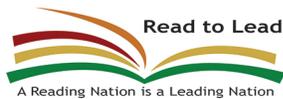


**GENERAL EDUCATION &
TRAINING PHASE (GET)
ECONOMIC &
MANAGEMENT SCIENCES
SBA EXEMPLAR BOOKLET
GRADES 7-9**



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



A Reading Nation is a Leading Nation



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

A handwritten signature in black ink, appearing to read 'HM Mweli', written in a cursive style.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

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PREAMBLE

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. School-based assessment (SBA) is conducted by the teacher at the school level and is summative, i.e. it assesses performance against curriculum standards.

SBA may take place at different points of the learning process, as described through section 4 of the Curriculum and Assessment Policy statements (CAPS) and the results are recorded and count towards a learner's final promotion or certification. Realising that there are gaps in the way tasks are set and quality assured, the booklet is provided to give guidance in alleviating the situation, as per the report of the UMALUSI on quality assurance of NSC (December 2013).

The exemplar SBA tasks provided in this booklet are in line with the Programme of Assessment as contained in chapter 4 of the EMS Curriculum and Assessment Policy Statement (CAPS). It should be noted that these exemplar SBA tasks can be adapted by teachers to suite their classroom conditions.

2. AIMS AND OBJECTIVES

- Provide quality assured assessment tasks to capacitate teachers in setting their own assessment tasks.
- Provide guidance to teachers when setting their own assessment tasks.
- Deepen understanding of cognitive demand of tasks by teachers and SMT when setting assessment and quality assuring the assessment tasks at school level.
- To ensure that there are systems to quality assure the assessment tasks in all the various levels of the education system

3. ASSESSMENT TASKS

The assessment tasks provided in this booklet include other forms of assessments like projects, case studies, assignments, data responses, but not the tests and examinations for grades 7-9.

4. LEVELS OF TASK MODERATION

4.1. SCHOOL LEVEL

- The school level moderation is conducted by the HOD/SMT member prior to administering of the task to determine whether the task is of the required standard.
- The HOD/SMT member moderates the task after it has been administered on a sample basis to verify whether marking was done in accordance with the marking guidelines/memorandum/rubric.

4.2. DISTRICT LEVEL

The subject advisor moderates the task on a sample basis:

- Prior to administering by the school, to ensure that the task being written is of an acceptable standard.
- After it has been administered to check whether marking has been done according to the marking guideline/memo/rubric.

4.3. PROVINCIAL LEVEL

The subject head moderates the task prior and after administering by schools on a sample basis to ascertain whether the task complies with the curriculum standards and cognitive demands of the subject and that marking guidelines are being applied fairly to all learners.

VARIOUS FORMS OF ASSESSMENT IN EMS

1. Tests

Tests could be used for summative or formative purposes. They usually consist of a range of questions. Learners are required to respond to questions within a specified time. Tests are usually used to assess the recall of information and cognitive skills such as problem solving or analysis etc. For a paper and pen test objectives tests and essays could be used.

The objective tests could include multiple choice, matching, true or false, short answer completion or paragraph completion etc.

Alternative response questions

- True/False; Yes/ No questions
- Possible uses:
 - Recall of information
 - Ability to discriminate

Multiple-choice questions

Multiple-choice questions consist of an incomplete statement or question, followed by plausible alternative responses from which the learner has to select the correct one. Outcomes involving higher order analytical skills are probably more validly assessed by means of free-response assessment instruments such as extended response questions, but multiple choice questions can be useful if carefully constructed.

Possible uses:

- Recall of information
- Check understanding; analysis

Assertion/reason questions (statement)

These questions consist of an assertion and supporting explanation. The learner has to decide whether the assertion and explanation are true, and if true, whether the explanation is a valid reason for the assertion. One possible use is to assess learners' ability to weigh up options and to discriminate (distinguish)

2. Assignments

Assignments are problem-solving exercises with clear guideline/ instructions and a specified length. More structured and less open-ended than projects, but they do not necessarily involve strict adherence to a prescribed procedure and they are not concerned exclusively with manual skills

Possible uses:

- Problem-solving around a particular topic

3. Case Studies

A case study is a description of an event concerning a real-life or simulated situation, usually in the form of a paragraph or text, a video (description of the picture for the blind/ captions for the deaf), a picture or a role-play exercise. This is followed by a series of instructions to elicit responses from learners. Individuals or small groups may undertake case studies.

Possible uses:

- Analysis of situations
- Drawing conclusions
- Reports on possible course of action

4. Practical exercises/ demonstrations

This is an activity that allows learners to demonstrate manual and/or behavioural skills. The assessment may be based on the end-result of the activity (the product), or the carrying-out of the activity (the process), or a combination of both.

Possible uses:

- Demonstration skills

5. Projects

A project is any exercise or investigation in which the time constraints are more relaxed.

Projects are:

Practical

Comprehensive and open-ended

Tackled without close supervision, but with assessor guidance and support

Projects can involve individuals or a group of learners. The assessor directs the choice of the project, usually by providing the learner with a topic or brief for the investigation.

Possible uses:

- Comprehensive range of skills can be assessed
- Integration of activities

6. Role-plays

Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the learner (s) may be briefed in the particular role to be played. Such assessments are open-ended and are person-centred

Possible uses:

- Assessment of a wide range of behavioural and inter-personal skills

7. Simulations

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or not practicable to assess under actual conditions.

Possible uses:

Assessments of actions under 'safe' conditions, e.g. operating machines which could be dangerous or where the breakdown of such a machine will cause a halt in production or endanger lives

8. Observations

This type of assessment that is commonly used by teachers without consciously thinking about doing it. Teachers constantly observe learners informally to assess their understanding and progress. Teachers watch learners as they respond to questions or as they study. The teacher listens to them as they speak and discuss with others.

Observation is also used extensively in performance based assessment and other formal techniques.

9. Other forms of Assessment that can be used:

- Data Response
- Graph analysis
- Structured questions
- Examinations
- Simulations
- Presentations (oral and written)
- Demonstrations

- Interviews
- Questionnaires
- Posters
- Collage
- Charts
- Surveys
- Investigations
- Debate
- Reports
- Panel discussion
- Music – rap
- Drawings
- Mind mapping
- Worksheets
- Exhibitions

A few Bloom's taxonomies which can be used as reference when developing informal and/or preferentially your own formal assessment tasks.

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

BLOOM'S TAXONOMY 2

<h1>REMEMBER</h1> <p>Retrieve relevant knowledge from long-term memory.</p>  <ul style="list-style-type: none"> • Can you recall...? • Where is...? Who is...? • Can you list four...? • How would you describe...? • How could you explain...? • Which of these is true...? false...? <p>Showing Naming Listing Restating Finding Recognizing Choosing Matching Relating</p>	<h1>ANALYZE</h1> <p>Separate a whole into parts and determine their relationships.</p>  <ul style="list-style-type: none"> • Why do you think...? • What is the relationship...? • Can you compare...? contrast...? • What idea is relevant to...? • How would you categorize...? • What can you infer...? <p>Classifying Investigating Assessing Experimenting Dividing Discovering Simplifying Differentiating Researching</p>
<h1>UNDERSTAND</h1> <p>Construct meaning from instructional messages.</p>  <ul style="list-style-type: none"> • What is the main idea of...? • Can you find an example of...? • How would you summarize...? • What might happen next...? • How do you explain...? • What ideas or facts show...? <p>Organizing Discussing Interpreting Paraphrasing Extending Outlining Reviewing Inferring Showing</p>	<h1>EVALUATE</h1> <p>Make judgments based on criteria and standards.</p>  <ul style="list-style-type: none"> • Which is more important? • Is there a better solution to...? • Can you defend...? • What are the pros of...? cons...? • Why is... of value? • How would you feel if...? <p>Validating Debating Assessing Justifying Monitoring Prioritizing Critiquing Selecting Rating</p>
<h1>APPLY</h1> <p>Carry out or use a procedure in a given situation.</p>  <ul style="list-style-type: none"> • What would happen if...? • How could you clarify...? • Who do you think...? • Which approach would you...? • How would you use...? • What is a situation like...? <p>Practicing Choosing Planning Implementing Operating Developing Interviewing Solving Generalizing</p>	<h1>CREATE</h1> <p>Combine elements or ideas to form a new whole.</p>  <ul style="list-style-type: none"> • What is an alternative...? • Could you invent...? • Can you compose a...? • What is your theory about...? • How can you imagine...? • What could you design to...? <p>Building Combining Formulating Constructing Devising Improving Changing Adapting Producing</p>

