability which could affect the business as a whole – especially its profitability. Arguably, with an implemented policy, businesses could maintain an orderly structure and see that the affected individuals are treated equally. In effect, this links to the issue of absenteeism in the workplace due to HIV. By implementing policy, correct measures could be taken to ensure equality and fairness in the workplace. The author also linked the term HIV to the concept of “*illnesses*”, thereby taking the association for granted.

Extract C5 (Book C, p. 40)

The population growth rate has slowed in South Africa because of deaths from HIV/Aids-related diseases. HIV/Aids affects adults in their prime working age and their skills and experience are lost to the economy.

In Extract C5, the author’s mention of HIV/Aids in the context of population growth could imply that the disease only affects adults in their “*prime working age*” and that skills and experience are thus lost to the economy. In associating “*working age*” with the word “*prime*” the author may intend to imply that the those in this age group are a leading group of people who in their peak years are able to contribute to the labour market – that they are pillars upholding and maintaining the economic stability of South Africa. By using the word

“affects”, the authors could influence the reader to believe that HIV/AIDS thus shakes the pillars of the economy resulting in fundamental skills and experiences being lost to the economy. The word “affects” could have conveyed the notion of *shaking* or *causing a fall* in the economy, while the word “only” in this passage may reinforce the idea that only those in the “prime working age” bracket are affected by HIV/AIDS. This could have led the uncritical thinker to forget potentially affected individuals outside the “prime working age”, such as children and the retired population.

4.5 Connotations

According to Huckin (1997), connotations are additional special meanings embodied in particular phrases and words. „Connotations“ derives from the common use of a phrase or word in specific kind of context (Huckin, 1997). Similarly, McGregor (2003) understood the use of connotations as implications not always to be found in the word search engines like dictionaries, but often found on the cultural consciousness of the participants. They can be directly linked with single worded phrases, through metaphorical constructions and figures of speech that can turn the mind of the uncritical reader’s perception of examples focussed on words and phrases from the three Business Studies textbooks that raised the issue of connotations.

Extract B1 (Book B, p. 17)

But can innovation really change the world? We are quickly realising that the rate we’re going, resources are going to run out, whether we’re worrying about carbon footprint or the permanence of a workforce under threat from HIV/AIDS, ahead are some big changes ahead. . . . Our ability to adapt and evolve to changing environment will propel us forward. And as any follower of Darwin knows, only the fittest survive.

In Extract B1, HIV/AIDS is linked to issues of change and innovation (often associated with globalisation) and to the concept of “carbon footprint”. Carbon footprint (the individual’s influence on the environment) is associated with measurement of global warming which occurs naturally but is intensified, or exacerbated, through human behaviour within the environment and calls for corrective measures, such as raised awareness, so that it might be controlled. In linking this concern with HIV/AIDS, the authors may have led the reader to

believe that HIV/AIDS could also be exacerbated as a result of human behaviour and a lack of awareness regarding its prevention, thereby reinforcing the notion that HIV/AIDS is a harmful effect waiting to happen. In addition, there is the suggestion that HIV/AIDS is a *worry* that businesses are faced, deepening the connotation that HIV/AIDS is a huge threat and concern. This may have caused the reader to believe that HIV/AIDS (and those affected by it) is a threat and may be harmful to the workforce. Invoking Darwin's notion of survival of the fittest implied that only the strong (not the weak) can survive in the world that is constantly changing and evolving.

Extract B2 (Book B, p. 23)

Despite the government facing huge challenges such as job creation, HIV/Aids, delivery of social services by government, alleviating poverty and driving economic growth, South Africa is seen as a reasonably stable political environment, unlike many other African countries, which are challenged by political unrest.

In Extract B2, the term "HIV/AIDS" is linked to the phrase "*huge challenges*" which also encapsulates "delivery of social services by government, alleviating poverty and driving economic growth". Set against this is the assessment that South Africa is "*reasonably*" stable politically, suggesting that South Africa is maintaining appropriate measures to ensure its stability even though faced by "huge challenges" such as HIV/AIDS. The added comment that South Africa is "*unlike many other African countries*" facing similar huge challenges, such as HIV/AIDS, may seem to imply that other African countries are not doing enough in response to the challenge of HIV/AIDS, which could lead to political unrest. This could have encouraged the reader to believe that HIV/AIDS is a challenge which can not only cause unrest in "reasonably stable" socioeconomic environments such as South Africa, but also may be a discomfort to the political arenas of other African countries. Linking HIV/AIDS to further issues such as job creation and poverty may reinforce the idea that HIV/AIDS is a critical challenge to the political environments of other African countries.

Extract B4 (Book B, p. 38)

Poverty, HIV/Aids and unemployment impact heavily on business operations in South Africa.

In Extract B4 the term “HIV/AIDS” is linked to the words “*poverty*” and “*unemployment*”, potentially providing connotations to the reader’s mind of *lack, death, joblessness* and *redundancy*. The further link with “*heavily impact[ing] on business operations*” has the added connotation that, like poverty and unemployment, HIV/AIDS has huge consequences for businesses. This may have encouraged the idea that HIV/AIDS is a serious concern, creating precarious conditions for business operations in South Africa.

Extract B5 (Book B, p. 39)

HIV/Aids and other diseases impact heavily on productivity and businesses are losing trained workers as a result of the spread of HIV/Aids.

In Extract B5, the term “HIV/AIDS” was linked to metaphors such as “*disease*” and “*impact heavily*” within the context of productivity. The link with “*disease*” connotes to sickness, viruses and death. This could have caused the reader to believe that victims with HIV/AIDS are sick, ill and awaiting death. There is also the connotation that victims of HIV cannot live „normal“ lives and are doomed to die. Inclusion of the phrase “*impact heavily*” could also create the impression that HIV/AIDS has significant power and control (over the productivity operation of a business) which contributes to the loss of trained workers. This may have made the reader to accept that HIV exerts a negative influence over the economy of South Africa.

Extract C5 (Book C, p. 40)

Socioeconomic issues such as low levels of education, high levels of unemployment, a shortage of skilled labour, increasing or decreasing. Standards of living, high levels of crime and the HIV/Aids epidemic pose

many challenges to businesses. Crimes may also be eating away at profits and HIV/Aids may be affecting the health of staff and consumers.

In Extract C5, three significant words/phrases is linked with HIV: “*crime*”, suggests that HIV is wrong and immoral, that it goes against the norms of society; “*epidemic*” suggests that HIV is wide-spread, with high prevalence; and “*eating away at profits*” suggests that HIV is slowing destroying and consuming the resources that nourish the economy. By inserting these specific connotations in the text, the authors may have led the reader to consider that HIV is immoral and wrong – that goes against everything society hopes to achieve, socially and economically.

Extract B7 (Book B, p. 177)

Nono didn’t know where else to turn. “I’m so grateful that Gloria told me about Hope Worldwide”, she said. “Now I am learning about Aids and have told my grandchildren what Aids did to their mother. They were afraid at first, but we are learning together to make sense of this thing called „Aids””.

In Extract B7, the word “Aids” is metaphorically linked to the words „*thing*”, „*learning*” and „*afraid*” in the context of death. Here, *thing* connotes something (in the case Aids) that is of little importance, something disgraceful and unspeakable. Where the grandmother spoke of “*learning together*” the connotation is that because certain individuals have not as yet been exposed to HIV, it could continue to spread – that individuals are still learning about the disease. The mention of being “*afraid*” has connotations of *fear*, *distress* and *dread*. The selection of words could tended to portray HIV as something *frightful* – something that you should not come into contact with, something that goes against the norms and standards of society.

Extract C5 (Book C, p. 40)

The population growth rate has slowed in South Africa because of deaths from HIV/Aids-related diseases. HIV/Aids affects adults in their prime working age and their skills and experience are lost to the economy.

In Extract C5, HIV is metaphorically linked to “*deaths*”, “*Aids-related diseases*” and things being “*lost*”. There is an initial connotation of a potential sentence of death for those infected with HIV or AIDS-related diseases. The word “lost” could have suggested that individuals affected with this disease is seen as a deficit or loss to the economy of the country. This may have led the reader to believe that HIV/AIDS drains the economy of active individuals who are affected in their prime working age.

4.6 Tone

McGregor (2003, p.9) described the nature of the text as being constructed by a set of words used to reflect the degree of assurance and guarantee. Huckin (1997) maintained that the textual nature as being constructed by a set of words used to reflect the degree of assurance and guarantee. In a response to this, Huckin (1997) provided a further illustration to the use of tone by concept modality to the tone of the text where the degree of conviction and control are echoed by a statement that transfers words and sentences. When Huckin referred to tone he was being context specific and this was evident in words or phrases like... the “words such as may / might / will / can / must / it seems/ possibly will/, may perhaps/ could/ perchance/ is/ undoubtedly/ definitely/ must or can” (McGregor, 2003, p.9). This linguistic device was shaped by the choice of modal words and verbs that reflected the probability, impossibility or the necessity of something (McGregor, 2003, p.9). The next three examples are of text in which the implications of tone are analysed.

