

# **Curriculum and Assessment Policy Statement**

**GRADES 7- 9**

**ECONOMIC AND MANAGEMENT SCIENCES**

## SECTION 3: TERM PLANS

### 3.1 Overview of topics

Topic	Grade	Content
The economy	7	History of money; needs and wants; goods and services; the production process; and inequality and poverty
	8	Government; the National Budget; standard of living; and markets
	9	Economic systems; the circular flow; price theory; and trade unions
Financial literacy	7	Savings; budgets, income and expenses; and accounting concepts
	8	Accounting concepts; accounting cycle; source documents; Cash Receipts Journal and Cash Payments Journal of a service business; effects of cash transactions on the accounting equation; General Ledger and Trial Balance
	9	Cash Receipts Journal and Cash Payment Journal of a sole trader; posting to the General Ledger; preparing a Trial Balance; recording transactions in the Debtors Journal, Creditors Journal; posting to the Debtors Ledger and Creditors Ledger
Entrepreneurship	7	The entrepreneur; starting a business; businesses; and an Entrepreneur's Day
	8	Factors of production; forms of ownership; levels of management; and functions of Management
	9	Sectors of the economy; functions of a business; and a business plan

### 3.2. Teaching and learning materials required for Economic and Management Sciences

1. Each learner should have

- a. a textbook; and
- b. a calculator.

2. Learners in Grades 8 and 9 should each have one Eight Column Creditors Journal , one General Ledger and one Three column Journal.

3. Grade 7 learners should have a normal exercise book.

4. Teachers should have a textbook with a teacher guide.

**3.3 Annual Teaching Plan****GRADE 7, TERM 1**

<b>Week (2 hours per week)</b>	<b>Topic</b>	<b>Content</b>
Weeks 1 – 3	<b>The economy:</b> History of money	Traditional societies; bartering; promissory notes; coins; paper money; electronic banking; the role of money
Weeks 4 – 5	<b>The economy:</b> Needs and wants	Basic needs of individuals, families, communities and countries; primary and secondary needs; unlimited wants; limited resources to satisfy needs and wants
Weeks 6 – 7	<b>The economy:</b> Goods and services	Goods and services; examples of goods and services; producers and consumers; the role of households as producers and consumers; using goods and services efficiently and effectively; how to recycle and reuse goods to satisfy needs and wants
Weeks 8 – 10	<b>The economy:</b> Inequality and poverty	Causes of socio-economic imbalances; inequality in South Africa; education and skills to fight inequality and injustice; urban and rural challenges; creating sustainable job opportunities

Notes:

**1. Formal assessment for Term 1 consists of two tasks:**

- Assignment / Poster (50%)
- Controlled Test (50%).

**2. The assignment / poster must include the following topics:**

- The history of money
- Needs and wants

**3. The controlled test must include the following topics:**

- Goods and services
- Inequality and poverty

4. It is compulsory to complete all the topics as indicated in the teaching plan.

5. When teaching these topics, the context of the school should be considered.

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 7, TERM 2

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the first term; give learners an overview of what will be taught during the second term
Weeks 2 – 3	<b>Financial Literacy:</b> Accounting concepts	Capital; assets; liability; income; expenses; profit; losses; budgets; savings; banking; financial records; transactions
Weeks 4 – 6	<b>Financial Literacy:</b> Income and expenses	Personal income; personal expenses; types of personal income; personal statement of net worth; types of income that businesses receive; types of expenses that businesses have; savings and investments in businesses
Weeks 7 – 8	<b>Financial Literacy:</b> Budgets	Definition of a budget; income; expenditure; a personal budget; business budget
Weeks 9 – 10	<b>Mid-year examination</b>	Mid-year examination must be based on the work covered in terms 1 and 2

Notes:

1. Formal assessment for Term 2 consists only of a mid-year examination (100%).

2. The mid-year examination must include all topics covered in term 1 and term 2.

- Term 1: 30% of content covered
- Term 2: 70% of content covered

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 7, TERM 3

Week (2 hours per week)	Topic	Content
Weeks 1 -3	<b>Entrepreneurship:</b> Businesses	Formal and informal businesses; types of businesses (trading, manufacturing and service) that are both formal and informal; *advantages and disadvantage of formal and informal businesses; the role of formal and informal businesses as producers and consumers; the effect of natural disasters and health epidemics on formal and informal businesses
Weeks 4 – 5	<b>Entrepreneurship:</b> The entrepreneur	Definition of an entrepreneur; characteristics of an entrepreneur; skills of an entrepreneur; entrepreneurial actions of buying, selling, producing and making a profit
Weeks 6 – 7	<b>Entrepreneurship:</b> Starting a business	Needs and wants of consumers; analysis of strengths, weaknesses, opportunities, threats (SWOT); setting goals; achieving goals; the concept of advertising; media used in advertising; principles of advertising; budget for Entrepreneur’s Day; use of recycled material; simple cost calculation – variable cost, fixed cost, selling price
Weeks 8 -10	<b>Entrepreneurship:</b> Entrepreneur’s Day	Hosting of Entrepreneur’s Day; income and expenditure statement