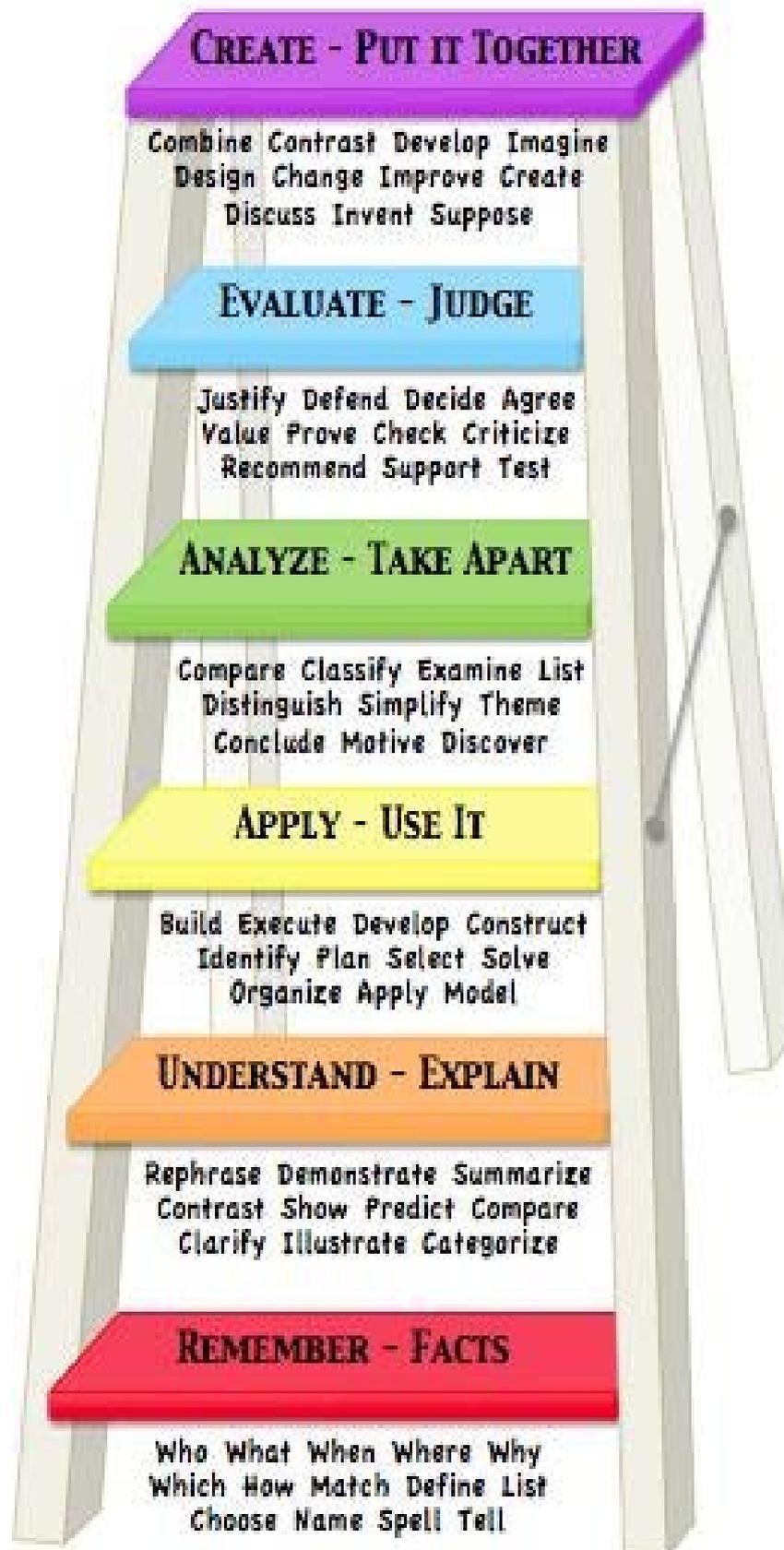
BLOOMS' TAXONOMY 3

ability to recall previously learned material	ability to grasp meaning, explain, restate ideas	ability to use learned material in new situations	ability to separate material into component parts and show relationships between parts	ability to judge the worth of material against stated criteria	ability to put together the separate ideas to form a new whole, establish new relationships
Cognitive process dimension					
Remember	Understand	Apply	Analyse	Evaluate	Create
Define	Choose	Apply	Analyse	Appraise	Arrange
Identify	Cite examples of	Demonstrate	Appraise	Assess	Assemble
List	Demonstrate use of	Dramatise	Calculate	Choose	Collect
Name	Describe	Employ	Categorise	Compare	Compose
Recall	Determine	Generalise	Compare	Critique	Construct
Recognise	Differentiate between	Illustrate	Conclude	Estimate	Create
Record	Discriminate	Interpret	Contrast	Evaluate	Design
Relate	Discuss	Operate	Correlate	Judge	Develop
Repeat	Explain	Operationalise	Criticise	Measure	Devise
Underline	Express	Practice	Deduce	Rate	Formulate
	Give in own words	Relate	Debate	Revise	Manage
	Identify	Schedule	Detect	Score	Modify
	Interpret	Use	Determine	Select	Organise
	Locate	Utilise	Develop	Test	Plan
	Pick	Initiate	Diagnose	Validate	Prepare
	Report		Diagram	Value	Produce
	Restate		Differentiate		Propose
	Review		Distinguish		Predict
	Recognise		Draw conclusions		Reconstruct
	Select		Estimate		Set-up
	Tell		Evaluate		Synthesise
	Translate		Examine		Systematise
	Respond		Experiment		
	Practice		Identify		
	Simulate		Infer		
			Inspect		
			Inventory		
			Predict		
			Question		
			Relate		
			Solve		
			Test		

**Making the non-observable
→ observable**

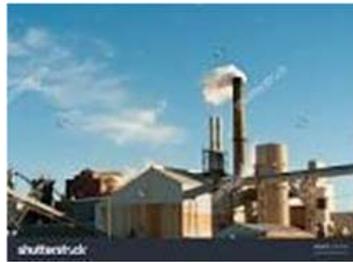
(table based on www.personal.psu.edu/bxb11/Objectives/ActionVerbsforObjectives.pdf and <http://www.edpsycinteractive.org/topics/cognition/bloom.html>)

BLOOMS TAXONOMY 4



GRADE 7
INDEX OF ASSESSMENT PROGRAMME

TERM ONE	Form of Assessment	Marks	Time	Page
Week 5	Assignment	30 marks	60 minutes	
Week 10	Controlled Test	50 marks	60 minutes	
TERM TWO				
Week 6	Case Study	30 marks	60 minutes	
Week 9	Mid-year Examination	100 marks	90 minutes	
TERM THREE				
Week 7	Project	50 marks	60 minutes	
Week 10	Controlled Test	50 marks	60 minutes	
TERM 4				
Week 10	Final Examination	150 marks	120 minutes	



INSTRUCTION TO LEARNERS

Study the two pictures carefully and answer questions that follow.

1. Answer all questions
2. This is an individual work
3. The total mark for this assignment is thirty (30) marks.
4. Write neatly and legibly

QUESTION 1

Study the pictures and answer the questions that follow.

PICTURE A



PICTURE B



- 1.1. Identify the types of needs in picture A. (3)
- 1.2. Compare the type of housing in pictures A and B. (4)
- 1.3. Explain what an **urban community** is. (1)
- 1.4. Explain what a **rural community** is. (1)
- 1.5. Discuss the importance of using electricity in picture B (3)
(12)

QUESTION 2

- 2.1. Define a **promissory note**. (2)
- 2.2 Use the information given below to complete the Promissory Note. (8)

Lesego Motaung promised to pay Thabiso Mokwena R20,00 on the 30th May 2016.

PROMISSORY NOTE

I.....

(your name and surname)
promise to pay

.....

(name of the person who owes the money)

R.....on.....(date)

(Signature).....

(10)

QUESTION 3

3.1. Define the term Bartering (2)

3.2. Define the following concepts:

3.2.1. ATM (2)

3.2.2 PIN number (4)

3.2.3 EFT (2)

TOTAL MARKS: 30

MEMORANDUM

QUESTION 1

- 1.1. Food, shelter and clothing. (3)
- 1.2. a. Picture A - traditional housing, mostly found in rural communities ✓✓
b. Picture B - a modern house, mostly found in urban communities ✓✓
(any relevant correct answer)(4)
- 1.3. An urban community is a group of people living in towns or cities ✓. (1)
- 1.4. A rural community is a group of people living in remote/ rural areas ✓ (1)
- 1.5. Electricity saves time; it is relatively safe to use, easy to use.
(any relevant correct answer)(3)
(12)

QUESTION 2

- 2.1. Is a note in which one party promises in writing, to pay a sum of money to the other party at a specified future time, or on demand under specified terms. ✓✓ **OR** It is a written and signed promise to pay ✓✓ (2)
- 2.2.

PROMISSORY NOTE

I Lesego Motaung ✓✓ promise to pay Thabiso Mokwena ✓✓

R20.00 ✓✓ on the 30th March 2016 ✓✓.

duly signed
(signature)

QUESTION 3

- 3.1. **Bartering** is the exchange of goods for goods. ✓✓ (2)
- 3.2.1 **Automated Teller Machine**- It is an electronic Teller Machine that allows you to deposit, withdraw and transfer money at any time ✓✓ (2)
- 3.2.2 **PIN number**- It is a personal identification number , by which the computer identifies you. ✓✓ (2)
- 3.2.3 **Electronic Funds Transfer (EFT)** It is a system that allows you to transfer money from your bank account, to other bank accounts, using a computer that has internet access. ✓✓ (2)

TOTAL [30]

	Cognitive levels						Total mark per question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	
Question 1							12
1.1		3					
1.2		4					
1.3		1					
1.4		1					
1.5			3				
Question 2							10
2.1		2					
2.2			8				
Question 3							08
3.1		2					
3.2		6					
Totals		19	11				30
% of Total	30%		40%		30%		100%

INSTRUCTION TO LEARNERS

Read the case study carefully and answer questions that follow.

1. Answer all questions
2. This is an individual work
3. The total mark for the case study is **thirty (30)** marks.

Read the case study and answer the questions that follow.

Tendani's Hair Salon

When Tendani started his new hair salon, it cost him R25 000 to set up his business. He had savings of R10 000 and borrowed R15 000 from the bank. The money was used to buy a kiosk, furniture, hair equipment and hair products. He has a worker that helps him with some of the male haircuts. He pays his worker a salary of R2 000 per month. His other expenses include water and electricity, R650 and hair products, R1 000.

The hair salon generates an income of approximately R12 000 a month. Tendani has opened a savings account for the business of R6 000 and earns 5% interest on the savings account every month.

Tendani is not happy with the work ethics of his worker. He takes long lunch hours and customers have to wait for him. Often he stands around in the hair salon not doing anything when he could be cleaning. The worker also wastes water by leaving taps unattended and leaves the air conditioning on after hours. Tendani pays himself a salary of R5 000 a month.

QUESTION 1

- 1.1 What type of business is Tendani running? (1)
- 1.2 How much capital did Tendani contribute towards his business? (1)
- 1.3 Identify three assets of the business. (3)
- 1.4 Explain two reasons that can cause the profit of the business to decrease. (2)
- 1.5 Mention any two of the owner's personal expenses. (2)
- 1.6 If the owner saves R500 a month, how much money would he have saved in a year's time? (2)

QUESTION 2

2. Use the information given in the case study to do the following:

2.1 Draw Tendani's statement of net worth for the month.
(9)

2.2 Calculate the profit or loss of the business.
(2)

2.3 How much interest would he earn from his savings?
(2)

2.4 Classify the accounts under the following headings:

		INCOME	EXPENSE	LIABILITY
2.4.1	Interest on savings account			
2.4.2	Loan ABC Bank			

(4)

2.5 Differentiate between personal income and business income.

(2)

MEMORANDUM

QUESTION 1

- 1.1 Service business✓ (1)
- 1.2 R25 000✓ (1)
- 1.3 Kiosk/Land and Building✓Furniture/hair equipment /Equipment ✓Bank ✓ (3)
- 1.4 The worker does not serve the customers properly✓
Wasting the resources e.g. water and electricity, hair products of the company. ✓ (2)
- 1.5 School fees, Transport, Clothing accounts, Groceries, Water and electricity. (2)
(Any two)✓✓
- 1.6 $500 \times 12 = R 6 000$ ✓✓ (2)

QUESTION 2

2.1 Tendani's Statement of net worth

INCOME RECEIVED		EXPENSES PAID	
Income from Hair salon	12 000✓	Water and Electricity	650✓
Interest on account	300✓	Hair products	1 000✓
		Salary (owner R5000+ (worker R2000 =	7 000✓
Total	12 300✓✓	Total	8 650✓✓

2.2 R3 650.00✓✓ (9)

(2)

2.2.1 $R6\ 000-00 \times 5/100 = R300-00$ ✓✓

		Income	Expense	Liability
2.4.1	Interest on savings account	X✓✓		
2.4.2	Loan ABC Bank			X✓✓

(2)

(4)

2.3 Personal income is the money that the worker receives from the employer at the end of each month/week in exchange for labour✓ (1)

Business income is the money that the business generates/makes from rendering services to clients or selling goods at a profit. ✓ (1)

	Cognitive levels						Total mark per question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	
1.1		1					11
1.2	1						
1.3	3						
1.4		2					
1.5		2					
1.6			2				
2.1						9	19
2.2				2			
2.3				2			
2.4.1			2				
2.4.2			2				
2.5				2			
Totals	4	5	6	6		9	30
	9		12		9		
% of Total	30%		40%		30%		100%

**TERM 3
PROJECT (GRADE 7)
ENTREPRENEUR'S DAY**

TOTAL MARKS 30
Manager

TEACHER: Project

1. Preparation for Entrepreneur's day (teacher).
Important information to consider in planning the day is:
- ✓ **What is the planned date?** – Your teacher will give you a date which will give you enough time to do proper preparation for the event.
 - ✓ **The venue:** *(Where will the event take place?)*
regarding (At School) Will there be any expenses the use of the playground for the event? Do you have to provide your own stall for the day? Your teacher will answer these questions for you.
 - ✓ **Group members:** *Appointment of the general manager, assistant manager, production manager, financial manager, advertising manager, sales manager and personnel manager.*
(Teacher will discuss the roles of each manager and will be available for assistance)

THE LEARNER:

1.1 *What will you sell on the planned date?*

Will it be a product or a service? – Make sure you have at least three ideas.
Will you buy the product and just sell it or will you make it yourself?

1.2 *What will be the estimated cost of the product or service? Selling price?*

1.3 *How will you get financing for your business venture?*

Remember to include the interest required to get a loan. You will need to provide a statement that shows your expenses and income. You'll also have to show the promissory note if you are going to make use of a loan.

1.4 **Will you have business partners or will you be working on your own?**

In a group make sure that everybody works together and that a task is given to every member of the group. (Tasks for members of the group will be discussed in class.)

1.5 Who will buy your product?

Do market research. – Provide questionnaires for the learners of the school to make sure that your product/service will be in demand and that the learners will be able to afford it.

RUBRIC: Task 1

STEP 1:

Use Questions 1.1 to 1.5 and do your planning on either an A4 paper or in your workbook. Use each of the questions as a heading. (Ask your teacher for guidance.) You will be assessed on your planning/preparation. (See Rubric)

<i>Product or Service</i>		<i>Estimated cost of product or service</i>		<i>Financing</i>		<i>Discuss the tasks of each manager</i>		<i>The market</i>	
Product/service shows creativity and reasons for choosing it is evident. Clear information is given.	2	Clear evidence is given of cost of all resources needed. Calculations are neat and give clear indication.	2	Different ways of getting financing are given. Clear description of group's methods of financing.	2	Management tasks of members of the group are described in detail with examples.	2	Reasons for market research are given. Explanation of how market research was done is given.	2
Reasons for choosing product/service are given.	1	Estimated cost is given	1	Clear description of group's method of financing.	1	Management tasks are described but not in detail.	1	Reasons for market research are given	1
No clear reasons given for choosing product/service	0	No clear evidence of estimated cost.	0	Unclear how group is going to get financing.	0	No clear description.	0	It is unclear if market research was done.	0

Dear Grade 7 Parents / Guardians

ENTREPRENEURS' FAIR_

Date:.....