Extract B3 (Book B, p. 23)

A large percentage of people *is* living with HIV and Aids. (Emphasis added.)

In Extract B3, the authors use the word “*is*” in the context of people living with HIV/AIDS to convey a tone of certainty and heavy-handed authority, thereby potentially discouraging the uncritical mind from questioning the certainty or accuracy of the information presented. This could have created a „don’t challenge me“ mechanism that may lead the reader to believe that a large percentage of people are living with HIV/AIDS, aside from any other diseases.

Extract B2 (Book B, p. 23)

Despite the government facing huge challenges such as job creation, HIV/Aids, delivery of social services by government, alleviating poverty and driving economic growth, South Africa *is* seen as a reasonably stable political environment, unlike many other African countries, which are challenged by political unrest. (Emphasis added.)

In Extract B2, the word „*is*“ insisted that South Africa is indeed a politically stable country, thereby creating a sense of heavy-handed authority and certainty within the text. This may have made it difficult for the reader to judge how real this stability is in relation to HIV and may have led the reader to internalise this statement as legitimate. In addition, the inclusion of a phrase such as “*unlike many other African countries*” may further indicate that this statement cannot be challenged. Therefore this could have allowed the reader to believe that South Africa’s political structure is stable, unlike that of any other African countries.

Extract B8 (Book B, p. 177)

Southern Africa remains the world’s worst-hit Aids infected region, accounting for more than two-thirds of HIV infections and Aids-related deaths. South Africa has more people living with HIV and Aids than any other country in the world.

In Extract B8, the use of the word “*remains*” could have indicated that Southern Africa really is the most severely affected region in Africa. The word may in addition conveyed a message that denied the possibility of the infection rate changing or stabilising in the region, once again introduces a tone of „don’t challenge me“ that expressed authority to the reader. Secondly, the authors’ inclusion of “*two-thirds*” could have potentially created a sense of certainty in the mind of the reader that the majority of the population are infected with HIV/AIDS, possibly discouraging the reader from questioning the text presented. The concluding sentence states, “*has more people living with HIV/ AIDS than any other country in the world*” also emphasised that South Africa is the only country that „houses“ this disease. This may have led the reader to believe that South Africa has more people living with HIV and AIDS than any other country in the world, which may or may not be the case.

The main function of HIV/Aids counsellors is to be supportive, listen to problems and empower those living with HIV/Aids to find solutions. Counsellors need to educate management and employees on HIV in order to prevent discrimination against workers who live with HIV.

In Extract C7, the authors specifically focus on counsellors appointed to educate and empower employees with HIV in the workplace. By using the word „is“ the authors could have created a tone of certainty that this function can be executed by counsellors only. This may have led the reader to believe that counsellors are the only individuals that can perform these functions. This conveyed a degree of authority within the text, causing the reader to believe that counsellors are the only ones that can liberate employees in the workplace.

4.7 Conclusion

This chapter presented the data which was derived from the three Business Studies textbooks. It uncovered specific meanings hidden within the data (the texts) which was extracted through use of the tools provided by Huckin (1997).

Topicalisation was noted in passages where words and sentences were presented using linguistic forms such capitalisation and tabular format. By using this tool, the researcher was able to deconstruct specific meanings around HIV/AIDS as a socioeconomic issue that business operations in South Africa are currently faced with.

Omission was noted in passages where it could be shown that no distinction is made between infected individuals and the disease itself, presenting HIV/AIDS which suggested that the disease has complete power and hegemonic control over those affected, as infected individuals are never mentioned in their own right as people.

Presuppositions were noted in passages where authors could be seen manipulating readers to think in a particular way using specific words and sentences presented within text. Using this focus helped the researcher to unpack meanings that, for example, reflected HIV/AIDS as preventing change and innovation in the world. It also shed light on the manner in which authors take words for granted to present a completely altered interpretation of the text.

Looking for *connotations* enabled the researcher to find hidden ideological meanings related to HIV/AIDS behind specific linguistic formulations (figures of speech, metaphors) used within a cultural context. Using this tool, the researcher was able to identify deep meanings, such as the unwarranted association made between “crime” and “HIV/AIDS” when the two terms were used in close conjunction with one another.

Assessing *Tone* or *Modality* assisted the researcher to unpack specific words used to convey degrees of certainty and authority. This clearly revealed how authors use specific words to convey authority and certainty within text, making the reader reluctant to critique the text presented. Thus, in Extract B8, the use of the word “*remains*” indicated that Southern Africa was indeed the most severely affected region in Africa. In this way the authors may also convey a message that denies the possibility of the infection rate changing or stabilising in the region. The effect is to project a tone of “don’t challenge me”, taking a position of authority over the reader (McGregor, 2003). The next chapter explains the discussion of the meanings obtained by drawing upon the literature and conceptual framework of this study.

Chapter 5

Discussion of Findings

5.1 Introduction

Chapter 4 presented the data from the three Business Studies textbooks in relation to the tools presented by Huckin (1997). This chapter provides a critical discussion of the themes that emerged from this data, situated the findings within the research field and the theoretical context outlined in Chapter 2 and Chapter 3 and related the findings to the what and how questions governing this study:

- What are the economic representations of HIV/AIDS in a contemporary Grade 11 Business Studies textbook?
- How are the economic representations of HIV/AIDS presented in Grade 11 Business Studies textbooks?

5.2 HIV/AIDS as a socioeconomic issue

In the analysis of the three textbooks, one finding was that HIV/AIDS is classified as a socioeconomic issue. This corresponds with research conducted by Bloom (2001), Ojteg (2009), and Aasnte and Oti-Boadi (2013). Each textbook conceptualised the topic of socioeconomic issues of HIV/AIDS differently. For example in Book C the authors state:

“The population growth rate has slowed in South Africa because of deaths from HIV/Aids-related diseases. HIV/Aids affect adults in their prime working age and their skills and experience are lost to the economy”. (Book C, p. 40) [Extract C5].

The authors are able to depict HIV/AIDS as something that “slows” population growth due to deaths from HIV/AIDS-related illnesses. This confirmed Johnston’s (2013) claim that AIDS is the major cause of death in South Africa. Nevertheless, what is significant here is the linking of the disease to the prime working-age population. The authors thereby suggest that HIV/AIDS not only affects this particular working group who are economically productive (Chan-Tiberghien, 2004; Aasnte & Oti-Boadi, 2013) but also contribute to overall loss of skills and experience to the economy. Empirical research supports this view that HIV/AIDS is considered as a “serious challenge” that is still rife among the young people acquiring HIV

infection (Shisana et al., 2009. p.14). Empirical evidence proposed that the main reasons for the high infection rate among young people are “risky sexual behaviour due to peer pressure, the random use of condoms, multiple sex partners, increase in „age-disparate“ relationships – or „sugar daddies“” (Motsoaledi, 2013). Similarly, from an economic vantage point, Naidoo (2012) argued that this entails a broader challenge to the business environment as young people (seen as the pillars of the economy) who are infected with the disease would be classified as incompetent and inadequate in their economic contribution to the business environment as active citizens. As a result, negative effects on profits and productivity are guaranteed (Naidoo, 2012). The author’s strategy in this case is thus to capture the reader’s attention with negative images of HIV reflecting the ideological association between HIV/AIDS and death in the discourse of disease. This in turn could have created a perception that HIV/AIDS is the leading cause of death for economically active individuals. In addition, this conformed to national and global perspectives that see HIV/AIDS as a leading destroyer both of human capital and of Africa’s economic development (Johnston, 2013).

Similarly, Book A (p. 23) [Extract A2] and Book B (p. 38) [Extract B4] categorised poverty, unemployment, inadequate education, skills shortage, crime and HIV/AIDS as socioeconomic issues for the business environment. Book A stated that “*poverty, unemployment, inadequate education, skills shortages, crime and HIV/Aids are all major challenges to businesses*” (p. 23). Similarly, Book B stated that “*Poverty, HIV/Aids and unemployment impact heavily on business operations in South Africa*” (p. 38). The sentences provided by authors of Books A and B respectively conceptualises the socioeconomic issues of HIV/AIDS similarly. By linking similar socioeconomic issues to HIV/AIDS, Ojteg (2009) claimed that factors such as inequalities in health, education, employment, access to basic services and poverty plays a critical role in the advancement of HIV/AIDS. It was significant that poverty appeared twice as a socioeconomic issue in the lists given by the authors of the two books. Bloom (2001) and Ojteg (2009) confirmed that poverty played a role in the transmission of HIV/AIDS. Similarly, Collins and Rau (2000) and Casale and Whiteside (2006) establishes that poverty is a key factor that exposes individuals to the risk of HIV infection. In addition, poverty heightened vulnerability to infection in its limited access to health, nutrition, education and information (Bloom, 2001). The authors of both Book A and Book B included HIV/AIDS, unemployment and poverty as factors that contributes to the transmission of HIV/AIDS. This showed a ripple effect on both business operations and overall economic growth (Barnett & Whiteside, 2000, Johnston, 2013). This ripple effect is

further seen where the authors created an image of HIV/AIDS as both a societal issue that contributed to the social ills of society and an economic issue that adversely affected the overall economic performance of businesses in terms of productivity and profits (Nattrass, 2004; Barnett & Whiteside, 2000; Naidoo, 2012). This is likely to create an impression that people with HIV should not be the option of choice for employment opportunities.