Notes:

1. Formal assessment for Term 3 consists of one task: a project (100 %)
2. The content of the project must be on Entrepreneurship.
3. It is compulsory to complete all the topics as indicated in the teaching plan.
4. When teaching these topics, the context of the school should be considered.
5. \* Means Non-examinable

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 7, TERM 4

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term
Weeks 2 – 4	<b>The economy:</b>  The production Process	Definition of production; inputs and outputs; sustainable use of resources; meaning of economic growth; meaning of productivity; *the effect of productivity on the economic growth; technology in the production process; contribution of technology to improving productivity and economic growth
Weeks 5 – 7	<b>Financial Literacy:</b>  Savings	Personal savings; purpose of savings; *history of banks; the role of banks; services offered by banks; opening a savings account at a bank; community savings schemes; financial organisations; financial institutions and organisations promoting Entrepreneurship
Weeks 8 – 9	<b>Examination preparations</b>	Revise the work covered throughout the year; study techniques; examination writing Skills
Week 10	<b>End-of-year examination must be based on work covered in term 1, 2, 3 and 4</b>	

Notes:

- Formal assessment for Term 4 consists of an end-of-year examination (60%).
- The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.
  - Financial literacy: 50%
  - Economy: 25%
  - Entrepreneurship: 25%
- It is compulsory to complete all the topics as indicated in the teaching plan.
- When teaching these topics, the context of the school should be considered.
- \* Means Non-examinable

SBA	Examination
Term 1: 100 (20 % weighting)	Written examination: 100
Term 2: 100 (10 % weighting)	
Term 3: 50 (10 % weighting)	
Total SBA = 250 (40% weighting)	Convert to 60%
Year mark: SBA + End-of-year examination = 100%	

## GRADE 8, TERM 1

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise Grade 7 work; give learners an overview of what will be taught during the first Term
Weeks 2 – 3	<b>The economy:</b> Government	Meaning of government; different levels of government; roles of the different levels of government in respect of households in the use of resources and services (both as consumer and producer); roles of the different levels of government in respect of businesses in the use of resources and services (both as consumer and producer)
Weeks 4 – 5	<b>The economy:</b> National Budget	Government revenue: direct tax, indirect tax; government expenditure on services such as education, health, housing, social grants, transport, security, etc.; the influence of the National Budget on growth and redressing of economic inequalities
Week 6	<b>The economy:</b> Standard of living	Lifestyles; *self-sufficient societies; modern societies; rural societies; impact of development on the environment; unemployment; productive use of resources to promote a healthy environment
Weeks 7 – 8	<b>Financial literacy:</b> Accounting Concepts	Sole trader; debit; credit; capital; owner's equity; income; expenses; profit; losses; transactions; liability; assets; banking; cash receipts; cash payments; subsidiary journals; accounting equation: $assets = owner's\ equity + liability$ ( $A = OE + L$ )
Weeks 9 – 10	<b>Financial Literacy:</b> Source documents	Receipts; deposit slips; cash register slips (till slips); cheques; cheque counter foils Electronic Funds Transfer (EFT - Additional); bank statements; cash invoices

Notes:

1. Formal assessment for Term 1 consists of two tasks:

- Data response - (50%)
- Controlled Test - (50%)

2. The data response must include the following topics:

- Government
- National Budget

3. The controlled test must include the following topics:

- Standard of living
- Accounting concepts
- Source documents

4. It is compulsory to complete all the topics as indicated in the teaching plan.

5. When teaching these topics, the context of the school should be considered.

6. \* Means Non-examinable

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 8, TERM 2

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the first term; give learners an overview of what will be taught during the second term
Week 2	<b>Financial Literacy:</b> Overview of the accounting cycle	Transactions; source documents; subsidiary journals; General Ledger; Trial Balance; Income Statement; Balance Sheet; introduction of the Cash Journals of a service business – their purpose and importance
Week 3	<b>Financial Literacy</b> Accounting equation	Cash transactions (receipts) on the accounting equation Assets = owner's equity + liability (A = OE + L)
Weeks 4 – 5	<b>Financial Literacy:</b> Cash Receipts Journal (services)	Concept of a Cash Receipts Journal (CRJ) of a service business; formats and uses of the columns in the CRJ; source documents used to complete the CRJ; entering of cash transactions in the CRJ; closing off the CRJ; effect of cash transactions on the accounting equation.
Week 6	<b>Entrepreneurship:</b> Factors of production	Capital – borrowed and own capital; labour – unskilled, semi-skilled and skilled labour; role of workers in the business; fair employment practices; natural resources; entrepreneurship; remuneration of the factors of production
Weeks 7- 8	<b>The economy:</b> Markets	Types of markets – goods and services market; factor market (labour and financial markets)
Weeks 9 – 10	<b>Mid-year examination</b>	Mid-year examination must be based on work covered in terms 1 and 2