The time has come! This is what you have been eagerly waiting for.
The Grade 7 learners will hold an Entrepreneurs' Fair on
(Date)

The learners are to hold a market where their **manufactured goods** will be sold to the rest of the school. They aim to utilize skills taught in many of the subjects and to put these into practice, so as to assess the feasibility of this as a possible future income. This specifically ties in with the Entrepreneurship component of EMS.

We would like this project to be handled as realistically as possible. We would like to encourage learners to **manufacture their own goods**, e.g. cards, jewellery, fudge, etc., as far as possible. Although bought goods (such as sweets), will not be disallowed, extra marks will be awarded for creativity and initiative shown. Each learner will only be allowed to sell 40 items.

Learners may work with partners, but in groups no larger than two learners. Parents will not be allowed to assist learners on the day of the fair besides setting up. The fair will be held in the sports field from 08:00 -11:00. However, each learner will be responsible for all the individual assignments leading up to the fair. Learners will be given guidance at school about running a basic business.

The project will work along the following lines: Your child must have an idea of what he/she would like to do by [date]. Please assist them with their choices. Using their business idea, surveys, marketing and business plans etc., will be drawn up. Learners need to have a name for their business.

Your child may also draw up a 'loan agreement' with you or approach you to be their banker and legal representative. Methods of repayments and interest rates of loans will be left up to you. Learners need to be aware of all the costs involved in setting up a business, as far as possible. They will be responsible for marketing and advertising their ideas before the event.

Follow-up activities such as success rates, etc. will take place after the fair.

ITEMS NOT ALLOWED:

Syringes, water games, soccer scoring, raffles, dangerous activities, quad bikes or any form of bubble gum or livestock. Please treat the whole matter as seriously as possible and please assist your child where necessary. These aspiring young business people may possibly test your patience during the next few weeks, but please bear with them as they attempt to make a success of this venture. Further details and dates will follow.

EMS Grade 7: Entrepreneurship

An entrepreneur works hard and systematically. He/she always completes tasks and accepts responsibility. Show how successful you could be by completing the following tasks:

You have received your EMS notes about Entrepreneurship. Within these notes you have to follow certain steps before the actual fair. Here is a checklist for you, along with due dates:

Component:	Due Date:	Complete
1. Letter to parents /signed		
2. Survey analysis		
3. Business Plan (by hand or computer)		
4. Advert (On A4 paper or cardboard)		
5. Stall		

Remember that the advert that you hand in is to be assessed, but you may put up as many adverts as you wish, as long as they have been approved. They do not have to be identical to the one being assessed. Here is the final checklist for you for the fair:

They are needed by/on [date]

Detail:	Complete
1. Name of business (To put on your table)	
2. All items have clearly marked prices (Rounded off)	
3. Table Cloth	
4. Necessary equipment (such as storage facilities, serviettes, equipment has been washed and is clean etc.)	
5. Extension cord (if necessary)	
6. Moon bag (or anything else for safe-keeping of money)	
7. Float for change	
8. Cleaning up materials	
9. Glad wrap etc. to cover goods (if applicable)	
10. Sold out sign	

WE LOOK FORWARD TO AN EXCITING FAIR, AND HOPE YOU WILL MAKE US PROUD!

ENTREPRENEURSHIP: SURVEY

Designing a Questionnaire

(5)

- Which shops do they buy from?
- What items do they buy from the shops?
- What are the ages of people buying at those particular shops?
- Why do people buy certain items and not buy other items at all?

A questionnaire can assist you in collecting a considerable amount of information that can be of help, especially when you want to start your own small business or company.

A few important aspects that you must remember when you develop your own questionnaire are:

1. Keep the information that you collect confidential at all times, even if you think your questions were not personal at all.
2. Formulate your questions correctly.
3. Always try and hand out and collect as many questionnaires as possible because the more people you get to fill in the questionnaire, the better and more reliable the results will be. This will always help you to act according to the needs and wants of your customers (if you are an entrepreneur) and in this way you can adhere to their needs and wants or at least keep the majority satisfied with your product(s).



Example of a questionnaire

Name: Grade:

1. How many times a week do you go to the tuck shop?
2. How much money do you spend on average with every visit to the tuck shop?
3. Choose only one item that you buy the most of at the tuck shop from the list below and circle the item. Aero; Flake; Super C; Lollipops; Toffees; Marshmallows; Jelly Beans or Bar One.

a) The Business Plan

b) When you plan to start a business, you need to answer certain questions, such as:

- How much will it cost me to start the business and how will I finance it?
- What will the **cost prices** and the **selling prices** of my products and services be?
- How much will my operating expenses be?
- What do my sales have to be for me to break even, and how much do I have to sell to make a reasonable profit?

THE BEST WAY TO ANSWER THESE QUESTIONS WILL BE TO COMPILE A BUSINESS PLAN.

Here's how to prepare a business plan, step by step:

Step 1: Explaining your ideas:

Write a paragraph explaining your business idea and how you plan to make and/or sell this product or service. State why you think your idea will work.

Step 2: Who is your target market?

THINK

Explain who you think your customers will be. What ages are they? Do they have enough money to buy your product or service?

Step 3: Where do you plan to run your business?

Describe where your business will be, and why.

THINK

Step 4: How will you market your product or service?

THINK

Describe how you are going to promote your business idea. What kinds of advertising will you use and where will you place your advertisements? Can you create interesting, attractive displays of your product to make people notice it? If your business has competitors, in what ways will your product or service be better than or different to theirs?

Step 5: What type of ownership and management will you have?

If you have decided to form a partnership with other people, your business plan should include a partnership agreement. If you plan to be a sole trader, explain how you will manage your finances, advertise your business, and so on.

Step 6: What resources are needed to produce this product or service?

List the raw materials, equipment, skills and people your business will need.

Step 7: Where will you get the raw materials you need?

Do research to compare prices and quality from different suppliers.

Step 8: What will your costs and selling price be?

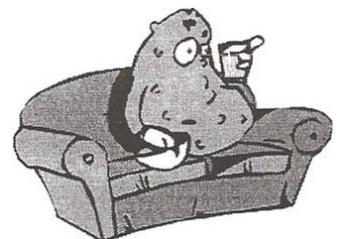
Here you need to show careful calculations. List all the costs or expenses involved in producing your product or service, and show your unit cost. Then state what selling price you have decided on for your product or service. Explain how you worked out your selling price.

Step 9: How much profit can your business make?

Your business plan must be as realistic as possible or it is not useful - remember this when you calculate the profit you think the business will make. To calculate profit, you deduct total expenditures from total income. However, at the planning stage, it's not easy to know what your total income will be. You will therefore have to do an estimate. If your business will make a loss, not a profit, you will need to think of another business idea, or work out ways of reducing your expenditure.

Step 10: What are your goals?

These must be realistic. What do you want to achieve in your business?



Step 11: SWOT analysis:

SWOT stands for **strengths, weaknesses, opportunities and threats**.

Strengths are the advantages the business has within it, e.g. you may be a very organized person who has completed an entrepreneurship course.

Weaknesses are the disadvantages the business has within it, e.g. you may not be good at keeping financial records or at dealing calmly with busy, stressful situations.

Opportunities are advantages that exist in the environment in which you run your business. e.g. little competition.

Threats are disadvantages that exist in the environment in which you run your business. e.g. weather.

Step 12: Conclusion:

End off your business plan with a positive conclusion that will definitely make the reader think that your business idea can do well.

FORMAL ACTIVITY: PROJECT (50)

1. Do a survey by developing your own questionnaire. [+10 questions] (10)
2. Advertisements and stall (10)
3. Draw up your own Business Plan for the Entrepreneurs's Day by following these steps carefully. Provide as much detail as possible. (20)
4. Income and Expenditure (10)

**EMS Assessment Sheet: Business Plan
Grade 7**

Name:

Date:

Steps must be clearly indicated:

Criteria:	1	2	3	4
1. Steps 1- 4	1	2	3	4
2. Ownership, resources and raw materials clearly indicated. Steps 5-7	1	2	3	4
3. Cost, selling price and estimated profit. Steps 8 & 9	1	2	3	4
4. Goals and SWOT analysis. Steps 10 & 11	1	2	3	4
5. Conclusion. Step 12	1	2	3	4
Total: /20				



Activity

(10)

Complete the following Income and Expenditure Statement to indicate the profit that was made during the Entrepreneur's Day.

Income and Expenditure Statement ofon

.....20.....

Income	R
Total Income	
Expenditure	
Total Expenditure	
Profit/ Loss (Surplus/ Deficit)	

STEP 2: The product or service.

The next step is to plan your product in more detail.

- 1.6 Have a meeting with your group and discuss the detail of your product or service.
- 1.7 Make a list of all the resources needed to make the product or the money needed to buy the product.
- 1.8 Select members of the group to work together on the following tasks.
 - (i) Getting financing for the project. (Everybody needs to help with this.)
 - (ii) Buying resources to make the product or buying the product. (Parents/teacher will be asked to help with this task.)
 - (iii) Preparing the product to present it in a way that will interest buyers.
 - (iv) Decorating your stall and making it presentable to interest buyers.
 - (v) Record-keeping of expenses.
 - (vi) Calculating the cost of the product or service and establishing a price for the product that will be both reasonable and also provide a profit. (Every member of the group must agree on the price)
 - (vii) Advertising the product. (Think about interesting ways to advertise)

RUBRIC: TASK 2

1. PREPARING THE PRODUCT AND SERVICE

- | | |
|--|-----|
| (a) Description in full of financing. | (2) |
| (b) Description of methods used to make stall more creative and presentable. | (2) |
| (c) Detailed description of cost and selling price of the product. | (4) |
| (d) Detailed description of advertising. | (2) |

2. STEP 4: PRESENTING YOUR PRODUCT ON ENTREPRENEUR'S DAY.

Important issues to discuss in your group several days before the Entrepreneur's day:

- (i) A box/save storage for the money and enough money to use as change.
- (ii) A table or interesting stall for selling your product.
- (iii) Ways to attract people to your stall e.g.; costumes, music, etc.
- (iv) Sales personnel
- (v) Cleaning personnel
- (vi) Members of the group to collect the money for safe keeping.

You have done all your preparation. On Entrepreneur's day make sure of the following:

- * That the product or other resources arrive early.
- * That the price of the product is clearly visible
- * That everybody is suitably dressed.

RUBRIC: Reflective study.

STEP 4: TASK 3: REFLECTING ON THE PROJECT

- 2.1 Clear reasons are given for the success/failure of the product/service sold on Entrepreneur's day.
- 2.2 The negative aspect of the product/service is given. (Too expensive, not in demand, impractical etc.)
- 2.3 Methods of advertising on Entrepreneur's day are clear and a full description is given of the success/ failure of these methods.
- 2.4 Negative experiences regarding the project are described in full. Reasons why these reasons did not contribute positively to the success of Entrepreneur's day.
- 2.5 Discussion is provided describing the positive lessons learnt during the project.

ENTREPRENEUR'S DAY

Product/Service:

Members of the group.....
.....