Also significant is how the authors position HIV/AIDS among the „challenges“ to the „business“ (Extract A2). Chirambo ([2008], as cited in Ojteg, 2009) commented in relation to economic performance in Zambia that

“poor productivity has been entrenched; mortality and morbidity rates for both infants and adults have worsened; and sectors such as health, education, agriculture, transport, and the economy in general, have been adversely affected as the labour force is bogged down by the epidemic” (p. 14).

The effects in the South African context are broadly similar. Wells (2004) noted from an economic vantage point, the effect on the workforce was critical. The effects resulted into losses to productivity, higher medical premiums due to staff illnesses and deaths, higher health and life insurances premiums and low confidence (Wells, 2004). Adding to this effect, were the household-goods and services expenditure that decline due to decreased revenue and lower stages of utilisation, resulting in an inclusive decline in resource utilisation in the economy (Wells, 2004). Wells (2004) also found that depiction of HIV in terms of major economic devastation and psychological predicaments highlights the loss of productivity due to staff illnesses and deaths and high levels of stigma and discrimination within business operations.

A further issue that emerged in the findings is the need for business policy in regard to the disease, as seen in Book C (p. 38) [Extract 4.2.3]: “*The business must have a policy on HIV/Aids.*” Policy implementation was a serious concern in the literature (Mahajan et al., 2007) and the textbook extract seems to imply that a workplace policy must be established and implemented to handle situations relating to HIV/AIDS as a standard requirement in business environments. Mahajan et al. (2007) agreed that this approach will meet “legislative requirements”, but they also point out that reliance on agents such as the scientific community and non-profit organisations for HIV/AIDS education has been sufficient to “stem the tide of the epidemic” (p. 1). Establishing workplace policies will help to limit the “HIV burden on workforces, control the costs of AIDS to employers, meet legislative

requirements and fulfil principles of corporate social responsibility” (Mahajan, et al., p. 1). In economic terms, adopting policies related to HIV/AIDS would benefit businesses, as controlling and managing of finances in relation to infected employees will be sustained and steady.

Also highlighted by the textbook authors is the effect on businesses of absenteeism due to HIV/AIDS-related illnesses and family deaths: “*Absenteeism due to HIV-related illnesses and family deaths would increase*” (Book C, p. 38) [Extract 4.2.3]. The perspective adopted by the authors created an image that employing individuals who are infected with HIV will give rise to high levels of absenteeism in that have resulted in severe losses and affect productivity negatively. In doing so, the authors put HIV survivors in the workplace in a negative light (Natrass, 2004; Cardoso, 2004).

5.3 HIV/AIDS as a global phenomenon

Literature supported the notion that HIV/AIDS is a highly globalised phenomenon – a „global phenomenon“ with potential to cause a “global burden of disease” (Lee & Zwi, 1996, p. 355). AIDS had spread into many parts of the world through its principal route of transmission, which is HIV (Nur, 2012, p.272). Taking into account its global impact and the research indicated in Chapter 2, the emphasis on change and innovation related to the global epidemic was inconsistent across the three textbooks. Book B, for instance, is the only book that dealt (briefly) with innovation and change relating to HIV/AIDS in the global perspective. Book A and Book C did not cover this aspect, but focussed widely on the effects of the disease within the sub-Saharan context and Africa at large. Williams (1989) referred to this as “selective tradition” where authors“ emphasised certain meanings and practices within a particular hegemony and other practices are left neglected or excluded (p. 58). Williams (1989) further agreed that this choice was reflected and often effectively viewed off as “the tradition” in textbook research. In authors Book A and Book B the authors selected for inclusion the aspect of HIV/AIDS as a globalised phenomenon within the sub-Saharan context and the authors of Book C selected it within the context of innovation and change. Thus in Book (B, p. 17) we have:

“but can innovation really change the world? We are quickly realising that the rate we’re going, resources are going to run out, whether we’re

worrying about carbon foot print or the permanence of a workforce under threat from HIV/AIDS, are some big changes ahead”

The authors began with a question: “*But can innovation really change the world?*” It is important to consider that the sentence was being hidden as a question that served to question the ability of innovation to change the world.

In the next sentence, “*We are quickly realising that the rate we’re going*” the connotation is that the harsh effects of HIV/AIDS is now beginning to be felt and realised as a critical issue in the pathway to change and innovation. In the South African context this accorded with literature indicating that during the early 1990s HIV/AIDS was not viewed as a priority and its consequences and effects were not directly felt” (Govender, 2005, p. 11) – a failure of perception that resulted in millions of deaths through ill-informed methods or prevention and childbirth procedures (Department of Health, 2001). Globally, on the other hand, in countries such as the United States, the increase in new infections evoked references to the disease as a “global emergency” (Lee & Zwi, 1996, p.355).

Since 2004, according to South African research, interventions and strategies – in particular the roll-out of ART – have been implemented to stabilise infection rates and allow persons living with HIV to maintain a healthy life style while still being infected (Horne, 2010; UNAIDS, 2012). Set against this was the announcement by Deputy President Cyril Ramaphosa at the briefing for the 2016 AIDS conference that

“South Africa had the highest number of people living with HIV in the world”’s largest treatment programme, where over that 2.7 million people in South Africa are receiving antiretroviral treatment, but the number of new infections continues to remain high” (AIDS, 2016, p. 14).

This calls in question claimed by Shisana et al. (2009, p.8) that there had been considerable progress “implementing the largest antiretroviral treatment in the world” that had stabilised over the last decade. Evidence nonetheless suggested that availability of treatment was a serious concern, as was borne out by a recent press report that “about 12 million people on the African continent are still unable to access proper ARTs and that globally 400 million more people [need] to be on the antiretroviral treatment” (AIDS, 2016, p. 14). This contradicted claims made by global leaders like UNAIDS (2012) and authors such as Shisana et al. (2009) that many efforts have been made to increase the number of people on ART. The country has seen a decrease in AIDS-related deaths and an increase in life expectancy.

Nevertheless the seriousness of the disease is now widely recognised and global interventions (such as ART) are increasingly in place to stabilise the infection rate and reduce the likelihood of sexual partners transmitting the virus to one another. However again, “more is needed to be done to help with prevention and we should just not stand by idly but should be a significant contributor and trusted partner to government and civil society in the HIV response” (AIDS, 2016, p. 14).

In the allusion by the authors in Book B to “*worrying about carbon foot print or the permanence of a workforce under threat from HIV/AIDS [that foreshadow] some big changes ahead*” (Book B, p. 17) [Extract B1], the concept of a “worry” corresponded with what Asante and Oti-Boadi (2013) had to say about HIV/AIDS being one of the most “devastating diseases humanity has ever faced” (p. 270). What is also interesting about this sentence is the way HIV/AIDS is juxtaposed with the issue of the carbon footprint – both being directly related to of human activity (McMichael, 2013). By joining these two words together, the author might have signified that the implications of HIV/AIDS, like the implications of the carbon footprint, are detrimental and deadly to the body (McMichael, 2013), thus representing HIV/AIDS as an „enemy“ to the workforce, with broader economic implications that could have prevented change and innovation in the world (Sontag, 1988). The authors in this sentence could suggest that the presence of HIV/AIDS threatens the permanence of the workforce and that this would result in “*some big changes*” – words which (like “*under threat*” in the same sentence) connote negativity and destructive consequences for the workforce. This implication is that the disease was a dominant factor in the economy where the work place is under its control. Treichler (1988) pertinently warned that “AIDS is a condition threatening to human life to the social crisis, an economic catastrophe, a political challenge, a human disaster” (pp. 415-416).

5.4 Metaphors as a form of representation in textbooks

Across all three textbooks, metaphorical representation of the HIV/AIDS epidemic is directly linked to the discourse of its economic repercussions, as emerged consistently and significantly in unpacking the hidden meanings behind the written words and sentences. This theme highlights two significant metaphorical constructions based on the data obtained: the metaphorical construct of HIV/AIDS as a „disease“ and the repeated mention of „death“ of which was consistent in all three textbooks. According to Horne (2010, p. 57), the Greek

word *metaphora* derived from *meta*, which means “over” and *pherein*, which means “to carry”; the way metaphor works is that “terms literally connected with one object can be transferred to another object” (p. 57). Metaphors thus enabled one to transfer a form of meaning within text to give specific reasoning and understanding to a specific phenomenon (Horne, 2010). The data for this theme reflects the metaphorical constructions that clearly depicted HIV/AIDS as a disease and as a form of death, as discussed in the subsections below.