Notes:

1. Formal assessment for Term 2 consists of a mid-year examination (100%).
2. The mid-year examination must consist out of two papers that include all topics covered in term 1 and 2.
  - Paper 1: The Economy: 25 marks (25% weighting)  
Entrepreneurship: 25 marks (25% weighting)
  - Paper 2: Financial Literacy: 50 marks (50% weighting)
3. It is compulsory to complete all the topics as indicated in the teaching plan.
4. When teaching these topics, the context of the school should be considered.



## GRADE 8, TERM 3

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the second term; give learners an overview of what will be taught during the third term
Week 2	<b>Financial Literacy:</b> Cash Receipts Journal (services)	Concept of a Cash Receipts Journal (CRJ) of a service business; formats and uses of the columns in the CRJ; source documents used to complete the CRJ; entering of cash transactions in the CRJ; closing off the CRJ; effect of cash transactions on the accounting equation
Week 3	<b>Financial Literacy</b> Accounting equation	Effect of cash transactions (payments) on the accounting equation. Assets = owner's equity + liability (A = OE + L)
Weeks 4 - 7	<b>Financial Literacy;</b> Cash Payments Journal (service)	Concept of a Cash Payments Journal (CPJ) of a service business; Formats and uses of the columns in the CPJ; source documents used to complete a CPJ; effect of cash transactions on the accounting equation; entering combined transactions in the CRJ and CPJ; closing off of the CRJ and CPJ
Weeks 8 – 10	<b>Entrepreneurship</b> Forms of ownership	Sole traders; partnerships; close corporations; private and public companies; characteristics; advantages and disadvantages; their role in sustainable job creation; role in sustainable use of natural resources

Notes:

1. Formal assessment for Term 3 consists of one task: a case study or a project (100%).
2. The formal assessment task must include Financial Literacy.
3. It is compulsory to complete all the topics as indicated in the teaching plan.
4. When teaching these topics, the context of the school should be considered.

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 8, TERM 4

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term
Weeks 2 – 6	<b>Financial Literacy:</b> General Ledger and Trial Balance (service)	The double entry-principle; the “T” accounts; format of the General Ledger; sections within the General Ledger; opening accounts in the General Ledger; posting/recording of transactions from the CRJ and CPJ of the service business to the General Ledger, balancing of the General Ledger; preparing of a Trial Balance of a service business
Weeks 7 – 8	<b>Entrepreneurship:</b> Levels and functions of Management	Different levels of management; management tasks such as planning, organizing, leading, and controlling; characteristics of good management; *different styles of management – autocratic style, permissive or free-reign style (laissez-fair), democratic or participatory style.
Week 9	<b>Examination Preparations</b>	Revise work covered throughout the year; study techniques; Examination writing skills
Week 10	<b>End-of-year examinations must be based on work covered in term 1, 2, 3 and 4</b>	

Notes:

- Formal assessment for Term 4 consists of an end-of-year examination.
- The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.
  - Paper 1: The Economy: 25 marks (25% weighting)  
Entrepreneurship: 25 marks (25% weighting)
  - Paper 2: Financial Literacy: 50 marks (50% weighting)
- It is compulsory to complete all the topics as indicated in the teaching plan.
- When teaching these topics, the context of the school should be considered.
- \*Means - Non-examinable

SBA	Examination
Term 1: 100 (20 % weighting)	Written examination: 100
Term 2: 100 (10 % weighting)	
Term 3: 50 (10 % weighting)	
Total SBA = 250 (40% weighting)	Convert to 60%
Year mark: SBA + end-of-year examination = 100%	

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 9, TERM 1

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise Grade 8 work; give learners an overview of what will be taught during the first term
Week 2	<b>The economy:</b> Economic systems	The three major economic systems: a planned economy, market economy and mixed economy; origin of each system; * advantages and disadvantages of each economic system; characteristics of each economic system; the global economy.
Weeks 3 - 4	<b>The economy:</b> The circular flow	The participants in the circular flow of a closed economy; flow of goods and services, money and factors of production in the circular flow of a closed economy; illustrate by using a flow diagram
Week 5	<b>Financial Literacy:</b> Accounting Equation	Effect of cash transactions on the accounting equation. Assets = owner's equity + liability (A = OE + L)
Weeks 6 - 7	<b>Financial Literacy</b> Cash Receipts Journal and Cash Payments Journal (sole trader)	Cash transactions of a trading business; Effect of cash transactions on the accounting equation.
Weeks 8 - 10	<b>Financial Literacy:</b> General Ledger and Trial Balance (sole trader)	Posting of cash transactions of a trading business from Cash Receipts Journal (CRJ) and Cash Payments Journal (CPJ) to General Ledger; Preparing of a Trial Balance of a trading business.