Income		Expenses	
NET Profit / Loss			

Manager: _____

QUESTIONS ANALYSIS GRID

	Cognitive levels						Total marks per Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	
1.1							10
1.2							
1.3							
1.4							
1.5							
1.6							
1.7							
1.8							
1.9							
2.1							10
2.2							
2.3							
2.4							
2.5							
							10
3.1							
3.2							
Totals							30
% of Total	30%		40%		30%		100%

GRADE 8
INDEX OF ASSESSMENT PROGRAMME

TERM ONE	Form of Assessment	Marks	Time	Page
Week 5	Data Response	30 marks	60 minutes	
Week 10	Controlled Test	50 marks	60 minutes	
TERM TWO				
Week 6	Project	50 marks	60 minutes	
Week 9	Mid-year Examination	100 marks	90 minutes	
TERM THREE				
Week 7	Case Study	30 marks	60 minutes	
Week 10	Controlled Test	50 marks	60 minutes	
TERM 4				
Week 10	Final Examination	150 marks	120 minutes	

Circular Flow of Economic Activity



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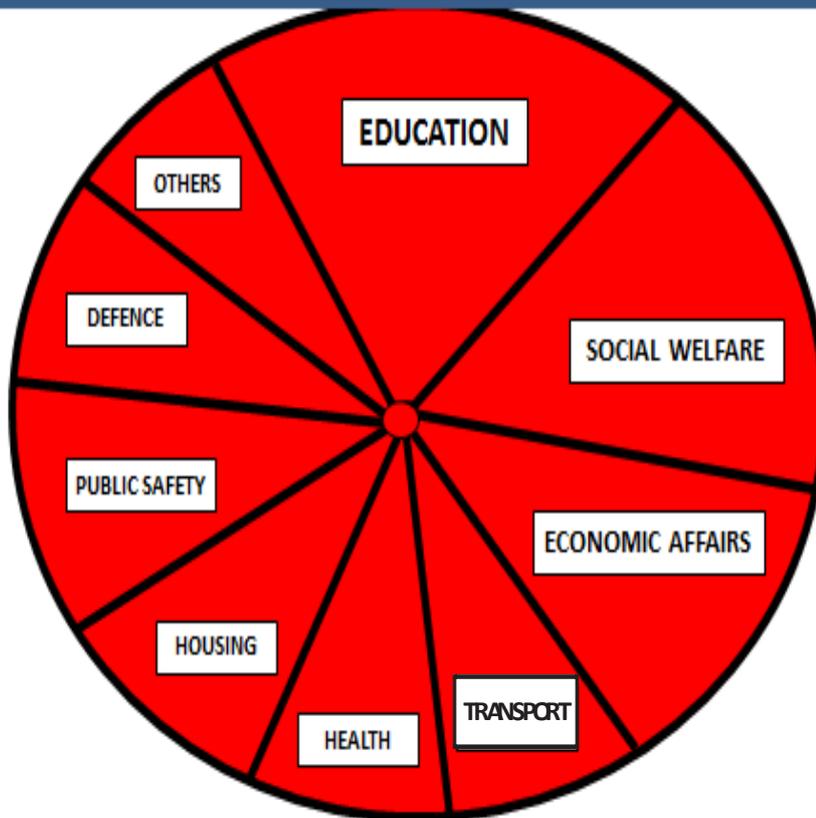


TERM 1**DATA RESPONSE 1**

1. FORM OF ASSESSMENT: Data response
2. TOPICS: 1. Government 2. National budget
3. DURATION: 60 minutes
4. TOTAL MARKS: 30
5. INSTRUCTION: Study the pie chart and bar graph given and answer the questions which follow.

Study the information below about the government and the national budget and answer the questions that follow.

NATIONAL BUDGET: GOVERNMENT SPENDING



GOVERNMENT TAX INCOME



1. Define the term *government*. (2)
2. Mention any two roles of the government in assisting households as consumers of goods and services. (2x2) (4)
3. On what item does the government spend most of its tax income? (2)
4. What is the main source of government tax income? (2)
5. List any two forms of indirect taxation. (2x2) (4)
6. What is the % contribution of value added tax to the government's tax income? (2)
7. Write down any two items on which excise duty is charged. (2x2) (4)
8. Which item is the second biggest on government spending? (1)
9. Explain corporate income tax? (2)
10. Differentiate between direct and indirect tax. (2x2) (4)
11. Why is government spending on social welfare greater than spending on defence? (3)

TOTAL MARKS: 30

MEMORANDUM

1. *Government*: It is the group of people with supreme power to manage, run and control the country at different levels. ✓✓ (2)
2. Transport ✓✓
 - Health ✓✓
 - Education
 - Social Welfare
 - Housing
 - Defence
 - Public safety
 - Economic Affairs (Any two correct answers)(2 x2 = 4)
3. Education ✓ (1)
4. Personal Income Tax ✓ (1)
5. Value Added Tax ✓✓
 - Custom ✓✓
 - Excise (Any two correct answers)(2x2=4)
6. 25% ✓ (1)
7. Excise duty
 - tax on tobacco ✓✓
 - tax on alcohol
 - tax on fizzy drinks (Any two correct answers)(2x2=4)
8. Corporate Income Tax ✓ – This refers to tax paid directly by businesses when they earn profits. ✓ (2)
9. Social Welfare (1)

10.

Direct tax	Indirect tax
Tax paid directly by people from household✓✓	Tax paid by people who buy goods and services for consumption✓✓
Tax paid directly by businesses when they earn profit✓✓	Tax paid by individuals and businesses which buy petrol and diesel✓✓
Tax paid directly by individuals or institutions which receive income from the sale of properties	Tax charged on certain goods to discourage their consumption e.g. tax on tobacco
	Tax paid by people who use airplanes
	Tax paid by people who import goods and services
	Tax paid by people who buy very expensive goods

(any four correct)(2x4=8)

11. South Africa is not a threat to neighbouring countries or any other country.

To redress inequality and imbalances in income✓

To alleviate poverty✓

Addressing unemployment✓

Taking care of the well- being of the citizens

(any three correct answers)(3)

Exemplar: Cognitive analysis weighting grid

Question No.	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	X						2	4
2	X						4	8
3		X					2	4
4	X						2	4
5	X						4	8
6			X				2	4
7	X						4	4
8			X				1	2
9		X					2	4
10		X					4	8
11		X					3	6
TOTALS	5	4	2	0	0	0	30	60
% of total	46%	36%	18%	0	0	0	100%	100%

Exemplar: Moderation checklist for School-Based Assessment tasks

Subject: EMS

Grade:8

Date:

Criteria	Moderator 1	Moderator 2
Curriculum		
1. Are the CAPS requirements covered adequately?	YES	
2. Have the correct topics been addressed?	YES	
3. Have any topics been neglected or over- emphasised?	NO	
Cognitive Levels		
4. Has a grid for cognitive levels, marks and time allocation been completed?	YES	
5. Is the mark allocation to each question in keeping with the time weighting?	YES	
6. Are the weightings on the grid correct?	YES	
7. Does the assessment item allow for the average learner to have a reasonable chance of passing?	YES	
8. Does the assessment item cater for learning barriers?	YES	
Cover page of the SBA task		
9. Is the form of assessment and topic included on the cover page?	YES	
10. Is the period/time allowed indicated on the cover page?	YES	
11. Are the total number of marks indicated on the cover page?	YES	
12. Is the due date clearly indicated (applicable projects / assignments)?	YES	
13. Are the instructions to the learner clearly explained on the cover page?	YES	
14. Are the total number of pages of the SBA included?	YES	
Quality of questions		
15. Is the numbering of the questions correct?	YES	
16. Are the instructions to learner included at the beginning of the task?	YES	
17. Are all the instructions clear?	YES	
18. Are all questions framed without ambiguity?	YES	

19. Are the diagrams, graphs, pictures and tables clear and user-friendly?	YES	
20. Is there a variety of question types?	YES	
21. Is there a precise indication of the mark allocation? Do the marks allocated add up to the total indicated?	YES	
Quality of Teacher's Memorandum		
22. Is there a Teacher's Guide/Notes attached to the memorandum?	YES	
23. Does the memorandum allow for alternative answers?	YES	
24. Does the memorandum correspond with the question paper?	YES	
25. Are the instructions and notes user-friendly?	YES	

COMMENTS:

.....

.....

.....

.....

.....

.....

PROJECT

TERM 2: WEEK 6

MARKS: 50

TIME: 60 MINUTES

**TOPIC: Financial literacy
Entrepreneurship**

Name of Learner:

Class: 8.....

Question	Total Marks	Mark Achieved
1	12	
2	25	
3	13	

$\frac{\quad}{50} = \quad \%$

Teacher Initial: _____

Date: _____

TEACHER COMMENTS:

.....

.....

.....

.....

.....

DATE.....

INSTRUCTIONS:

1. Complete the task individually in class.
2. Write your answers in the spaces provided.
3. Read instructions carefully before answering.
4. Calculators may be used.

Question 1	12	Question 2	25	Question 3	13	50
------------	----	------------	----	------------	----	----

QUESTION 1

(12 marks)

Eyethu Hair Salon

Susan Pasha used her life savings to start her own hair salon, Eyethu Hair Salon. She employs one cleaner, Jane, who works 60 hours per week. Jane is paid wages of R 1000. Susan rents a house from her cousin close to the local shops. Unfortunately there is no running water in her town and she needs to fetch water from the nearby river three times per day. She bought hairdryers, mirrors, a cash register and hair products.



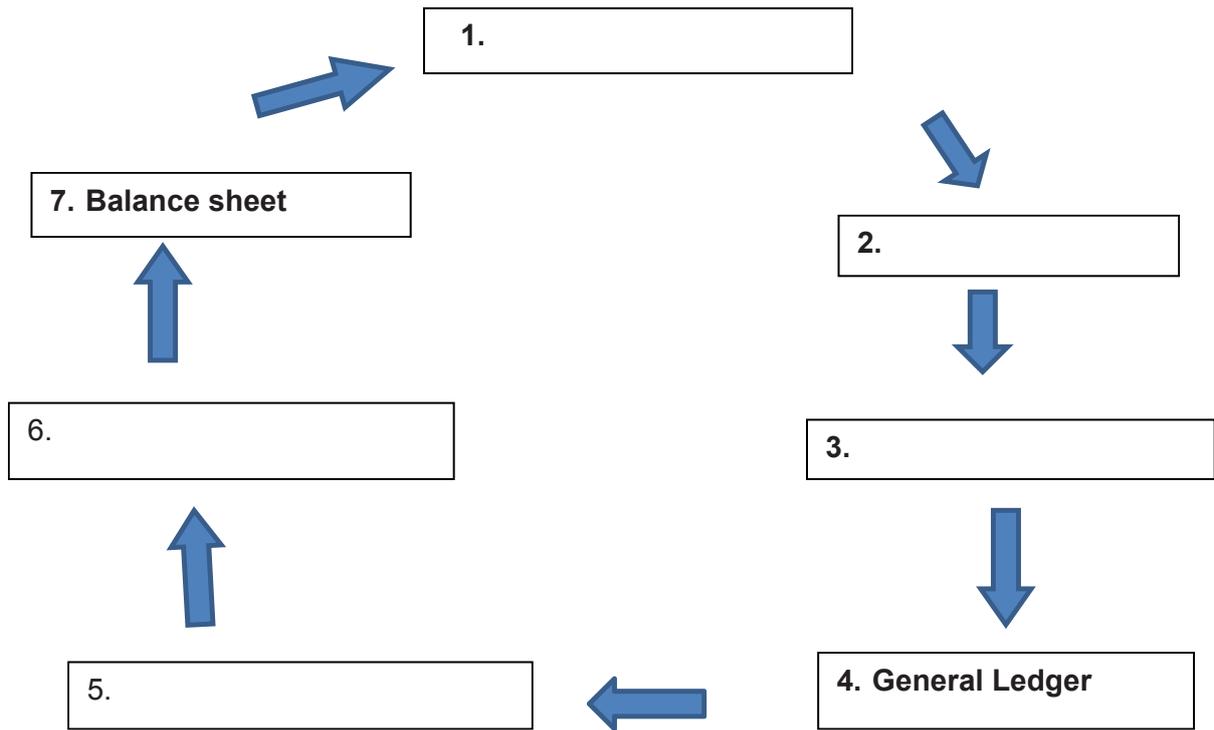
1.1 Explain the concept 'accounting cycle'. (2)

.....

.....

1.2 Label the missing steps of the accounting cycle.

(5)



1.3 Explain the first five steps of the accounting cycle.

(5)

STEP 1:

.....

STEP 2:

.....

STEP 3:

.....

STEP 4:

.....