5.4.1 Disease as a metaphorical construction

In considering the function of metaphor in the textbooks, I began with the proposition to be found in Book A [Extract A4] that

“South Africa has a serious shortage of skilled workers. This is due to a number of reasons including its history of apartheid; an education system which often fails to impart skills to learners that will make them employable; emigration of skilled workers; and diseases such as HIV/AIDS and TB” (Book A p. 23).

By linking HIV/AIDS to the idea of a disease, the authors in Book A were able to provide a metaphorical construct of HIV/AIDS as a diseased condition. This supported the position taken by Brandt (1988) that “disease cannot be freed of metaphors [because it] is simply too significant, too basic an aspect of human existence to presume that we could respond in fully rational or neutral ways” (p. 416). In the passage the researcher considers that the authors do not separate or free metaphorical representation from HIV/AIDS. They explicitly associate HIV/AIDS with disease, which may encourage the reader to naturalise the idea that among the many other factors that contribute to the shortage of skilled workers, HIV/AIDS as a disease is a direct contributor as well.

The construction of disease as a metaphor was significant to the understanding of HIV/AIDS as “the enemy” (Sontag, 1997). Early work conducted by Sontag (1997) maintained that the virus was in the early years of infection clearly seen as „the enemy“ that was undesirable because it made the carriers of the virus (the infected person) into „spies“ and „traitors“ that could promote discrimination and exclusion against HIV-positive people (p. 94). By adopting to employ the metaphor of disease to the discourse of HIV/AIDS the authors could have represented HIV/AIDS as an „enemy“ guided by historical constructions (Hawkes, 1972, p.

56; Grmek [1990] cited in Horne, 2010). However, this claim is similar to that of Brandt (1988) who maintained that “disease is shaped by powerful behavioural, social and political and economic forces” (p. 416). As a result, HIV/AIDS is seen as a social, political and economic construct that is “literally “loaded“ with affect” (Brandt, 1988, p. 416). Therefore its presence within the social, political and economic spheres is directly felt.

As indicated within this construct of disease, HIV/AIDS was seen as a syndrome, a disease, a contamination, a virus, a disorder, an illness that is intimidating to human life” (Cameron, 2005, p.42). The disease was seen “as widespread – a socio-economic ill, political challenge, human tragedy (Treichler, 1988, pp. 415-416). Therefore, the researcher agrees that “all language, by nature of its transferring relation to reality... is fundamentally metaphorical [and that] all languages contain deeply embedded metaphorical structures which covertly influence overt „meaning“” (Hawkes [1972] cited in Horne, 2010, p.57). Therefore the data which emerged in Extract A4 did support the possibility of lending itself to „metaphorical constructions“ by contributing to the understanding that HIV/AIDS is an economic construct that reinforces notions of disease and being an “enemy” to the economic environment (Hawkes [1972], cited in Horne, 2010, p.64; Sontag, 1988). This is significant as the use of metaphors contributes to the understanding of infected individuals as an “enemy” to the business environment (Naidoo, 2012).

Similarly, in Book B (p. 39) [Extract B5] the authors stated that “*HIV/Aids and other diseases impact heavily on productivity and businesses are losing trained workers as a result of the spread of HIV/Aids*”. Linking the discourse of HIV/AIDS to that of diseases that impacted heavily on productivity and businesses (causing loss of trained workers) again confirmed the point made by Wells (2004) that increase in HIV prevalence leads to loss of productivity due to staff illnesses and deaths, and also to high levels of stigma and discrimination.

Taking this further, in relation to the representational construction death, the use of a case study in Book B [Extract B7] provides a deep metaphorical illustration that documents the story of a grandmother who had lost her daughter to HIV/AIDS. The relevant extract read,

“Nono didn’t know where else to turn. “I’m so grateful that Gloria told me about Hope Worldwide”, she said. “Now I am learning about Aids and have told my grandchildren what Aids did to their mother. They were afraid at first, but we are learning together to make sense of this thing called „Aids“.” (Book B, p. 177)

Choosing this particular example of “*Nono*” who is female corresponds with a continuing emphasis (reported in the literature: see Chapter 2) that positioned women as central to the disease and responsible for the illness (Le Clezio, 2003). In this regard, evidence confirmed that young women in the 15–24 age group account for a quarter of all new infections (Motsoaledi, 2013), which has serious social and economic implications in the global context (Le Clezio, 2003; AIDS, 2012).

This example from the textbook also fitted the description of AIDS given by Couser (1997): “AIDS is an illness whose symbolic dimensions are especially prominent and significant; it offers an obvious an extreme instance of cultural construction” (p. 81). The family in the story were of African descent (as indicated by the names given to them in the text) and the grandmother’s understanding of AIDS as a disease is reflected in the way she referred to it as a “*thing*” which matched Henderson’s (2004, pp. 4-5) claim that among certain sectors of the black population in South Africa it is taboo to actually speak the words “HIV” or “AIDS” due to a fear that people could become infected or bewitched just by saying the name. This is reflected in the grandmother’s statement that “*They were afraid at first*” which hints that HIV/AIDS is regarded as a taboo subject within specific cultural spheres, as in this case with the black sectors of the population. The underlying issue here is that the authors created what Horne (2010) termed a sense of indirectness that is presupposed in the construct of disease. As Horne (2010) precisely put it, “the indirectness of these expressions, which described AIDS in terms of the symptoms of the particular opportunistic infections associated with the condition, suggested the extent of the fear attached to it” (p. 46). In their indirect effect they softened and render more homely and familiar the unknown horrors of a new disease (Henderson, 2004).

The grandmother’s statement in the narrative that “*we are learning together to make sense of this thing called „Aids”*” conveyed the point that people are still ill-informed about HIV/AIDS as a disease. Dorrington, Bradshaw and Budlender (2002) described socio-political strategies in the early years of infection as being focussed on possible prevention and awareness which was vital to reducing infections no matter how minimally. Yet their findings reveal that people are still ill-informed about the infection and how to control and manage it (Dorrington, Bradshaw and Budlender, 2002). With this in mind, the researcher believes that government needs to employ holistic measures to ensure proper awareness of HIV/AIDS as a disease. Leclerc-Madlala (1999) took this further by stating that governments should go

beyond prevention and awareness in examining the link between medical and society from a broader perspective. Therefore the construction of HIV/AIDS as a disease is highly relevant to this study where the use of this metaphorical construction may possibly indicate Brandt's point that "disease cannot be freed of metaphors" (1988, p. 416).

5.4.2 Death as a metaphorical construction

As research indicated, AIDS was seen as the final stage of „advanced death“ of the immune system (Leclerc-Madlala, 1999, p. 21), or in other words, that AIDS was the precursor of death. With AIDS now recognised as a major cause of death (Johnston, 2013), it was not uncommon, judging from the literature, to find HIV/AIDS associated with representations of death. This association is presented in the textbook data, where the reader is led to see HIV/AIDS as a construct for death, as in the statement in Book C (p. 38) [Extract C4] that "*Absenteeism due to HIV-related illnesses and family deaths would increase*". Here the authors presuppose that HIV/AIDS-related illnesses result in death, which could be taken to signify that a death sentence is given to those infected. It is important to remember, however, that having HIV/AIDS did not entail immediate death. Research revealed that proper medication (such as ART) reduced AIDS mortality and increases life expectancy (UNAIDS, 2012). The advent of ARTs has therefore caused researchers to claim that South Africa is making significant developments in "turning the tide of HIV incidence" (Shisana et al., 2009). Although government had serious concerns in delivering the treatment to millions of people, a significant decrease in the mortality rates has nonetheless been established (UNAIDS, 2012). In the following sentence from the textbook, however, the sentence may have failed to include any such acknowledgement: "*The population growth rate has slowed in South Africa because of deaths from HIV/Aids-related diseases*" (Book C, p. 40). In linking perceptions of HIV/AIDS with connotations of death, the authors may potentially reinforce the notion of HIV/AIDS as a construct of death, with the possible further implication that death is the immediate consequence if an individual contracts the disease – an implication that the literature does not support. Major concerns for the economic environment are nonetheless well documented; as Cardoso (2004) observed, HIV/AIDS is often represented in terms of a "new-variant famine" (p. 25) that contributes to the loss of lives, skills and capabilities. This therefore results in reduced productivity and profit margins (Naidoo, 2012).