Notes:

1. Formal assessment for Term 1 consists of two tasks:

- Assignment (50%)
- Controlled test (50%)

2. The assignment must include the following topics:

- Economic systems
- The circular flow

3. The controlled test must include the following topics:

- Accounting equation
- CRJ and CPJ
- General Ledger
- Trial Balance

4. It is compulsory to complete all the topics as indicated in the teaching plan.

5. When teaching these topics, the context of the school should be considered.

6. \* Means – Non-examinable

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 9, TERM 2

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the first term; give learners an overview of what will be taught during the second term
Week 2	<b>Financial Literacy:</b> Accounting Equation	Effect of credit transaction on Accounting Equation (Credit Sales) $Assets = \text{owner's equity} + \text{liability}$ ( $A = OE + L$ )
Weeks 3 - 4	<b>Financial Literacy:</b> Credit transactions - debtors	Credit sales; debtors; National Credit Act; *debtors allowance; accounting cycle; recording of transactions to Debtors Journal (DJ); *Debtors Allowances Journal (DAJ); recording of receipts from debtors in the Cash Receipts Journal (CRJ)
Weeks 5 - 7	<b>The economy:</b> Price theory	Law of demand, demand schedule and graphical illustration of the demand curve; law of supply, supply schedule and graphical illustration of the supply curve; equilibrium price and quantity; change in quantity demanded; change in quantity supplied; * increase and decrease in demand; increase and decrease in supply; graphical illustration of the change in demand and the change in supply
Weeks 8 - 9	<b>Entrepreneurship:</b> Sectors of the economy	The primary sector, the secondary sector, the tertiary sector; types of businesses found in the three sectors; the interrelationship of the three sectors; sustainable use of resources in the three sectors; the role of the three sectors in the economy; types of skills required in each sector
Week 10	<b>Mid-year examination</b>	Mid-year examination must be based on work covered in terms 1 and 2

Notes:

1. Formal assessment for Term 2 consists of a mid-year examination (100%).
2. The mid-year examination must include all topics covered in term 1 and term 2.
  - Paper 1: The Economy: 25 marks (25% weighting)  
Entrepreneurship: 25 marks (25% weighting)
  - Paper 2: Financial Literacy: 50 marks (50% weighting)
3. It is compulsory to complete all the topics as indicated in the teaching plan.
4. When teaching these topics, the context of the school should be considered.
5. \* Means Non-examinable

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 9, TERM 3

Functions of a business; administration, purchasing, marketing, finances, Public relations, human resources, production, general management and risk management; characteristics of the business functions; \* role and importance of the business functions

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the second term; give learners an overview of what will be taught during the third term
Week 2	<b>Entrepreneurship:</b> Functions of a business	Functions of a business; administration, purchasing, marketing, finances, Public relations, human resources, production, general management and risk management; characteristics of the business functions; * role and importance of the business functions
Weeks 3 - 4	<b>Entrepreneurship:</b> Business Plan	Concept of a business plan; components of a business plan; format of a business plan [the front cover, table of contents, description of the product or services offered by the business, goals of the business, the business owner, production plan, marketing plan, management plan, SWOT (strengths, weaknesses, opportunities, threats) analysis and conclusion]; financial plan (fixed and variable costs, * break-even points, mark-up on sales, profit percentage).
Weeks 5 - 6	<b>Financial Literacy:</b> Credit transactions – Debtors	Posting to the Debtors Ledger and General Ledger
Week 7	<b>Financial Literacy:</b> Accounting Equation	Effect of credit transaction on the accounting equation (Credit purchases) $Assets = owner's\ equity + liability\ (A = OE + L)$
Week 8	<b>Financial Literacy:</b> Credit transactions - Creditors	Creditors; accounting cycle; recording of transactions in the Creditors Journal (CJ); and the *Creditors Allowances Journal (CAJ)
Weeks 9 - 10	<b>Financial Literacy:</b> Credit transactions – Creditors	Recording of payments to creditors in the Cash Payments Journal (CPJ); posting to the Creditors Ledger and General Ledger; effect of credit transactions on the accounting equation

Notes:

1. Formal assessment for Term 3 consists of a project (100%)
2. The formal assessment task must include the following topic:
  - Entrepreneurship (Business plan)
3. It is compulsory to complete all the topics as indicated in the teaching plan.
4. When teaching these topics, the context of the school should be considered.
5. \* Means Non-examinable