STEP 5:

.....(5)

QUESTION 2

(25 marks)

Study the following transactions of Eyethu Hair Salon and answer the questions that follow:

- 2.1 (Receipt)
- 2.2 (Accounting Equation), and
- 2.3 (CRJ)

Transactions for May 2016

- 1. Owner, Susan Pasha, deposited R75 000 in the current bank account of the business, Eyethu Hair Salon as her capital contribution, issued receipt 01.

- 7. Cash received for services rendered as per cash register roll, R3 200.
Received a cheque of R 4 000 from Thabo Kutenai for renting one of the back rooms.

No. 02	RECEIPT	07 May 2016			
Received with thanks from					
2.1 Complete the source document given to Thabo Kutenai		(5)			
Ontvang met dank van					
For / vir					
The sum of/die bedrag van		<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">R</td><td style="width: 60px;"></td><td style="width: 20px;"></td></tr></table>	R		
R					
.....					
<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> Eyethu Hair Salon					

2.2 Analyse transaction on 01 May 2016 and 07 May 2016 (for services rendered) under the headings provided in the accounting equation. Indicate an increase with a "+", a decrease with a "-" (with amounts) and state the reasons. (8)

No.	Assets	Reason	Owner`s Equity	Reason	Liabilities	Reason
1.						
7.						

QUESTION 3

(13 Marks)

3.1 Name the three types of labour that Eyethu Hair Salon could use. (3)

1.....

2.....

3.....

3.2 Identify examples of the four factors of production in Eyethu Hair Salon. (4)

Factor of production	Examples
Capital	
Entrepreneur	
Labour	
Natural resources	

3.3 Mention any two rewards/ payments in Eyethu Hair Salon. (2)

.....

3.4 According to the Basic Conditions of Employment normal working hours per week for an employee are (20 or 40 or 60). **Circle the correct answer.** (1)

3.5 Name the type of capital that Susan has used to start her business, Eyethu Hair Salon and explain the reason for your answer. (3)

Type of Capital

Reason:.....

TOTAL MARKS: 50

TERM TWO

PROJECT: FINANCIAL LITERACY AND ENTREPRENEURSHIP: MEMORANDUM

MARKS: 50

60 minutes

QUESTION 1

(12 Marks)

The Accounting cycle (Steps of accounting cycle)

The accounting cycle✓ is the sequence of procedures used to keep track of what has happened in the business and it reports the financial effect those things have had on the business. ✓✓

STEP1: Transaction

- ❖ Transaction✓ is any happening or event of which the monetary value is entered into the books of the business at a specific time; or
- ❖ Transactions are all activities in a business or by an individual where goods or services are exchanged for money. ✓

STEP 2: Source Documents:

Source documents are vouchers (papers) on which information is originally (firstly) recorded. Source documents are a proof that business actions or events have taken place. ✓

STEP3: Journal / Subsidiary book/s

Subsidiary books are used to summarise similar transactions. Transactions are recorded on a daily basis in the books of first entry or subsidiary books. ✓

STEP 5: TRIAL BALANCE

A Trial Balance✓ is a statement prepared to check the arithmetical accuracy of entries and the application of double entry principles/ system. Its purpose is to check the arithmetical accuracy and correctness of the double entry system monthly in the General Ledger.

STEP 6: INCOME STATEMENT

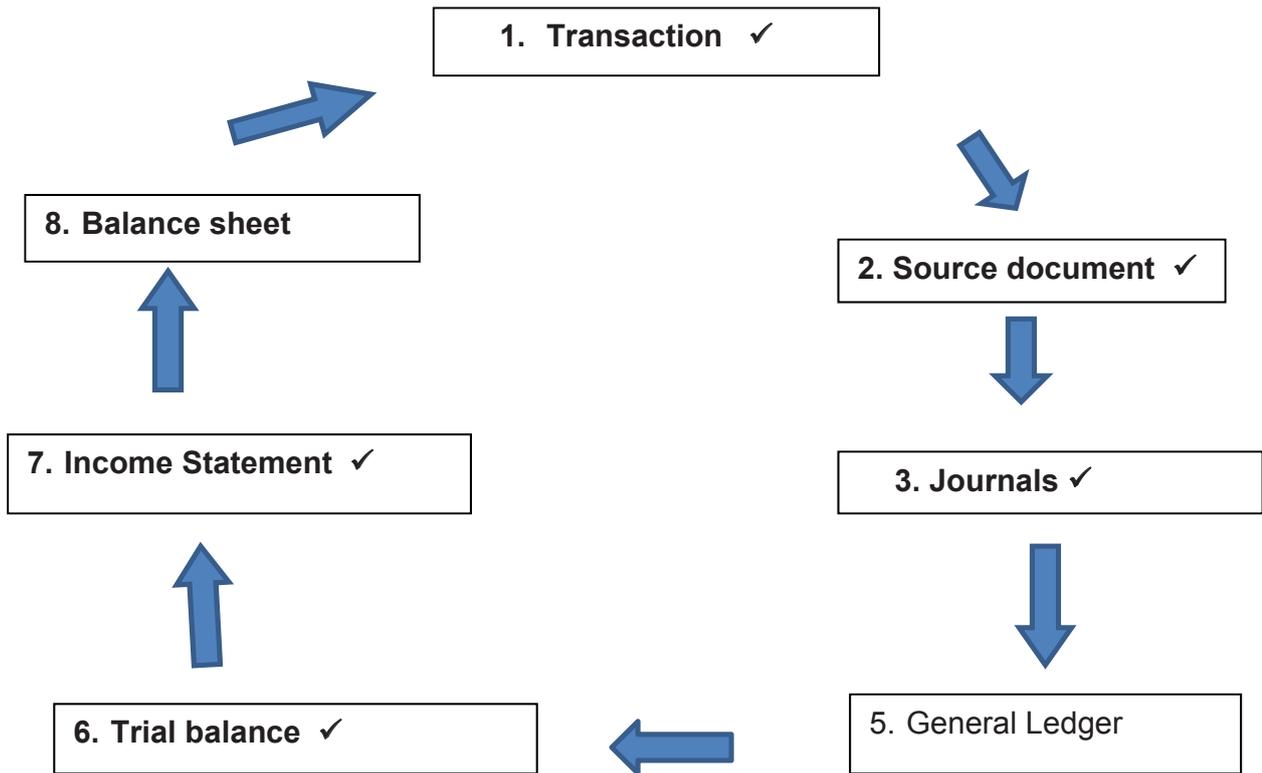
Income Statement is a summary of the operating results for the accounting period. Income Statement is a summary of the income and expenses of the business for a given financial year. ✓



1.2

Label the missing steps of the accounting cycle.

(5)



QUESTION 2

(25 Marks)

2.1 Complete the source document given to Thabo Kutenai

(5)

No. 02	RECEIPT	07 May 2016		
Received with thanks from	<i>Thabo Kutenai</i> ✓			
Ontvang met dank van				
For / vir	<u>Rent</u> ✓			
The sum of/die bedrag van	<u>Four thousand</u> ✓ rands	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">R 4000 ✓</td> <td style="padding: 2px 10px;">00</td> </tr> </table>	R 4000 ✓	00
R 4000 ✓	00			
		<i>Susan Pasha</i> ✓ Eyethu Hair Salon		

2.2 Analyse the following transactions under the headings provided in the accounting equation. Indicate an increase with a “+”, a decrease with a “-”

(8)

No	Assets	Reason	Owner`s Equity	Reason	Liabilities	Reason
1.	+ 75 000 ✓	Cash increases ✓	+ 75 000 ✓	Capital contribution ✓		
7.	+ 750 ✓	Cash increases ✓	+750	Services rendered/ current income increases OE ✓		

2.3 Recording in the Cash Receipts Journal

(12 Marks)

Cash Receipts Journal of Eyethu Hair Salon – May 2016

CRJ1

Doc No.	Day	Details	Analysis of Receipts	Bank	Current Income	Sundry Accounts		
						Amount	Fol.	Details
R 01	1			75 000✓		75 000✓		Capital ✓
R 02	7	Thabo Kutenai	4000			4000✓		Rent Income✓
CRR		Services rendered	3200	7 200✓	3200✓			
✓	✓			82200✓	3200	79 000		

QUESTION 3**(13 marks)**

- 3.1 Name the three types of labour that Eyethu Hair Salon could use. (3)
1. Skilled labour ✓
 2. Semi-skilled labour ✓
 3. Unskilled labour ✓

- 3.2 Identify examples of the four factors of production in Eyethu Hair Salon. (4)

Factor of production	Examples
Capital	life savings, hair dryers, chairs, scissors ✓
Entrepreneur	Susan Pasha ✓
Labour	Jane ✓
Natural resources	Water ✓

- 3.3 Mention any two rewards/ payments in Eyethu Hair Salon. (2)

Rent ✓

Wages ✓

- 3.4 According to Basic Conditions of Employment normal working hours per week for an employee are (20 or 40 or 60). ✓

- 3.5 Name the type of capital that Susan has used to start her business, Sue's Style Hairdressing Salon and explain the reason for your answer (3)

Type of capital: Own capital. ✓

Reason: Susan had saved money/ life savings. ✓✓

TOTAL: 50 MARKS

Cognitive analysis weighting grid

Question No.	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.1.		2						
1.2.1	5							
1.2.2		5					12	14min
2.1		5						
2.2				8				
2.3			12				25	30min
3.1	3							
3.2		4						
3.3	2							
3.4	1	2						
3.5	1						13	16min
TOTALS	12	18	12	8			50	60min
% of Total	24%	36%	24%	16%			100%	

CASE STUDY

Study the tables below regarding National budget allocation and expected income for the 2016/17 financial year, thereafter answer the questions that follow.

DEPARTMENT	NATIONAL	PROVINCIAL
Social Protection	R 167,5 bn	786.6 m
Human Settlement and Municipal Infrastructure	R 182,6 bn	R922,9 m R6.9, m
Economic Affairs and Agriculture	R 218.8 bn	R6.6 m
Post School Education and Training	R 68.7 bn	
Defence, Public Order and Safety	R 181,5 bn	R131 m
Health	R 168,4 bn	R20 m
Basic Education	R 248,8 bn	R31 m

TAX REVENUE

	2016/2017	%
Personal income tax	441.0	37.5
Corporate income tax	198.3	16.9
VAT	301.3	25.6
Customs and excise duties	54.0	4.6
Fuel levies	64.5	5.5
Other	65.4	9.8

Questions:

1. Who delivers the budget speech annually? (1)
2. During which month is the budget speech delivered? (1)
3. Do you think the National and the Provincial allocation for Health is the same? Refer to the table above. Motivate your answer. (2)
4. Which type of tax contributes most to the budget? (1)

6. How much was allocated to provincial government for Public Order and Safety? (1)
7. (a) Which department received the largest share of the budget? (1)
- (b) Why does the National government allocate so much money to it? (2)
8. Draw a pie chart/graph that shows the budget allocation in percentages in different departments. (9)
9. What is the current rate of VAT? (2)