5.5 Exclusion as a form of representation in text

Analysis of the sample texts shows that mention of infected individuals is often avoided or excluded in sentence construction and phrasing. For example, Book A (p. 38) [Extract A4] reads:

“South Africa has a serious shortage of skilled workers. This is due to a number of reasons including its history of apartheid; an education system which often fails to impart skills to learners that will make them employable; emigration of skilled workers; and diseases such as HIV/AIDS and TB”.

This illustrated the point made by Gray (1992) that victims tend to be avoided and seen as a threatening and forbidden subject which caused uncomfortable feelings – indeed, that just using the word “disease” aroused uncomfortable feelings. From a linguistic perspective, a contributing factor in this reaction was social order (Gray, 1992). This is done by means of special devices within text such as silences and omissions. In this way the authors create “an absence of language which suppresses and highlights a phenomenon” (Horne, 2010). In the textbook passage, HIV/AIDS is highlighted as a phenomenon and the infected individuals are suppressed and devalued. Just mentioning the term “HIV/AIDS” puts direct focus on the disease and excluded people infected by the disease.

However, what is most noticeable in the textbooks is that infected individuals are never detached from the disease. For example authors in Book C, p. 35 (Extract C3) state: “*In another example, a popular Gauteng-based radio station, YFM; fuses several social concerns – including HIV/Aids and women and children abuse – with its brand identity*” (Book C, p. 35). As a result, the infected individual took on the identity of the disease. This was an example of what Foucault (1973, p. 9) referred to as the „medical gaze“; in his account, patients become subjects to and constructed by the „medical gaze“. Horne (2010), drawing on Foucault, stated that such a discourse projects the patient as docile and disempowered. Similarly, Kevany et al. (2009) argued that this type of language favoured the medical professionals as „important“ and „right“, while the infected individual are devalued. Where infected individuals are referred to, they are constructed as „economic units“. Horne (2010) sees this in the initial roll-out of ARTs where the goal is not just to alleviate the condition of the infected individual, but also to avert the high inpatient cost entailed in treating advanced illness. The textbook example reflects similar priorities, with infected individuals seen as

dehumanised, disempowered and excluded – “disqualified as inadequate” (Foucault 1980, p. 82) – for the business environment.

Horne (2010) went on to suggest that this kind of pattern reflected power relations and practices of domination, which reproduced a deeply embedded ideology in which the AIDS-ill, as human beings, are discounted (Kevany et al, 2009). Further support for this idea was to be found in Crystal’s (1995) observation that in discourse related to social issues and their representation it was often the case that the stronger the „taboo“ surrounding a discourse the stronger the „avoidance forms“ in which it was represented. This is borne out in the textbook examples which completely avoid the people infected with the disease. In relation to the discourse of AIDS, van Dyk (2005, p. 261) stated that “silence on the subject of AIDS is observed in facets where one would least expect it”, and Gilman (2009, p.36) commented that “listening with the third ear but giving careful attention to the silences, refusals and omissions are the necessary modes of access”. In relation to textbook representations of actual infected people in business operations, the pattern just described is manifested in silences, avoidances and exclusions. In Book B for instance the authors maintain that “*Poverty, HIV/Aids and unemployment impact heavily on business operations in South Africa*” (Book B, p. 38).

A further issue raised by Horne (2010) was that the discourse of AIDS existed largely in the hegemonic linguistic medium of Standardised English language texts; the way words and sentences were constructed, the linguistic structuring, served to benefit individuals that can understand it, and in an African country such as South Africa the medium of Standardised English language texts was generally beneficial to the first-language individuals and the educated elite only, while second language speakers or users of a different medium are alienated. Instead of language acting as a medium that enabled communication and expression, the prestigious status of Standard English language alienates and silences those who have not mastered this language variety (Horne, 2010). This holds true for the textbooks analysed, which assumes learner competence in the standardised forms of language texts in which economic constructs are framed relating to infected individuals with AIDS (Horne, 2010). In summary, the level of omission evident across all three textbooks revealed that people infected with the disease were possibly excluded.

5.6 HIV/AIDS as a legitimate construct

Huckin (1997) and McGregor (2003) associated tone (in text) with specific word selection that conveys certainty and authority, prompting the reader to think in a particular way, and in the three textbooks analysed, it is evident that words and sentences directly linked to the discourse of HIV/AIDS were given legitimacy through specific use of tone.

For example, Example B7 foregrounds the words “Fast Fact” in relation to the infections in South Africa as the world’s worst hit region:

Fast Fact: “Southern Africa remains the world’s worst-hit Aids infected region, accounting for more than two-thirds of HIV infections and Aids-related deaths. South Africa has more people living with HIV and Aids than any other country in the world ” (Book B, p. 177).

By simply using these two words the authors potentially legitimised the infection rate in Africa as factual, uncontested and authoritative (McGregor, 2003). McGregor (2003) maintained that a tone of certainty or uncertainty is presented by using words that can be regarded as “self-evident truths” (McGregor, 2003, p. 6). In this instance the authors in Book B might give the statement a degree of certainty that could have led the reader to believe that Southern Africa remained the „home-base“ of HIV/AIDS. This supported prior research that argued that Southern African remained the global region most affected by the pandemic (Johnson, 2013).

The notion of HIV/AIDS as a sub-Saharan issue appeared several times in Book B, as in Extract B3, which stated that “*A large percentage of people is living with HIV and Aids*” (emphasis added, Book B, p. 23). McGregor (2003, p. 9) reflected that the use of words such as may / might / will / can / must / it seems/ possibly will/, may perhaps/ could/ perchance/ is/ undoubtedly/ definitely/ must or can” is used as a linguistic device that further shapes the choice of modal words and verbs that reflect the probability, impossibility or the necessity of something (McGregor, 2003, p.9). Therefore, the authors’ use of the word „is“ could be intended to legitimise that the statement that South Africa does have a large percentage of people living HIV and AIDS because the word conveyed certainty (UNAIDS, 2008; McGregor, 2003). However, it is interesting to note that the sentence may have failed to mention the global rate of infection of which shows that Washington DC is also home to the infection (AIDS, 2012). This supported Apple’s (1995, p. 27) argument that in order to maintain its own supremacy, the dominant rule must implement many agendas, “even

opposing groups, under its banner". In addition, textbook research suggested that textbooks are a fundamental tool in the "process of constructing legitimated ideologies and beliefs and considered the historical knowledge and practice deemed significant by dominant groups" (Crawford, 2003, p.5). In this case, the groups that Apple and Crawford referred to are authors who are able to legitimize knowledge and pedagogy within text.

In discussing the deaths that occurred as a consequence of HIV/AIDS, the authors use "two-thirds" to indicate the number of people that have died of HIV/ AIDS. The phrasing in "*more than two-thirds of HIV infections and Aids-related deaths*", places emphasis on and drawing attention to the "*more than two-thirds*" may provoke the reader (as indicated in Chapter 4) to believe that the majority (2/3) of the population is infected by HIV/AIDS (McGregor, 2003, p. 12). The use of numerical representation is critical to this provocation which may enable the authors to further strengthen their voice in this regard. This may have created a sense of certainty within the mind of the reader that the majority of the population is infected by HIV/AIDS (McGregor, 2003, p. 12). Therefore by using specific words within sentences the authors, who are agents of the voice McGregor (2003), could have manipulated the minds of the readers in constructing legitimate views of HIV/AIDS as an African disease and an African economic issue (Johnston, 2013).

The power relations between management and HIV/AIDS counsellors are also significant. In Book C the authors state that

"the main function of an HIV/Aids counsellor is to be supportive, listen to problems and empower those living with HIV/Aids to find solutions. Counsellors need to educate management and employees on HIV in order to prevent discrimination against workers who live with HIV" (Book C, p. 143).

The authors place great emphasis on HIV/AIDS counsellors as agents of education, structural support, and empowerment, and as providers of solutions to management and employees living with HIV. Counsellors are seen in text as authoritative agents, in contrast to management. This called in question the claim by Ferguson et al. (2006) that in commerce textbooks, the power-related discourses aided to maintain a „managerialist“ perspective that echoes the interests of a limited set of stakeholders (In this case, managers and shareholders). However, in relation to the data obtained, the counsellor could be seen as superior in power to management. To conceptualise this relation, Apple (1991) argued that the choice of knowledge is never a neutral notion, neither is it, or need it be, a comprehensive "mirror

reflecting of ruling class ideas” (p. 10). Therefore the above statement made by the authors could, in its specific usage of words, conveyed a tone of certainty by an authoritarian voice in the text (McGregor, 2003, p. 12). In this the authors may have displayed the power to control the feelings and emotions of the reader in changing the way the reader would have read the text. This could have caused the reader to submit to legitimation of a power relationship in which counsellors were powerful agents that prevent discrimination against workers in support to employees who live with HIV. Therefore empowerment could be located with the counsellor as a legitimate source of support and education (Ferguson, et al, 2006; McGregor, 2003).