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## GRADE 9, TERM 4

Week (2 hours per week)	Topic	Content
Week 1	<b>Revision</b>	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term
Weeks 2 - 6	<b>Financial literacy:</b> Transactions – cash and Credit	Recording of cash and credit transactions of a sole trader in the subsidiary journals; posting to the Debtors Journal (DJ), Creditors Journal (CJ), General Ledger; preparing of a trail balance
Weeks 7 – 8	<b>The economy:</b> Trade unions	Concept of trade unions; brief historical development of trade unions; the roles and responsibilities of trade unions in South Africa; effect of trade unions in businesses; contribution of trade unions to sustainable growth and development
Week 9	<b>Examination Preparation</b>	Revise work covered throughout the year; study techniques; examination writing skills
Week 10	<b>End-of-year examination must be based on work covered in term 1, 2, 3 and 4</b>	

Notes:

- Formal assessment for Term 4 consists of an end-of-year examination.
- The end-of-year examination must include all topics covered in term 1, 2, 3 and 4.
  - Paper 1: The Economy: 25 marks (25% weighting)
  - Entrepreneurship: 25 marks (25% weighting)
  - Paper 2: Financial Literacy: 50 marks (50% weighting)
- It is compulsory to complete all the topics as indicated in the teaching plan.
- When teaching these topics, the context of the school should be considered.
- \* Means Non-examinable

SBA	Examination
Term 1: 100 (20 % weighting)	Written examination: 150
Term 2: 100 (10 % weighting)	
Term 3: 50 (10 % weighting)	
Total SBA = 250 (40% weighting)	Convert to 60%
Year mark: SBA + end-of-year examination = 100%	

## SECTION 4: ASSESSMENT IN ECONOMIC AND MANAGEMENT SCIENCES

### 4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment is integral to teaching and learning. Assessment informs teachers about learners' specific needs. It provides teachers with feedback that enables them to adjust their teaching strategies. Assessment also provides learners with feedback, allowing them to monitor their own achievement. Assessment that takes note of learners' needs is called "assessment for learning" (informal assessment). Assessment for learning is developmental. It helps learners improve and progress by informing them of their strengths and weaknesses. When the focus of assessment is on the results of learning, assessment is referred to as "assessment of learning" (formal assessment). Assessment of learning usually takes place at the end of a period of work, such as a topic, term or year. Assessment of learning is typically used for promotion and certification purposes. Both assessment for learning and assessment of learning strategies should be used during the school year.

Assessment in Economic and management Sciences focuses on the knowledge, skills and values inherent in the activities of production, consumption, exchange and making meaningful and informed financial decisions in economic and social environments.

Economic and Management Sciences covers valuable skills such as economic, entrepreneurship, financial and managerial skills that prepare learners for success in different economic and business environments. Teachers must consider all these skills when planning teaching, learning and assessment activities.

### 4.2 Informal assessment or daily assessment

Assessment for learning has the purpose of continuously collecting information on learners' achievement, which can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how their learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, it does not need to be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks and give feedback to learners, thereby improving teaching and learning. Informal class tests should be of a high quality and aligned to the Blooms taxonomy.

Self-assessment and peer assessment actively involve learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded, unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes. **A minimum of two (2) informal assessment activities/ class works should be completed per week that should be reflected in the learner books.**

## 4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. The teacher marks and records all formal assessment tasks formally for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance, thus ensuring that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a yearlong formal Programme of Assessment in each grade and subject.

### 4.3.1 Summary of formal assessments expected in Grades 7 to 9

Formal assessment tasks requirement for Economic and Management Sciences are as follows:

Grade	Formal assessments	SBA (40%)	Final examination (60%)	Total
7	<ul style="list-style-type: none"> <li>• 2 formal alternative assessments</li> <li>• 1 Controlled test in Term 1</li> <li>• Mid-year examination</li> <li>• End-of-year examination</li> </ul>	Refer to Programme of Assessment	Refer to Programme of Assessment	100
8	<ul style="list-style-type: none"> <li>• 2 formal alternative assessments</li> <li>• 1 Controlled test in Term 1</li> <li>• Mid-year examination</li> <li>• End-of-year examination</li> </ul>	Refer to Programme of Assessment	Refer to Programme of Assessment	100
9	<ul style="list-style-type: none"> <li>• 2 formal alternative assessments</li> <li>• 1 Controlled test in Term 1</li> <li>• Mid-year examination</li> <li>• End-of-year examination</li> </ul>	Refer to Programme of Assessment	Refer to Programme of Assessment	100

### 4.3.2 Formal assessment requirements for Economic and Management Sciences

Formal assessment for the Senior Phase comprises five formal assessment tasks, two alternative assessment tasks, one controlled test, and two examinations.

The total number of formal assessment tasks per year for the Senior Phase is five. Learners are required to do two formal assessment tasks per term in the first, one in the third term, and only a mid-year examination in the second term and only the end of year examination in the fourth term.