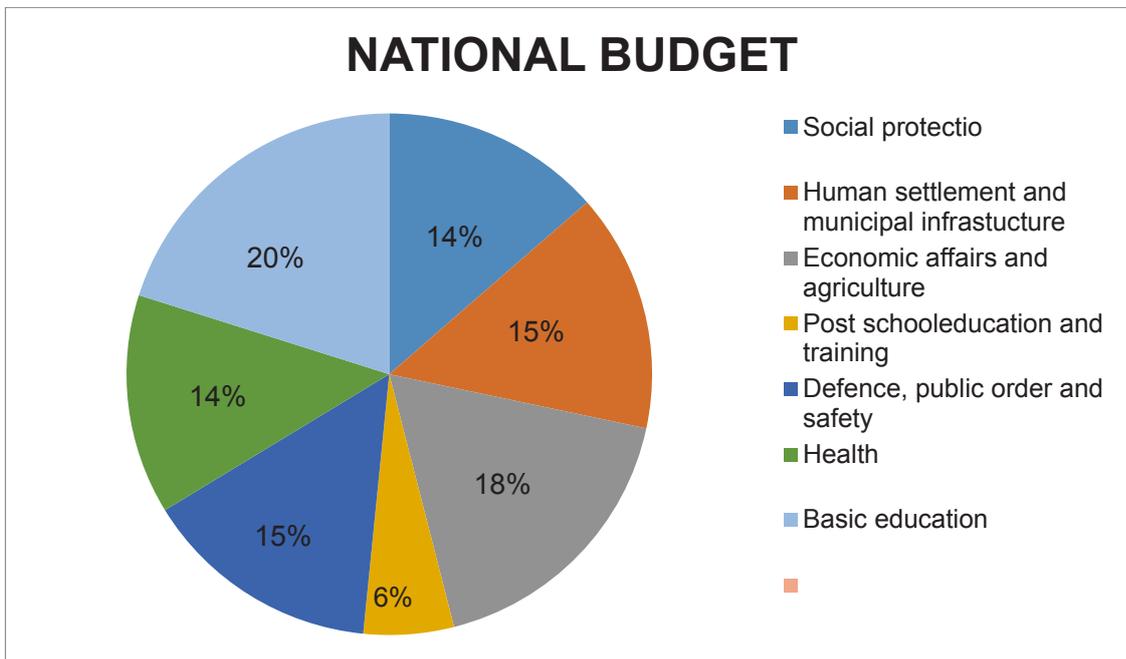
Scenario

<p><i>Obesity is a worldwide concern. South Africa has the worst obesity ranking in sub-Saharan Africa. This led to a greater risk of heart disease, diabetes and cancer. Government proposes to introduce a tax on sugar-sweetened beverages on 1 April 2017 to help reduce excessive sugar intake</i></p>

10. Why did the National Minister suggest that as from the 2016/2017 budget year, there must be a tax implemented on sugar sweetened drinks? (2)
11. According to the budget speech, the fuel levy will increase by 30c per litre. In your opinion, what are the two things that will be affected by the increase? (2)
12. Calculate the total expenditure for the 2016/17 fiscal year (3)

DATA HANDLING MEMORANDUM

1. Minister of Finance ✓ (1)
2. February ✓ (1)
3. The national government provides for all the 9 provinces and is responsible for all the services which the provinces cannot provide. ✓✓ (2)
4. Individual or personal income tax ✓✓ (2)
5. **Excise duty** : a tax levied on tobacco and alcohol products to discourage people from using them. It is also called sin tax ✓✓ (2)
6. R 131 Million ✓ (1)
7. (a) Education ✓ (1)
 - (b) Spending on Education
 - Education is an important national priority ✓
 - The constitution says that everybody has a right to get basic education ✓
 - Education is key to sustaining long-term economic growth
 - To reduce poverty and unemployment
 - To improve quality of life of the people
 - To reduce the skills shortage in the country (any 2x1 = 2)(2)



Guide to the pie chart.
 (2 marks for drawing the pie-chart and 1 mark for allocation of correct percentages)
 (9)

Department	Percentage contribution
Social protection	14
Human settlement and municipal infrastructure	15
Economic affairs and agriculture	18
Post-school education and training	6
Defence, public order and safety	15
Health	14
Basic education	20
Total	102

9. 14%. ✓✓ (2)

10. This is to discourage the use of these sugar-sweetened drinks, to decrease obesity which is a main cause of heart diseases, diabetes and cancer. To generate more taxes ✓✓ (any 1x2 =2)(2)

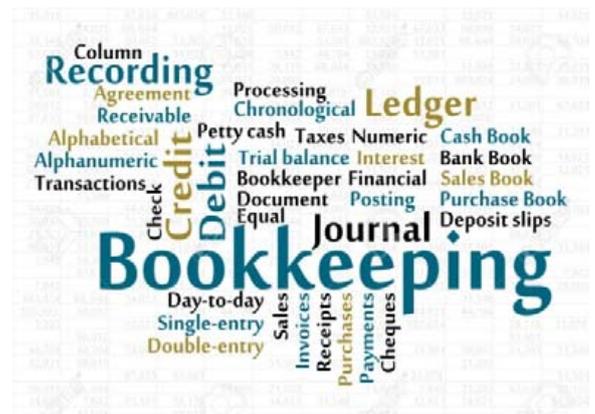
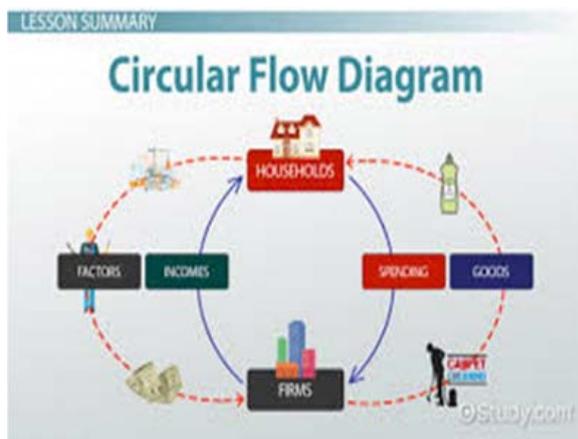
12. Prices of food, costs of transporting goods, petrol, diesel, paraffin (any 2 x1 =2)(2)

13. Total expenditure =
R 167,5+ R 182.6 + R218.8 + R 68,7 + R 181.5 + R 168.4 + R 248,4 =
R 1236.9 bn ✓✓✓ (3)

Total 30

**GRADE 9
INDEX OF ASSESSMENT PROGRAMME**

TERM ONE	Form of Assessment	Marks	Time	Page
Week 5	Assignment	50 marks	60 minutes	
Week 10	Controlled Test	100 marks	60 minutes	
TERM TWO				
Week 6	Class Test/ Case Study	50 marks	60 minutes	
Week 9	Mid-year Examination	150 marks	90 minutes	
TERM THREE				
	Project	50 marks	60 minutes	
	Controlled Test	100 marks	90 minutes	
TERM 4				
Week 10	Final Examination	200 marks	120 minutes	



**GRADE 9
ASSIGNMENT**

TERM 1: WEEK 5

MARKS: 50

TIME ALLOCATION: 60 MINUTES

DUE DATE:

TOPICS: The Economy: Economic Systems

**Financial Literacy: Cash transactions and Effects on the Accounting
equation of a trading business**

Name of Learner:

Class: 9.....

Question	Total Marks	Mark Achieved
1	20	
2	4	
3	12	
4	14	

$\frac{\quad}{50} = \quad \%$

Teacher Initial:

Date:

Teacher Feedback:

.....

.....

.....

INSTRUCTIONS:

1. Complete the task individually in class.
2. Write your answers in the spaces provided.
3. Read instructions carefully before answering.
4. Calculators may be used.
5. Mark allocation:

Question 1	Question 2	Question 3	Question 4	TOTAL
20	4	12	14	50

QUESTION 1: The Economy



1.1 Explain the following terms:

1.1.1 Economic system

(2)

1.1.2 Global economy

(2)

[4]

1.2 Give **ONE** example of each of the following.

1.2.1 A country using a planned economic system.

(1)

1.2.2 An economic activity that will be found in a planned economic system.

(1)

[2]



- 1.3 Compare the role of each economic system with regard to each characteristic mentioned in the table below. (10)

Characteristic	Planned Economy	Market Economy	Mixed Economy
Government control		No control	
Profit Motive		Yes - the driving force	
Ownership of factors of production	Government		
Allocation of resources			Government has key industries for whole economy. Provincial incentive schemes.
Prices		Competition checks price	

[10]

- 1.4 Explain how each of the following situations are typical of a market economy

- 1.4.1 Your sister, a student, was offered two jobs over the holidays. She chose the one closest to your home so she would have less travelling expenses. (2)

- 1.4.2 You are saving for the latest fashionable sports shoes that are more expensive than any local brand. (2)

[4]
[20]

QUESTION 2: Financial Literacy

2.1 Give another name or term for each of the following descriptions

2.1.1 A statement prepared to check arithmetical accuracy of entries and application of double entry principle/ system. (1)

2.1.2 Goods or merchandise bought for the purpose of selling at a profit are called. (1)

2.1.3 A general name given for all accounts of a business, collected in one place. (1)

2.1.4 When the Sales are more than the Cost of Sales in a business. (1)

[4]

QUESTION 3

Analyse the following transactions under the headings provided.

For the accounting equation, indicate an increase with a “+” before the amount, a decrease with a “-” before the amount and provide a reason for your answer.

1. The owner, J. Moola started a business with R 45 000 as capital contribution.
2. Cash sales of merchandise, R 6 800 (R 3 400) according to the cash register roll.

ANSWER SHEET

Example: Paid Remax R3 000 for the monthly rent of the building.

NO.	ASSETS	REASON	OWNER'S EQUITY	REASON	LIABILITIES	REASON
Example	- R 3 000	Bank decrease	- R 3 000	Rent expense decreases owners' equity		
1.						
2.						

[12]

QUESTION 4

Instructions:

Nthabiseng Komello started Nthabiseng Traders in 2015.
Complete the following journals for Nthabiseng Traders:

- 4.1 **Cash Receipts Journal** with analysis columns for Analysis of Receipts, Bank, Sales, Cost of sales and Sundry Accounts.
- 4.2 **Cash Payments Journal** with analysis columns for Bank, Trading Stock, Stationery and Sundry Accounts.
- 4.3 The business uses a mark-up of **25 % on cost**.
- 4.4 **Close off** the journals at the end of the month

[14]

Transactions: May 2015

- 1 The owner, N. Komello started a business by contributing R 50 000 as capital contribution. Issued receipt 20.
- 3 Paid Atamelang Stores with cheque 001 for the following: Stationery, R700 and Merchandise, R10 000.
- 22 Received R5 600 from the tenant, G. Hlophe for rent. Issued receipt 21. Sold goods for cash, R6 200 according to the cash register roll.
- 25 N. Komello purchased books for her son from Metro for R300, cheque 002 was issued



© Can Stock Photo - csp6785788

QUESTION 4 ANSWER SHEET

Cash Receipts Journal of Nthabiseng Traders – May 2015

Doc	Day	Details	Fol.	Analysis of Receipts	Bank	Sales	Cost of Sales	CRJ	
								Amount	Sundry Accounts Fol. Details
				X					

(8)

Cash Payments Journal of Nthabiseng Traders – May 2015

Doc	Day	Name of payee	Fol.	Bank	Trading Stock	Stationery	CPJ	
							Amount	Sundry Accounts Fol. Details

(6)

TOTAL MARKS: 14

TIME ALLOCATION: 60 MINUTES

- TOPICS:** 1. The Economy: Economic Systems
 2. Financial Literacy: Cash transactions and Effects on the Accounting equation of a trading business

QUESTION 1: The Economy

- 1.1
- 1.1.1 Cuba, China, Laos, North Korea, Vietnam✓✓ (One Country only) (2)
 - 1.1.2 Consumption/ Production /Exchange ✓✓ (One economic activity only) (2)
- [4]**
- 1.2
- 1.2.1 Economic system is the way in which the economy of a country✓ is organized regarding production, consumption and exchange. (Economic activities) ✓ (1)
 - Economic system is the way in which economic activities (production, consumption and exchange) are organized. (Any other relevant answers that have a correct explanation) (1)
-
- [2]**

1.3

Characteristic	Planned economy	Market economy	Mixed economy
Government control	Central✓	No control-provide public goods and conducive economic environment	Semi-control✓
Profit Motive	No✓	Yes - the driving force	Yes - the driving force✓
Ownership of factors of production	Government	Private✓	Private✓
Allocation of resources	Government decides what the production targets are and allocates resources accordingly✓	Consumers determine how resources are allocated✓	Government has key industries for whole economy. Provincial incentive schemes.
Prices	Fixed - set by government✓	Competition and market forces (demand and supply) determine the price	Competition determine prices✓

[10]

1.4

1.4.1 “Freedom of choice” in a market economy ✓✓hence she chose the job closest to her home. (2)

1.4.2 You have a variety of consumer goods to choose from - “freedom of choice”.✓✓ (2)

[4]

QUESTION 2: Financial Literacy

2.1

2.1.1 Trial balance (1)

2.1.2 Trading Stock (1)

2.1.3 Ledger (1)

2.1.4 Gross Profit (1)

[4]

QUESTION 3

Example: Paid Remax R3 000 for the monthly rent of the building.