The political aspect of HIV/AIDS is a key element in the legitimation of HIV/AIDS. For example HIV/AIDS was recognised as a huge challenge in South Africa in respect to driving economic growth (Johnston, 2013). In Extract B2, the phrasing “*is seen as reasonable stable political environment*” could have possibly denoted that South Africa is stabilised in terms of dealing with HIV/AIDS; use of the word „is“ establishes authority and certainty in the mind of the reader to confirm this stabilisation (Van Dijk, 1993 & McGregor, 2003), bearing in mind that in the initial years of the epidemic the political involvement in dealing with HIV/AIDS did more harm than good. This was the period in which the Minister of Health at that time, Manto Tshabalala-Msimang, caused much political turbulence by rejecting the idea that AIDS itself was not the leading destroyer and the major cause of death (Department of Health, 2001). This resulted in a huge number of deaths and a steady increase in mother-to-baby infections (Department of Health, 2001) and the whole issue of stabilisation in relation to the discourse of HIV/AIDS was highly contested.

As previously mentioned, political involvement had in current years seen considerable progress in “implementing the largest antiretroviral treatment in the world” (Shisana et al., 2009, p. 8), which has resulted in a decrease in AIDS-related deaths and an increase in life expectancy (UNAIDS, 2012). However, as Deputy President Cyril Ramaphosa has cautioned, “success cannot be claimed yet ... as infections rates are still high” (AIDS, 2016, p. 14). As seen in the extracts that have been discussed, in all three textbooks it could be argued that the authors may exert a degree of power over the reader to control the feelings and emotions of the reader, to control the reader’s interpretation of the text in a way that causes him or her to submit to the power of the authors and internalise given information as legitimate and true (Ferguson, et al, 2006; McGregor, 2003).

In summary, the chapter had provided a critical discussion of the themes that arose from the data, situated the findings within the research field and the theoretical context outlined in Chapter 2 and Chapter 3 respectively. The next chapter gives a summary of the study, together with concluding remarks and recommendations for further research.

Chapter 6

Conclusion and Recommendations

6.1 Introduction

The previous chapter discussed the findings obtained from the three Business Studies textbooks. This chapter provided a brief summary of the foregoing chapters, together with concluding remarks and recommendations for further research.

6.2 Summary of study

This study consisted of six chapters with each having its own specific focus in the overall structure of the research.

Chapter 1 outlined the context and purpose of this study by drawing extensively on post-apartheid education interventions and strategies to overcome the ills of an unjust and unequal education system. This was followed by an outline of the goals and objectives of the OBE system that sought to overcome the ills of the previous education system. However, educational critics such as Jansen (1998), Spady (1999) and Christie (2000) argued that the OBE system did more harm than good in that it demanded much more than the system could offer. Examples of this were the need for highly qualified teachers, the burden of administration in terms of assessments and the concern of funding resources to aid teachers to enhance lesson preparation (Jansen, 1997; Waghid, 2001). This gave rise to intensive debate surrounding OBE and led to modification of the OBE project in the form of the “Schooling 2025” curriculum reform which introduced the Curriculum Assessment and Policy Statements (known as “CAPS”) aimed at improving the quality of teaching and learning for all and overcoming the challenges and ills of OBE education (Department of Basic Education, 2010).

The new “Schooling 2025” curriculum endeavoured to reform the existing curriculum in line with specific objectives for each subject, with clearly defined topics and assessments to be covered per term (Olivier, 2013). A key element in this reformed approach is reintroduction

of textbooks incorporated in classrooms as key feature for teachers and students. In the DOE publication “Curriculum News for 2010”, the importance of textbooks was highlighted in the comment that “textbooks play a vital part in teaching and learning [and thus] must be used by teachers and learners to enhance their teaching and learning” (p. 6). On this basis, Chapter 1 then argued, prescribed textbooks thus play a key role in shaping and socializing students – in addition to conveying facts, prescribed textbooks also seek to uphold the socio-political norms of society. They not only “convey facts, but [they] also spread ideologies” (Pingel, 1998, p. 5). Set against these background reasons for exploring economic representations of HIV/AIDS within Business Studies textbooks, the research questions for this study, its focus and rationale, and the structure for the chapters to follow were then highlighted and outlined.

Chapter 2 outlined the literature consulted for the study. In relation to the biology of HIV/AIDS, the chapter outlined theoretical issues arising in the early years of transmission and prevention. It then explored the epidemiology of the disease in relation to the global trend of the disease, how recent interventions such as ARTs are reducing new infections, and the fact that sub-Saharan Africa continues to be the major locus globally of new infections. The chapter then considered the importance of the textbook as a key pedagogical tool in the classroom. Issues covered in this regard were as follows: the origins of textbook research that contextualised textbooks as the medium through which instruction is given, textbooks as legitimate tools that convey facts as primary sources of knowledge, and the fact that textbooks are never neutral in the delivery of pedagogy. This was followed by more specific consideration of HIV/AIDS as a key feature for textbook research, citing on national and international research. In assessing the scarcity of research on economic representations of HIV/AIDS in school Grade 11 Business Studies textbooks, significant themes emerged that shaped to the study: the socioeconomic implication of HIV/AIDS, the globalised implications of HIV/AIDS, metaphorical construction of HIV/AIDS issues in text, and the element of exclusion in text. These issues helped to shape the focus of the study.

Chapter 3 introduced the methodology and method used to conduct this study. The methodology employed consisted of a qualitative framework that sought to understand how the economic representations of HIV/AIDS take the form they do in these textbooks. In an effort to achieve this, a critical discourse analysis was conducted that drew on the ideas of Huckin (1997) to debunk the critical understanding behind the written words and sentences in the textbook under study. In addition, the chapter discussed the theoretical framework for the

study. Critical theory provided a framework to contextualise the arguments made in relation to the objectives of the study. In addition, a conceptual framework for this study was outlined drawing on the concepts of power and hegemony as critical lens used to uncover the hidden meanings behind the words and sentences. Finally, issues of sampling were discussed, together with issues of validity and trustworthiness and ethical considerations.

Chapter 4 presented the findings obtained from the three Business Studies textbooks. This chapter presented and interpreted the data systematically according to the five subheadings provided by Huckin (1997): Topicalisation, Omissions, Connotations, Presuppositions, and Tone. These tools were effective as they provided a clear and logical pattern in giving meaning to the data obtained from the textbooks under study.

Chapter 5 discussed the findings that emerged from the textbooks, organised according to the principal themes established from the literature review: HIV/AIDS as socioeconomic issue, as a globalised phenomenon, as represented in metaphorical constructions for disease and death, as a form of exclusion within text and lastly as a legitimate construct. A single contradiction that emerged was that while ART was globally recognised as an intervention to reduce the number of infections, a recent report cites Deputy President Cyril Ramaphosa as saying that although “over 2.7 million people in South Africa are receiving antiretroviral treatment ... the number of new infections continues to remain high” (AIDS, 2016, p.14). Even though ARTs have proved to be the best means of combating infection, infections continue to increase and this stems from the access to treatment. This also called in question claims made by Shisana et al. (2009) that prevalence of HIV have been stabilised over the last decade. Taking this further, the local co-chairs of the AIDS (2016) conference [President Cyril Ramaphosa and Professor Olive Shisana] reported that “about 12 million people on the African continent are still unable to access proper ARTs and [that] globally 400 million more people needed to be on the antiretroviral treatment which is a serious concern” (p. 14). This further contradicted claims made by global authorities such as UNAIDS (2012) and authors such as Shisana et al. (2009) that greater strides to increase the number of people on ART, has resulted in a decrease in AIDS-related deaths and an increase in life expectancy. All the more reason, then, to bear in mind Apple’s (1991) point that the “the choice of knowledge is never neutral notion, neither is it, or need it be, a comprehensive”, „mirror reflecting ruling class ideas“ (p. 10).

6.3 Concluding remarks

Using CDA as analytical tool to deconstruct the hidden ideological meanings behind the written words and sentences proved to be invaluable to this study (McGregor, 2003, p. 7). It was relevant and significant to the unfolding, analysing, investigating, and critiquing of social life reflected in text in that the powerful forces of a society may constructs forms of realism that could support specific interests and agendas (Luke, 1997 & McGregor, 2003). It gave the researcher the opportunity to see the concrete examples of this phenomenon in analysing the prescribed Business Studies textbooks recommended for Grade11 at secondary schools. In the economic representations of HIV/AIDS, this study examined words and sentences that made up the prescribed text and had illustrated how power relations and hegemonic order functions and how these are portrayed in the text (McGregor, 2003, p. 17). It was significant to consider Apple's (1995) claim that knowledge and values embedded in the prescribed textbooks are created within complicated social, cultural, economic and political processes that make up the social texture. In keeping with this, the data emerged verified this claim from an economic perspective related to HIV/AIDS in the three prescribed Business studies textbooks.