## (a) Tasks

Tasks should cover the content and concepts according to the Annual Teaching Plan. They should include a variety of activities and strategies that assess knowledge and skills. Some examples of formal assessment strategies are listed below. These assessment strategies may form the focus of specific tasks or they may be used together as part of a task.

NB: In Economic and management Sciences, the following forms of assessment are preferred, although they are not the only ones that you may use:

- projects;
- tests (both informal class tests and controlled tests);
- data responses;
- examinations;
- oral presentations;
- case studies;
- assignments; and
- posters.

When scheduling a task, the resource needs of a task must be considered. For example, you may want to schedule a task on the National Budget at the time when the Minister of Finance makes his presentation. Alternatively, you may want to link tasks to other significant or special days and events. You should allow time for research, if necessary – perhaps during holidays or long weekends – so that all learners can go to a library or interview people, or do whatever the task requires.

## (b) Tests and examinations

- A controlled test should be written in term 1, a mid-year examination in term 2, and an end-of-year examination in term 4.
- Controlled test should cover the work completed in term 1. In term 2, the mid-year examination should cover work completed in terms 1 and 2. In term 4, the final examination should cover work done throughout the year.
- In term 2, the mid-year examination must cover work done in terms 1 and 2. In term 4, the final examination should cover work done throughout the whole year.
- A test should be 60 minutes long; In Grade 7 examinations of 100 marks should be 90 minutes long in June and November. For Grades 8 & 9 the two papers written should each be an hour long for June and November
- The controlled tests and examinations may include a variety of assessment styles such as multiple-choice questions, one-line answers, true-and-false questions, filling in the missing word, written paragraphs, labelling diagrams and doing calculations.
- Tests and examinations must be completed under strict controlled conditions.
- The mid-year and end-of-year examinations for Grades 7 – 9 is set, marked and moderated internally.

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

Tests and examinations must cater for a range of cognitive levels. The following is the suggested weighting for the Senior Phase:

Cognitive levels	Activity	Percentage of task
Lower order	Assessing knowledge; remembering and understanding	30%
Middle order	Assessing, Analysing and Application	40%
Higher order	Evaluating and Creating	30%

The examinations must be structured according to the suggested format below. It is recommended that the controlled tests in term 1 be structured as far as possible according to the end-of-year examinations. This will not only help learners to gain confidence, but will also help them to develop and consolidate test or examination writing skills and techniques needed to successfully complete future tests or examination papers.

## Grade 7

Section A: 10 marks	Section B: 20 marks	Section C: 50 marks	Section D: 20 marks
<p><b>Covers all the 3 topics</b></p> <p>Types of questions to include in this section:</p> <ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Fill in the missing word</li> <li>True or False</li> <li>Matching column A to column B</li> <li>Underline the correct word</li> </ol> <p>Use a combination of any two types for example:</p> <ol style="list-style-type: none"> <li>Multiple Choice (5)</li> <li>True or False (5)</li> <li>Underline the correct word (5)</li> <li>Match column A to column B (5)</li> </ol> <p>Award 1 marks for each correct answer:</p> <p>Total Marks 10 x 1 = 10</p>	<p><b>Topic: The Economy</b></p> <p>Include <b>two to three</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be distributed evenly amongst the questions as long as the total adds up to 20 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Diagrams</li> <li>Cartoons</li> <li>Graphs</li> <li>Case studies</li> </ol>	<p><b>Topic: Financial Literacy</b></p> <p>Include <b>three to four</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be evenly distributed amongst the questions as long as the total adds up to 50 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Case studies</li> <li>Scenarios</li> </ol>	<p><b>Topic: Entrepreneurship</b></p> <p>Include <b>two to three</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be evenly distributed amongst the questions as long as the total adds up to 20 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Case studies</li> <li>Scenarios</li> <li>Diagrams</li> <li>Cartoons</li> </ol>

### Notes:

Total marks for the mid-year and end-of-year examination for Grade 7 is **100** marks.

Information provided in the texts for case studies and scenarios must be relevant, current, age-appropriate and learner-friendly.

Use a variation of the types of questions selected from each section.