NO.	ASSETS		OWNER'S EQUITY		LIABILITIES	
Example	- 3000	Bank decrease	- 3 000	Rent expense increases owner's equity		
1.	+ 45000✓	Bank increase✓	+ 45 000✓	Capital increase✓		
2.	+ 6 800✓ + 3 400✓	Bank increase✓ Cost of sales increase✓	+ 6 800✓ - 3 400✓	Sales increase✓ Trading Stock decrease✓		

[12]

QUESTION 4

Cash Receipt Journal of Nthabiseng Traders – May 2015

Doc	Day	Details	Fol.	Analysis of Receipts	Bank	Sales	Cost of Sales	CRJ	
								Amount	Sundry Accounts Details
0	1	N. Komello		50 000	50 000			50 000✓	B1 Capital
1	22	G. Hlophe		5 600				5 600✓	N4 Rent✓ Income
RR		Sales		6 200	11 800✓	6 200✓	4 960✓		
					61 800✓	6 200	4 960	55 600	

(8)

Cash Payments Journal of Nthabiseng Traders – May 2015

Doc	Day	Name of payee	Fol.	Bank	Trading Stock	Stationery	CPJ	
							Amount	Sundry Accounts Details
01	3	Atamelang Stores		10 700✓	10 000 ✓	700✓		
02	25	N. Komello		300✓			300	B2 Drawings ✓
				11 000✓	10 000			

(6)
[14]

TOTAL: 50 MARKS

Analysis grid for Cognitive Levels of Questions

Grade 9

Term 1

Assignment

Question No.	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.1	4						4	5min
1.2		2					2	2 min
1.3	10						10	12 min
1.4					4		4	5 min
2.1		4					4	5 min
3				12			12	14 min
4			14				14	15 min
TOTALS	14	6	14	12	4		50	60 min
% of total	28%	12%	28%	24%	8%		100	
								
		40% Lower		52% Middle		8% Higher		

DATA RESPONSE ANALYSIS GRID FOR COGNITIVE LEVELS

Question no	Lower order		Middle order		Higher order		Mark allocation	Level of difficulty
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	1						1	E
2	1						1	E
3			2				2	M
4				2			2	E
5		2					2	E
6	1						1	M
7 (a)	1						1	E
7(b)			2				2	M
8						9	9	D
9		2					2	E
10			2				2	E
11				2			2	E
12			3				3	M
Sub-total	8		13		9		30	
Total	37		43		30		100	

CASE STUDY

INSTRUCTIONS:

Read the case study and two scenarios and answer the questions on the answer book provided.

Question 1

[20]

Read the case study below and assist Mthembi Plumbing services to record the transactions of his business in the following journals for April 2014:

1. Cash Receipts Journal (7)
2. Cash Payments Journal of Mthembi Plumbing services. (13)
3. Close off the Journals properly.

Supply the analysis columns for:

CRJ: Analysis of Receipts, Bank, Current income and Sundry accounts.

CPJ: Bank, Wages, Material costs, and Sundry accounts.

Your friend, Mthembi Percy, comes to you for advice; his bookkeeper has failed to record the transactions for the month of April.

Mthembi has started his own business Mthembi Plumbing services on the 1st April 2014.

He deposited **R19 000** directly into the business' current bank account. The first receipt from the receipt book was issued to him by his bookkeeper. On the second of April he issued cheque no. 001 to Tnack Properties for rent of the building, **R4 000**. He bought a drain cleaning machine, electric pipe threader and pipe wrench from Pipe line traders for **R9 500** on the sixth. On the eighth the plumbing business started operating and received **R4 000** from clients as per the cash register. The cheque book showed that on the eleventh, some additional plumbing material was bought by Mthembi from Cash Build for **R1 500**. On the twelfth the business received **R1 750** for services rendered according to the cash register roll. Mthembi withdrew **R3 400** from the current bank account to pay wages on the fourteenth. On the last day of the month he cashed a cheque for his personal use for **R 400** and **R3 400** for wages.

Question 2

[10]

Scenario 1

VM Store

Thembi Vilakazi has a small clothing shop in Nelspruit. She is still a sole trader. Her biggest problem has been to raise capital to expand her business. Her only options have been to use her existing savings, or go to the bank and borrow money, but this will attract interest as well.

She is also aware that if she builds up debts she could suffer from unlimited liability. This means that she could lose her house as she is responsible for the debts.

She has however really enjoyed the ability to make her own decisions. Nobody is telling her what to do. Also as the sole owner, after she has paid her bills she can keep all of the profits

Answer the following questions:

- a) Which two advantages are enjoyed by Thembi? (2)
- b) What are the two challenges that she faces as a sole trader? (2)
- c) Explain the concept "*unlimited liability*" (1)
- d) Name two advantages of a public limited company. (2)
- d) Give three disadvantages of a public limited company? (3)

TOTAL: [30]

CASH RECEIPTS JOURNAL OF MTHEMBI PLUMBING SERVICES –APRIL 2014 **CRJ1**

Doc No	Day	Details	Fol.	Analysis of Receipts	Bank	Current income	Sundry account	
							Amount	Fo. I
01	1	Percy Mthombi			19 000		19 000✓	Capital ✓
CRR	8	Services rendered		4 000	4 000	4 000✓		
CRR	12	Services rendered		1 750	1 750	1 750		
✓ All 3 Doc					24 750✓	5 750✓	19 000✓	

(7)

CASH PAYMENTS JOURNAL OF MTHEMBI PLUMBING SERVICES –APRIL 2014 **CPJ1**

Doc No	Day	Details	Fol.	Bank	Wages	Material costs	Sundry account	
							Amount	Fol
001	2	Tnack Properties		4 000			4 000✓	Rent expense✓
002	6	Pipe line traders		9 500			9 500✓	Equipment✓
003	11	Cashbuild		1 500		1 500✓		
004	14	Cash		3 400	3 400			
006	30	Cash		3 800✓	3 400		400✓	Drawings✓
✓ All 5 Doc				22 200✓	6 800✓	1 500	13 900✓	

(13)

QUESTION 2

a) Advantages of a sole trader

- She makes her own decisions. ✓
- Nobody tells her what to do. ✓
- Thembi keeps all the profits to herself.

(Any two correct answers)(2x1)(2)

Two disadvantages of a sole trader

- It is difficult for her to raise capital. ✓✓
- She has unlimited liabilities towards the debts of a business. ✓✓

(Any two correct answers) (2x1)(2)

b) “**Unlimited liability**”- a person may lose his/her personal assets and be responsible for the debts of the business. ✓✓ (1)

c) Two advantages of a public limited company

- Much more capital can be raised by a public limited company than any other kind of business. ✓
- That helps the company to expand and diversify. ✓ (2)

d) Two disadvantages of public limited company

- Each shareholder has very little say in how the company is run – unless they own an awful lot of shares. ✓
- It's easy for someone to buy enough shares to take over the company – if they convince other shareholders to sell.
- A public limited company can have a large number of shareholders – and there needs to be a general agreement on company objectives. This makes it difficult for a public limited company to sacrifice profit to other objectives, like helping the environment ✓
- There are more legal requirements for a formation of a public company. ✓
- The public company is required to publish its audited annual financial statements. ✓
(any other relevant answer which is correct) (3)

[10]

TOTAL: 30

ANSWER SHEET
Question 1

Cash Receipts Journal of Nobuhle Hair Salon for March 2014

CRJ 1

Doc No	Day	Details	Fol	Analysis of Receipts	Bank	Current income	Sundry account	
							Amount	Fol

(6)

Cash Payments Journal of Nobuhle Hair Salon

CPJ 1

Doc No	Day	Details	Fol	Bank	Wages	Consumable Goods	Sundry account	
							Amount	Fol

(14)

a. Two advantages of a sole trader:

Three disadvantages of a sole trader:

b. Two Advantages of a public limited company:

Three disadvantages of a public limited company.

[TOTAL: 30]

**TERM 3
PROJECT (GRADE 9)**

WEEK ENDING : **WEEK 5** MARKS : **50 MARKS**
DUE DATE :

INSTRUCTIONS:

- ▣ Answer all questions.
- ▣ Write neatly and legibly.
- ▣ Use answer sheets provided.

Question 1

THE ECONOMY: TRADE UNIONS

Do an investigation on a trade union of your choice, and answer the following questions. Your responses may be based on your findings and any other general information you found to be relevant:

- 1.1. What is a trade union? (2)
- 1.2. Write down the name of a union you have researched about, and the sector wherein that union operates. (2)
- 1.3. Find and give a brief historical background of formations of unions. (2)
- 1.4. Why do workers join trade unions? Mention two reasons; (4)
- 1.5. Explain the impact of strikes and stay-aways on:
 - 1.5.1. Businesses (2)
 - 1.4.2. The South African Economy (2)
 - 1.4.3. Workers (2)
- 1.5. As we know, economic development is defined as an increase in the standard of living in a country over a specific period. But what does that have to do with trade unions? With this question in mind, elaborate on the contribution trade unions make towards sustainable growth and development.
(Mention three ways in which trade unions contribute). (6)

Question 2: FINANCIAL LITERACY

Posting to debtors ledger, general ledger and accounting equation

- 2.1. Posting the debtors journal to the ledgers.
- 2.2. Post the debtors journal below to the debtors ledger and the general ledger

Debtors Journal of Simple Traders – August 2016 DJ 7

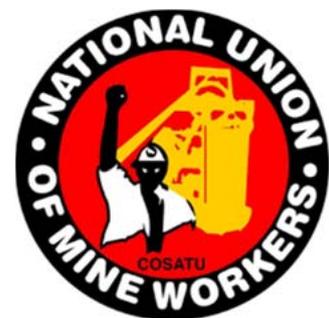
Inv.	Day	Details	Fol	Sales	Cost of sales
1	2	Thabisile N.	DL1	500	250
2	5	Mlambo M.	DL2	400	200
3	16	Mvimbi A.	DL3	300	150
4	22	Rooi R.	DL4	600	300
5	28	Thabisile N.	DL5	200	100
				2 000	1 000

(22)

2.3. Classify the following transactions according to the elements of accounting equation.

Transaction:

- Brian A., a debtor, purchased goods on credit, R500. Cost of sales, R350. (8)



ANSWER SHEET:

Name of the Learner:

Grade 9.....

Question 1

N.B Learners should be provided with college exercise pages (20)

Question 2

2.1. DEBTORS JOURNAL OF

Inv.	Day	Details	Fol	Sales	Cost of sales

(9)

GENERAL LEDGER OF



Balance sheet accounts section

.....
B1

Date	Details	Fol	Amount	Asset			
				Date	Details	Fol	Amount
16				2016			
19				Aug	31	DJ7	-



B2

.....

16							
19		DJ7		-			



Nominal accounts section

.....

N1 Income

16				2016			
19				Aug	31	DJ7	-



N2

.....