Drawing on critical theory and using the concepts of power and hegemony as a critical lens what became evident were the power and hegemonic relationship created between author and reader, where the author influences the reader to accept the presentation of facts and beliefs (often ideological), to support the supremacy of specific social groups thereby reflecting socially constructed versions of reality as normal (Van Dijk, 2005). Adding to this, textbooks were perceived as legitimate tools that represent factual concepts and construct what teachers and students teach and learn respectively. The discourse of HIV/AIDS was therefore, as explained in my conceptual framework, a significant instance of power and hegemonic order that allows teachers to teach and learners to learn in a particular way. Selection of curriculum materials in schools should therefore be undertaken cautiously and critically in order to ensure the adoption of a just and equitable pedagogy.

6.4 Recommendations for future research

The researcher offered the following recommendations for future research:

(i) Studies of this nature should move onto using Huckin's (1997) CDA framework, as adopted by McGregor (2003), on more minute levels of analysis such as sentences and phrases to deconstruct broader systemic issues of gender, class, religion and culture which may seem irrelevant or omitted, and to uncover the "truth behind the regime", the profound deceptiveness, invisibility and power of the written and spoken words (McGregor, 2003, p.9).

(ii) Even though there have been ideological changes to the prescribed textbooks since 1994, teachers should not rely heavily on the prescribed textbook, if this is the only legitimate source of pedagogy. Rather they should select additional readings, if this is not the current practice, as part of critical discussions in lessons that could expose hidden perspective and deeper insights as to those whose interest is being served.

(iii) Since this study was confined to analysing a restricted set of prescribed textbooks, the researcher recommends that additional studies should look into all prescribed textbooks within the commerce department at the GET and FET levels (Accounting, Business Economics and Economic and Management Sciences) to pursue a critical understanding behind the hidden perspectives presented by authors. In addition, further analysis should be conducted into all related FET band subjects such as Mathematics, Physical Sciences and Geography.

(iv) Analysis should not be confined to just a single method. It should employ a range of methodological tools, drawing on the framework of CDA in institutions of learning on various social issues by drawing attention to what the dominant groups in society really do and say (Van Dijk, 1993).

(v) Further research should explore the approach of interviewing authors and learners to determine their perspective on what is written and learned. This will help to provide in-depth analysis of the relationship between authors and learners.

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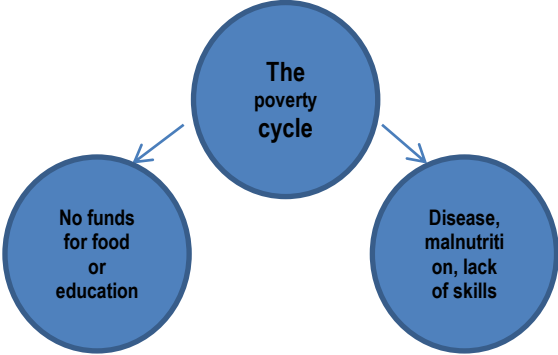
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Appendix A: Extractions from Book A

Title of Book: *Platinum Learners Book Grade 11*

Authors: A. Pinnock, J. Strydom, A. Viljoen

Ref.	Page	Content		
A1	22	<p>In bold UNIT 3 Challenges of the macro environment</p> <p>in bold social-economic issues Businesses are faced with many challenges in a country which has insufficient skills, poor education, tremendous unemployment, unacceptable high crime rates and very high percentages of people living with HIV and Aids.</p> <p>In bold Social-economic challenges Businesses are faced with many challenges in a country which has insufficient skills, poor education, tremendous unemployment, unacceptable high crime rates and very high percentages of people living with HIV and Aids.</p>		
A2	23	<p>In bold Summary of Chapter 2 Challenges of business environment</p> <table border="1" data-bbox="472 1029 1429 1145"> <tr> <td data-bbox="472 1029 1429 1069">Social-economic issues:</td> </tr> <tr> <td data-bbox="472 1069 1429 1145">Of poverty, unemployment, inadequate education, skills shortages, crime and HIV/Aids are all major challenges to businesses.</td> </tr> </table>	Social-economic issues:	Of poverty, unemployment, inadequate education, skills shortages, crime and HIV/Aids are all major challenges to businesses.
Social-economic issues:				
Of poverty, unemployment, inadequate education, skills shortages, crime and HIV/Aids are all major challenges to businesses.				

A3	36	<p>In bold UNIT 1 The impact and challenges of social-economic issues on business operations.</p>  <pre> graph TD A((The poverty cycle)) --> B((No funds for food or education)) A --> C((Disease, malnutrition, lack of skills)) </pre>
A4	38	<p>In bold UNIT 1 The impact and challenges of social-economic issues on business operations.</p> <p>In bold Lack of skills South Africa has serious shortage of skilled workers. This is due to a number of reasons including its history of apartheid; an education system which often fails to impart skills to learners that will make them employable; emigration of skilled workers; and diseases such as HIV/AIDS and TB.</p>
A5	163	<p>In bold UNIT 2 The role of the business community</p> <p>Business involved in community development</p> <p>Businesses can make enormous impacts on the community through their individuals staff members getting involved in projects such as HIV and AIDS education and counselling, contributing time and energy to a cause, or using their skills to help or educate others.</p>

Appendix B: Extraction from Book B

Name of book: Focus Business Studies Grade 11

Authors: M. Bounds, R. Mallgee, W. Mayhew, L. Van Deventer. A. Zeeman.

Ref	Page.	Content
B1	17	<p>In bold Topic 2 challenges of the micro, market and macro business environments</p> <p>In bold Introductory activity</p> <p>Read the following extract from <i>Brands and Branding 2010</i> and answer the questions that follow.</p> <p>In bold Branding</p> <p><i>By Alison Tucker and Andrea Ellens of Added Value South Africa</i></p> <p>Innovation changes the world. Think of something as simple as the shape of Toilet Duck, or disposable pepper grinders. Think of the mobile phones, iTunes and iPods. These things have not only changed categories; they've altered the way we do things. Brands like Apple and Virgin have built their businesses on the idea that change –often radical change- can be very, very good for business.</p> <p>But can innovation really change the world? We are quickly realising that the rate we're going, resources are going to run out . Whether we're worrying about carbon foot print or the permanence of a workforce under threat from HIV/Aids, ahead are some big changes ahead. The way we've have done business in the past is not sustainable . Our ability to adapt and evolve to changing environment will propel us forward. And as any follower of Darwin knows, only the fittest survive .</p> <p>Words thrown around the extract</p> <p>„HIV/Aids“</p>
B2	23	<p>In bold UNIT 3: Challenges of the macro environment</p> <p>3.2 Political changes</p> <p>Despite the government facing huge challenges such as job creation, HIV/Aids, delivery of social services by government, alleviating poverty and driving economic growth, South Africa is seen as a reasonably stable political environment , unlike many other African countries, which are challenged by political unrest</p>