Paper 1 The Economy and Entrepreneurship			Paper 2 Financial Literacy
Section A: 10 marks (10x1=10)	Section B: 20marks	Section C: 20 marks	Section D: 50 marks
<p><b>Covers all the 3 topics</b></p> <p>Types of questions to include in this section:</p> <ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Fill in the missing word</li> <li>True or False</li> <li>Matching column A to column B</li> <li>Underline the correct word</li> </ol> <p>Use a combination of any four types for example:</p> <ol style="list-style-type: none"> <li>Multiple Choice (5)</li> <li>True or False (5)</li> <li>Match column A to column B (5)</li> <li>Fill in the missing word (5)</li> </ol> <p>Award 1 marks for each correct answer:</p> <p>Total Marks 10 x 1 = 10</p>	<p><b>Topic: The Economy</b></p> <p>Include <b>two to three</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be distributed evenly amongst the questions as long as the total adds up to 20 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Diagrams</li> <li>Cartoons</li> <li>Graphs</li> <li>Case studies</li> </ol>	<p><b>Topic: Entrepreneurship</b></p> <p>Include <b>two to three</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be evenly distributed amongst the questions as long as the total adds up to 20 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Case studies</li> <li>Scenarios</li> <li>Diagrams</li> <li>Cartoons</li> </ol>	<p><b>Topic: Financial Literacy</b></p> <p>Include <b>two to three</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be evenly distributed amongst the questions as long as the total adds up to 50 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Case studies pertaining to the practical recording of cash/credit transactions in subsidiary journals, posting to the General Ledger and preparing a Trial Balance</li> </ol>

**Note:**

Total marks for the mid-year examination for Grade 8 and 9 is **100** marks.

Information provided in the texts for case studies and scenarios must be relevant, current, age-appropriate and learner-friendly.

Use a variation of the types of questions selected from each section.

Grade 9 – Final Examination

Paper 1 The Economy and Entrepreneurship			Paper 2 Financial Literacy
Section A: 20 marks (20x1=20)	Section B: 30marks	Section C: 30 marks	Section D: 70 marks
<p><b>Covers all the 3 topics</b></p> <p>Types of questions to include in this section:</p> <ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Fill in the missing word</li> <li>True or False</li> <li>Matching column A to column B</li> <li>Underline the correct word</li> </ol> <p>Use a combination of any two types for example:</p> <ol style="list-style-type: none"> <li>Multiple Choice (10)</li> <li>True or False (5)</li> <li>Match column A to column B (10)</li> <li>Fill in the missing word (5)</li> </ol> <p>Award 1 marks for each correct answer:</p> <p>Total Marks 20 x 1 = 20</p>	<p><b>Topic: The Economy</b></p> <p>Include <b>two to three</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be distributed evenly amongst the questions as long as the total adds up to 30 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Diagrams</li> <li>Cartoons</li> <li>Graphs</li> <li>Case studies</li> </ol>	<p><b>Topic: Entrepreneurship</b></p> <p>Include <b>two to three</b> questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be evenly distributed amongst the questions as long as the total adds up to 30 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Case studies</li> <li>Scenarios</li> <li>Diagrams</li> <li>Cartoons</li> </ol>	<p><b>Topic: Financial Literacy</b></p> <p>Include three to four questions on the content as per the Annual Teaching Plan.</p> <p>Each question can have sub sections relating to the content being assessed.</p> <p>The allocation of marks does not have to be evenly distributed amongst the questions as long as the total adds up to 70 marks.</p> <p>Types of questions that can be included in this section:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Paragraph type questions</li> <li>Case studies pertaining to the practical recording of cash/credit transactions in subsidiary journals, posting to the General Ledger and preparing a Trial Balance</li> </ol>

**Note:**

Total marks for the end-of-year examination for Grade 9 is **150** marks.

Information provided in the texts for case studies and scenarios must be relevant, current, age-appropriate and learner-friendly.

Use a variation of the types of questions selected from each section.

**4.4 Programme of assessment**

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. For promotion purposes, the year mark (School-Based Assessment – SBA) is added to the end-of-year examination mark.

**The total mark for each grade in the Senior Phase is weighted as follows:**

- Reporting**  
 Year mark (SBA mark)  
 Terms 1, 2 and 3 = 40%  
 Final Examination = 60%  
 TOTAL = 100%

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## Economic and Management Sciences, Grade 7

### Programme of Assessment

	TERM 1		TERM 2	TERM 3	TERM 4
<b>Form / Types of Assessment</b>	Task 1 Assignment/ Poster	Task 2 Controlled Test	Task 3 Mid-Year Examination	Task 4 Project Entrepreneurs Day	Task 5 Year-End Examination
<b>Tool(s) of Assessment</b>	Memo/ Rubric	Memo	Memo	Rubric	Memo
<b>Total Marks</b>	50	50	100	50	100
<b>Time Allocation</b>	60 minutes	60 minutes	90 minutes	-	90 minutes
<b>Date Of Completion</b>	Week 6	Week 9	Weeks 9 - 10	Weeks 8 - 9	Week 7 - 8
<b>Content Focus: Knowledge and Skills</b>	The economy History of Money Needs and wants	Content covered in Term 1 The Economy Goods and services Inequality and poverty	Term 1 & 2 work Term 1: 30% content Term 2: 70% content	Entrepreneurship The entrepreneur Starting a business Entrepreneurs day	Financial Literacy: 50% Economy: 25% Entrepreneurship: 25%
<b>Per Term Reporting Weighting %</b>	50%	50% 100%	100%	100%	
<b>Annual Reporting: Weighting</b>	10%	10%	10% SBA = 40%	10%	60%

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## Economic and Management Sciences, Grade 8

### Programme of assessment

	TERM 1		TERM 2	TERM 3	TERM 4
<b>Form / Types of Assessment</b>	Task 1 Data Response	Task 2 Controlled Test	Task 3 Mid-Year Examination	Task 4 Case Study/ Project	Task 5 Year-End Examination
<b>Tool(s) of Assessment</b>	Memo/ Rubric	Memo	Memo	Rubric	Memo
<b>Total Marks</b>	50	50	100	50	100
<b>Time Allocation</b>	60 minutes	60 minutes	P1: 60 minutes P2: 60 minutes	60 minutes	P1: 60 minutes P2: 60 minutes
<b>Date Of Completion</b>	Week 7	Week 9	Weeks 9 - 10	Weeks 8 - 9	Weeks 7 - 8
<b>Content Focus: Knowledge and Skills</b>	The economy Government National Budget	Content covered in Term 1 The Economy Standard of living Financial Literacy Accounting Concepts Source Documents	<b>Two Papers</b> <b>Paper 1:</b> The Economy: (25%) Entrepreneurship (25%) <b>Paper 2:</b> Financial Literacy: (50%)	Financial Literacy CRJ & CPJ	<b>Two Papers</b> <b>Paper 1:</b> The Economy: (25%) Entrepreneurship (25%) <b>Paper 2:</b> Financial Literacy: (50%)
<b>Per Term Reporting Weighting %</b>	50%	50%	100%	100%	
<b>Reporting: Weighting</b>	10%	10%	10%	10%	60%
			SBA = 40%		

# ECONOMIC AND MANAGEMENT SCIENCES GRADES 7 - 9

## Economic and Management Sciences, Grade 9

### Programme of assessment

	TERM 1		TERM 2	TERM 3	TERM 4
<b>Form / Types of Assessment</b>	Task 1 Assignment	Task 2 Controlled Test	Task 3 Mid-Year Examination	Task 4 Project	Task 5 Year-End Examination
<b>Tool(s) of Assessment</b>	Memo/ Rubric	Memo	Memo	Rubric	Memo
<b>Total Marks</b>	50	50	100	50	150
<b>Time Allocation</b>	60 minutes	60 minutes	P1: 60 minutes P2: 60 minutes	60 minutes	P1: 60 minutes P2: 60 minutes
<b>Date Of Completion</b>	Week 8	Week 9	Weeks 9 - 10	Weeks 8 - 9	Weeks 7 - 8
<b>Content Focus: Knowledge and Skills</b>	The economy Economic systems Circular Flow Financial Literacy CRJ, CPJ, General Ledger and Trial Balance	Content covered in Term 1 Financial Literacy CRJ, CPJ, General Ledger and Trial Balance	<b>Two Papers</b> <b>Paper 1:</b> The Economy: (25%) Entrepreneurship (25%) <b>Paper 2:</b> Financial Literacy: (50%)	Entrepreneurship The Business Plan	<b>Two Papers</b> <b>Paper 1:</b> The Economy: 40 marks Entrepreneurship 40 marks <b>Paper 2:</b> Financial Literacy: 70 marks
<b>Per Term Reporting Weighting %</b>	50%	50%	100%	100%	
<b>Annual Reporting: Weighting</b>	10%	10%	10%	10%	60%
			SBA = 40%		

The forms of assessment indicated in the Programme of Assessment above may be substituted for any other form of assessment, with the exception of controlled tests and the final examination.

### 4.5 Recording and Reporting

Recording is a process by which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the *National Curriculum and Assessment Policy Statement*. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her or his readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. **Records of results of learner performance must be kept in teachers file and copy of analysis of results must be kept in HOD file and teacher's files with evidence of intervention for learners at risk and progressed learners.**

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Marks in all subjects must be recorded in percentages. Seven levels of competence have been described for each subject listed for Grades R – 12. The various achievement levels and their corresponding percentage bands are shown in the table below.

## Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

### Note:

The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet and report percentages against the subject on the learners' report cards.

## 4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. **All moderation reports must be kept in HOD file and teachers files.**

### 4.6.1 Formal assessment

- All formal assessment must be moderated internally. (Pre and post moderation conducted by HOD's). The district subject advisor must moderate a sample of these tasks during school visits to verify the standard of internal moderation.
- The district subject advisors must moderate the tasks and the provincial department of education will monitor the process.

## 4.7 General

This document should be read in conjunction with:

**4.7.1** National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and

**4.7.2** The policy document, *National Protocol for Assessment Grades R – 12*.