B3	26	<p>In bold UNIT 3 Challenges of the macro environment</p> <p>3.7 Social values, demographics and socio-economic issues. A large percentage of people is living with HIV and Aids.</p>												
B4	38	<p>In bold Topic 4 contemporary socio-economic issues</p> <p>Poverty, HIV/Aids and unemployment (independent) impact heavily on business operations in South Africa. Picture of a mobile clinic A mobile clinic where Aids patients receive treatment .</p>												
B5	39	<p>In bold UNIT 1 Impact of socio-economic issues in business operations and their challenges</p> <p>South Africa faces huge socio-economic problems, many of them as a result of high unemployment, slow economic growth and an increase in the HIV/Aids epidemic. 1.2 in bold Social issues HIV/Aids and other diseases impact heavily on productivity and businesses are losing trained workers as a result of the spread of HIV/Aids.</p>												
B6	174	<p>In bold Topic 15 Citizenship roles and responsibilities</p> <p>1.1 Reasons or businesses to become more involved in social programmes The social investment activities of businesses in South Africa have increased dramatically in recent years. The reasons include: South Africa’s massive HIV/Aids problem encourages companies’ involvement in the health field. 1.2 The benefits of social investment for companies (independent). The social investment budgets of some leading companies in South Africa and their key focus areas are as follows:</p> <table border="1" data-bbox="510 1038 1771 1343"> <thead> <tr> <th data-bbox="510 1038 846 1118">Company</th> <th data-bbox="846 1038 1111 1118">2008/c9 CSI budget</th> <th data-bbox="1111 1038 1771 1118">Key focus areas</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 1118 846 1206">Anglo American South Africa*</td> <td data-bbox="846 1118 1111 1206">512- million</td> <td data-bbox="1111 1118 1771 1206">HIV/Aids, health, welfare, education, arts and culture, entrepreneurship, environment</td> </tr> <tr> <td data-bbox="510 1206 846 1294">Woolworths</td> <td data-bbox="846 1206 1111 1294">297.8- million</td> <td data-bbox="1111 1206 1771 1294">Food security in schools, education, orphaned and vulnerable children.</td> </tr> <tr> <td data-bbox="510 1294 846 1343">ABSA</td> <td data-bbox="846 1294 1111 1343">102- million</td> <td data-bbox="1111 1294 1771 1343">Education, enterprise development, health</td> </tr> </tbody> </table>	Company	2008/c9 CSI budget	Key focus areas	Anglo American South Africa*	512- million	HIV/Aids, health, welfare, education, arts and culture, entrepreneurship, environment	Woolworths	297.8- million	Food security in schools, education, orphaned and vulnerable children.	ABSA	102- million	Education, enterprise development, health
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B7	177	<p>In bold UNIT 2: The roles of individuals within a business community</p> <p>2.2. Case studies on how individuals have given back to the community.</p> <p>In bold Case study 2 South African grandmother adopts Aids orphans</p> <p>Mpho never told her mother Nono, that she was HIV positive. A month after she found out, Mpho died. Mpho’s husband abandoned the family after the funeral, so Nono took charge of her orphaned grandchildren, 9 –year-old Lerato („Love“) and 13 year-old Karabo („Answer“). Nono confessed, “ I didn’t understand much about Aids then”. Nono is sick and tired of watching her family die. The 53-year-old widow is learning how to help surviving family members live, with help from Hope Worldwide Soweto Aids project.</p> <p>Two days after Mpho’s funeral, a knock on Nono’s door brought some good news for a change. Her neighbour, Gloria, invited Nono to visit her workplace –the Hope WorldWide Clinic, known outside of South Africa as the “Soweto Aids Project”. Nono didn’t know where else to turn. “I’m so grateful that Gloria told me about Hope Worldwide”, she said. “Now I am learning about Aids and have told my grandchildren what Aids did to their mother. They were afraid at first, but we are learning together to make sense of this thing called „Aids“. Gloria is one of more than 20 counsellors at the UNSAID-</p>																											

		<p>supported community project helping people with Aids and their families cope physically and emotionally. Gloria makes sure that Nono and the children have food to eat and clothes to wear. Food parcels includes vegetables, cornmeal (staple food), other basic supplies, and occasionally chicken.</p> <p>Mpho’s daughters join their grandmother at weekly visits to the Hope WorldWide projects that UNSAID assists. Nono is determined to safeguard the rest of their family’s health: “ I don’t want to hide the truth about Aids. My children and grandchildren are learning about HIV with me and I want the world to know what it can do to families. Source: UNSAID http://africanstories.unsaid.gov/search_details.cfm?storyID=152&countryID=24&sectorID=0&y</p>
B8	177	<p>in bold 2.3. The importance of the role of individuals in a business community A business community exists within a specific area consisting of residential area as well as business activity Individuals within the community can contribute time and effort to uplift the community and actively engage with a number of programmes such as HIV/Aids counselling, frail care, looking after children, etc.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In bold Fast fact Southern Africa remains the world’s worst-hit Aids infected region, accounting for more than two-thirds of HIV infections and Aids-related deaths. South Africa has more people living with HIV and Aids than any other country in the world</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In bold Fast fact (independent) ESKOM invested millions into combating HIV/Aids in the workplace and surrounding communities and today it is reaping the rewards of its investment (dependant).</p> </div> <p>Disease = 2 (topicalised) HIV (1- topicalised)/ 2</p>
B9	218	<p>In bold 3.3 Workplace safety policy The infectious Diseases Act seeks to control the spread of infectious diseases such as HIV/Aids, tuberculosis and malaria. An employer has a responsibility to see that adequate measures are in place to prevent new infections.</p>
B10	286	<p>In bold Index HIV/Aids</p>

Appendix C: Extractions from Book C

Name of Book: *Oxford Successful Business Studies Learners Book Grade 11*

Authors: W. Booysen & S. King

Ref.	Page	Content						
C1	19	(in bold) UNIT 2 Challenges of the market environment (In bold) Remember Demographics: Structure of human populations, specifically relating to births, deaths, wealth and diseases						
C2	23	(in bold) UNIT 3 Challenges of the macro environment (In bold) Social values, demographics and socio-economic issues <ul style="list-style-type: none"> • Socio-economic issues such as low levels of education, high levels of unemployment, a shortage of skilled labour, increasing or decreasing standards of living, high levels of crime and the HIV/Aids epidemic pose many challenges to businesses • Crimes may also be eating away at profits and HIV/Aids may be affecting the health of staff and consumers 						
C3	35	(in bold) UNIT 3 Adapting to challenges of the macro environment (In bold) Social responsibility and the macro environment In another example, a popular Gauteng- based radio station, YFM; fuses several social concerns-including HIV/Aids and women and children abuse- with its brand identity.						
C4	38	(in bold) Table 1 Examples of issues and their effects on business <table border="1" data-bbox="465 1050 1825 1264"> <thead> <tr> <th>Issues</th> <th>Example of issues</th> <th>Effect on business</th> </tr> </thead> <tbody> <tr> <td>Demographics issues relating to structure of human population.</td> <td>HIV/Aids</td> <td> <ul style="list-style-type: none"> • The business must have a policy on HIV/Aids • Absenteeism due to HIV-related illnesses and family deaths would increase. </td> </tr> </tbody> </table>	Issues	Example of issues	Effect on business	Demographics issues relating to structure of human population.	HIV/Aids	<ul style="list-style-type: none"> • The business must have a policy on HIV/Aids • Absenteeism due to HIV-related illnesses and family deaths would increase.
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C5	40	(in bold) CHAPTER 4 , UNIT 1 Contemporary socio-economic issues (in bold) Social, cultural and demographic issues.						

		<p>(in bold) Population Growth</p> <p>The population growth rate has slowed in South Africa because of deaths from HIV/Aids-related diseases. HIV/Aids affects adults in their prime working age and their skills and experience are lost to the economy. Many businesses place free condoms in the bathrooms as part of an HIV prevention campaign.</p>				
C6	44	<p>(In bold) UNIT 2 Business solutions for socio-economic issues</p> <p>Table 2 Business solutions to deal with socio-economic issues.</p> <table border="1"> <thead> <tr> <th>Problem</th> <th>Possible solutions</th> </tr> </thead> <tbody> <tr> <td>Population growth</td> <td> <ul style="list-style-type: none"> • Information living with HIV/Aids </td> </tr> </tbody> </table>	Problem	Possible solutions	Population growth	<ul style="list-style-type: none"> • Information living with HIV/Aids
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Population growth	<ul style="list-style-type: none"> • Information living with HIV/Aids 					
C7	143	<p>(in bold) UNIT 2 Individual involvement in business community social and economic development</p> <p>(in bold) HIV/Aids counsellor</p> <p>The main function of HIV/Aids counsellor is to be supportive, listen to problems and empower those living with HIV/Aids to find solutions.</p> <p>Counsellors need to educate management and employees on HIV (independent) in order to prevent discrimination against workers who live with HIV.</p>				
C8	146	<p>(in bold) UNIT 3 Business and organisational involvement in community development</p> <p>(in bold) Star for life</p> <p>Star for life is a Swedish non-profit school programme that was created in the southern Africa to prevent HIV/Aids from spreading.</p> <p>Over 60 000 learners are educated in the prevention of HIV/Aids in schools in South Africa and Namibia.</p>				

Appendix D: Ethical Clearance



5 November 2013

Mr Lucian Jason Naidoo 208507953
School of Education
Edgewood Campus

Dear Mr Naidoo

Protocol reference number: HSS/1282/013M
Project title: Economic Representations of HIV/AIDS in contemporary Grade 11 Business Studies textbooks: A critical discourse analysis

NO-RISK APPROVAL

In response to your application, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenika Singh (Chair)
Humanities & Social Science Research Ethics Committee

/pm

cc Supervisor: J Ramdhani
cc Academic Leader: Dr MN Davids
cc School Admin: Miss Bongekile Bhengu

Humanities & Social Sciences Research Ethics Committee

Dr Shenika Singh (Acting Chair)

Westville Campus, Gwvan Mhaki Building

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Website: www.ukzn.ac.za

Appendix E: Turnitin Originality Report

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Appendix F: Editing certificate



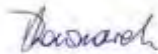
29 January 2015

To whom it may concern

This is to certify that I provided editing assistance to Lucian Naidoo in the preparation of his Master's thesis, "Economic Representations of HIV/AIDS in Contemporary Grade 11 Business Studies Textbooks: A Critical Discourse Analysis".

The editing covered English language usage, grammar, idiom, orthography, punctuation and sentence structure in preliminary drafts of the thesis.

I will be happy to furnish additional information if requested.



David Newmarch

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