16							
19		DJ7		-			

(13)

2.3. Accounting equation

No	GENERAL LEDGER		A		OE		L	
	Account debited	Account credited	- Dr	+ Cr	+ Dr	- Cr	- Dr	+ Cr

(8)

PROJECT: Memorandum

Question 1

1.1 A trade union is a group of workers that have joined forces to make sure that there is fairness in the workplace and that employees are paid correctly and their working conditions are acceptable. They try to combat unfair employment practices as well as abuse and exploitation against workers. ✓✓ (Any relevant answer that is reasonable will be accepted) (2)

1.2 Any union may be selected by learners:

SATAWU

NEHAWU

SADTU

NAPTOSA

(Any two of the above answers, and/or any correct answers learners have provided). ✓✓ (2)

1.3 Historical background of unions. (2)

1.4 Reasons why workers join unions. Mention TWO. (2)

- For members to receive protection against unfair labour practices like poor working conditions, unacceptable rates of pay and exploitation and abuse. ✓
- To negotiate with employers to improve the working conditions of workers, like working hours, over-time, leave, etc. ✓
- To improve the standard of education and training of members so that workers can gain access to better paying jobs. ✓
- To improve the productivity of workers by ensuring that they get opportunities for training. ✓
- To represent workers in the collective bargaining processes. ✓
- To settle disagreements and grievances between employers and employees. ✓
- To provide professional and legal advice to employees by studying the labour laws. ✓

(Any two of the above answers, and/or any correct answers learners have provided)

1.5 The impact of strikes and stay-aways on:

1.5.1 Businesses

Industrial action can reduce output of a business. ✓

Reduce the profits of businesses. ✓

(Any correct answer)

1.5.2. The South African Economy

Create an image of instability in South Africa. ✓

Low productivity and economic growth ✓

Government generates less taxes (income)

(Any correct answer)

1.5.3. Workers

No work, no pay can be implemented with strikes. ✓

Reduced salaries/wages ✓

(Any correct answer)

5. Trade Unions can choose to:

Work with employers to improve the skills and productivity of workers so that South African goods can compete on the world markets. ✓✓

Fight against the trend of globalisation by demanding government protects local industries against competition from abroad. ✓✓

Work with employers to ensure optimum employment and employee satisfaction, so that employees work efficiently and show increased production year on year. ✓✓

[20]

Question 2

2.1. Posting debtors journal to General Ledger

Debtors Ledger of Simple Traders – August 2016 ✓

Day	Details	Fol	Dr	Cr	Balance
Thabisile N. ✓					
2 August 2016	Invoice no. 1	DJ1	500 ✓		500 Dr
28 August 2016	Invoice no. 5	DJ5	200 ✓		700 Dr
Mlambo M. ✓					
5 August 2016	Invoice no. 2	DJ1	400 ✓		400 Dr
22 August 2016	Invoice no. 4	DJ1	600 ✓		1 000 Dr
Mvimbi A ✓					
16 Aug 2016	Invoice no. 3	DJ1	300 ✓		300

(9)

2.2. GENERAL LEDGER OF SIMPLE TRADERS✓

Balance sheet accounts section

TRADING STOCK✓

↓ B1

Asset

						2016		Cost			
						Aug	31	of	DJ7	1 000✓	-
								sales✓			

Asset ↑
B2

DEBTORS CONTROL✓

2016											
Aug	31	Sales✓	DJ7	2 000✓	-						

Nominal accounts section

SALES✓

N1

↑

Income

						2016		Debtor			
						Aug	31	control✓	DJ7	2 000✓	-

Expense ↑
N2

COST OF SALES✓

2016		Trading									
Aug	31	stock✓	DJ7	1 000✓	-						

(13)

2.3. Analyse the transaction according to the accounting equation

GENERAL LEDGER			A		OE		L	
No	Account debited	Account credited	- Dr	+ Cr	+ Dr	- Cr	- Dr	+ Cr
1	Debtors control✓	Sales ✓		550✓	550✓			
	Cost of sales ✓	Trading stock ✓	350✓			350✓		

(8)

TOTAL: 50

Analysis grid for Cognitive levels of Grade 9 Term 3 Project

Question No.	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.1.	2						2	5
1.2.	1			1			2	5
1.3.					4		4	10
1.4.		6					6	15
1.5.			3	3			6	15
2.1.	7						7	20
2.2.		7	8				15	20
2.3.			8				8	20
TOTALS	10	13	19	4	4		50	
% of total	20%	26%	38%	8%	8%		100	

INSTRUCTION TO LEARNERS

4. Read the Case Study carefully and answer questions that follow.
5. Answer all questions
6. This is an individual work
7. The total mark for this paper is thirty (30) marks.
8. Write neatly and legibly

Case study

Read the following case study and answer the questions that follow:

Forms of ownership, CRJ, CPJ, account equation

Mr Jacobs has three sons and one daughter. He is a sole trader with three taxis. His sons drive the taxis and his daughter would like to learn to do the financial records of the business. Mr Jacobs would like to change his form of ownership so that all his children can have a share of the ownership of the business. However, he does not want to put their personal assets at risk or give up ownership to people he does not know. Jabu, the eldest son, would like to form a close corporation as he has heard that it is the cheapest and the best option. Themba, the youngest, says that a public company will be better as they will be able to buy a huge fleet of taxis and make massive profits. Mr Jacobs's wife went into hospital for an emergency operation and Swazi, their daughter, has tried to complete the cash journals but she has made a number of errors. (2)

Below are the Journals:

Doc No	Day	Name of Payee	Fol	Bank	Wages	Fuel	Sundry Accounts		
							Amount	Fol	Details
C 068	5	Cash paid to taxi driver for a week		1200					
C 069	8	PSA for stationery for the office		700					
C 070		Dad took cash for mom s visit, to the doctor		1500					
		Cash for fuel				1900			

1. **Close Corporation is one of the forms of ownership, and Mr Mabena would not be advised to open it.**
 1. Why is a *close corporation* not an option? (2)
 2. What kind of business does Mr Mabena have? (1)
 3. Differentiate between a *service* and *trade* business. (2)
 4. Define the following terms:
 - 4.1 Wages (2)
 - 4.2 Analysis of receipts column, and (2)
 - 4.3 Sundry Accounts column (2)
 5. **Advise Mr Mabena on his business. Your focus should be on the following:** (9)
 - 5.1 Suggest a possible form of ownership for his family. (1)
 - 5.2 Explain two characteristics of form of ownership of your choice (4)
 - 5.3 List two advantages of the form of ownership you chose (4)
 6. Give Swazi advice on how to correct her errors on the journals she has drawn. (8)
 7. What is the importance of records keeping? (2)
- Total [30]**

Analysis grid for Cognitive levels of questions

Question No.	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
Que(1)			2				2	4
2	1						1	4
3		2					2	4
Que(4)								
4.1		2					2	4
4.2		2					2	4
4.3		2					2	4
Que(5)								
5.1	1						1	
5.2				4			4	8
5.3			4				4	8
Que(6)					4	4	8	16
Que (7)				2			2	4
TOTALS	2	8	6	6	4	4	30	60 min
% of total	7%	27%	20%	20%	13%	13%	100 %	60 Min
% Totals	34 %		40 %		26 %		100 %	60 Min

1. **Close Corporation is one of the forms of ownership, and Mr Mabena would not be advised to open it.**

Why is a close corporation not an option for Mr Mabena? (2)

The Companies Act prohibits the establishment of new close corporations. However, existing ones may continue as CC's. ✓✓
Mr Jacobs is not a CC and therefore cannot select this as an option. ✓✓

2. **What kind of business does Mr Mabena have?** (1)

A service business / Taxi ✓

3. **Differentiate between a service and trade business.** (2)

A service business renders a service e.g. driving people etc, and a trade business sells goods, ✓like clothing stores etc. ✓✓

4. **Define the following terms:**

a. **Wages:** Monetary compensation paid by an employer to an employee within a period of a week or two in exchange for work done. ✓✓ (2)

b. **Analysis of receipts column:** Is a column in the Cash Receipts Journal that serves as a summary of money collected on the particular day before it is deposited in the bank account. ✓✓ (2)

c. **Sundry Accounts:** Are business accounts were miscellaneous accounts are reported or all accounts that columns were not opened for. ✓✓ (2)

5. **Advise Mr Mabena on his business. Your focus should be on the following:** (9)

- 5.1 **Suggest a possible form of ownership for his family.** (1)

Private Company

- 5.2 **Explain two characteristics of form of ownership of your choice.** (4)

- A private company must have the letters (Pty) Ltd at the end of the name so Mr Mabena would have to change the name of the business. ✓
- The private company is a legal person which can sue and be sued in its own right ✓
- Formed by minimum of one to fifty persons ✓
- It has a limited liability ✓
- Managed by board of directors ✓

(any other two correct answers)(2x2)(4)

5.3 List two advantages of the form of ownership you chose

(4)

- They will be responsible and liable for the debts of their business. ✓✓
- This means that the children will not risk their private assets. ✓✓
- There is continuity.

(any other two correct answers)(2x2)(4)

Give Swazi advice on how to correct her errors on the journals she has drawn.

(8)

Doc No	Day	Details	Fol	Analysis of Receipt	Bank	Fee Income	Sundry Accounts		
							Amount	Fol	Details
R 109	1	Total cash from Taxis		1 650✓	1 650				
R 110	5	Total cash from Taxis		600✓	600				
R 111	10	Total cash from Taxis		750✓	750				
R 112	14	Total cash from Taxis		630✓	630				

Doc No	Day	Name of Payee	Fol	Bank	Wages	Fuel	Sundry Accounts		
							Amount	Fol	Details
C 068	5	Cash paid to taxi driver for a week		1200	1 200✓				
C 069	8	PSA for stationery for the office		700			700✓		stationery
C 070		Dad took cash for mom's visit, to the doctor		1500			1500✓		drawings
		Cash for fuel		1900✓		1900			

- The amounts in the bank column should match the deposits on the bank statement at the end of the month. ✓✓
- The details column in the Cash Receipts Journal has the name of the person who is paying the money, or just the term 'cash'. ✓✓ All cash received that represents fee income, must also be written in the Fee Income column. ✓✓ The interest received from the Bank is not fee income so must be entered in the Sundry accounts column. ✓✓

- The account that it is going to is entered in the Sundry Accounts details column e.g. interest income. ✓✓
- The name of the bank is entered in the CRJ details column. ✓The details column of the CPJ should have the name of the person or business that the cheque is written out to. ✓✓If it is a cash cheque, the word cash is used. ✓✓
- All the amounts are entered in the Bank column as we regard any cheque payments as going out of the bank account immediately. ✓✓
- The amounts are then analysed into the various analysis columns. ✓✓
- All amounts for wages are also entered in the wages column.
- All amounts for Fuel are also entered in the fuel column.
- Any other amounts must be entered in the Sundry accounts column.
- The details will be the account that the amount represents e.g. Vehicle repairs.
- Both the CRJ and CPJ must be totalled at the end of the month.

6. What is the importance of record keeping?

(2)

- It helps the business to monitor progress ✓
- It helps the business to prepare financial statements ✓
- They keep a proper track records of the business ✓
- Assist in improving the business's progress. ✓

(any two correct facts)(2x1)(2)

TIME ALLOCATION: 60 MINUTES

- TOPICS:** 1. The Economy: Economic Systems
 3. Financial Literacy: Cash transactions and Effects on the Accounting equation of a trading business

QUESTION 1: The Economy

1.1

- 1.1.1 Cuba, China, Laos, North Korea, Vietnam ✓✓ (One Country only) (2)
 1.1.2 Consumption/ Production /Exchange ✓✓ (2)
 (One economic activity only) **[4]**

1.2

- 1.2.1 Economic system is the way in which the economy of a country ✓ is organized regarding production, consumption and exchange. (1)
 (Economic activities) ✓
 Economic system is the way in which economic activities (production, consumption and exchange) are organized.
 (Any other relevant answer that have a correct explanation)
- 1.2.2 Global economy is the buying and selling of goods and services ✓ by governments, businesses and individuals across the world. ✓ (1)
 Global economy is the economy that deals with the whole world.
 (Any relevant answer)

[2]

1.3

(10)

Characteristic	Planned economy	Market economy	Mixed economy
Government control	Central✓	No control - provide public goods and conducive economic environment	Semi-control✓
Profit motive	No✓	Yes - the driving force	Yes – the driving force✓
Ownership of factors of production	Government	Private✓	Private✓
Allocation of resources	Government decides what the production targets are and allocates resources accordingly✓	Consumers determine how resources are allocated✓	Government has key industries for whole economy. Provincial incentive schemes.
Prices	Fixed – set by government✓	Competition and market forces (demand and supply) determine the price	Competition determines prices✓

[10]

1.4

1.4.1 “freedom of choice” in a market economy ✓✓hence she chose the job closest to her home (2)

1.4.2 You have a variety of consumer goods to choose from - “freedom of choice”✓✓ (2)

[4]

QUESTION 2: Financial Literacy

2.1

- 2.1.1 Trial balance (1)
 - 2.1.2 Trading Stock (1)
 - 2.1.3 Ledger (1)
 - 2.1.4 Gross Profit (1)
- [4]**

QUESTION 3

Example: Paid Remax R3 000 for the monthly rent of the building.

NO.	ASSETS		OWNER`S EQUITY		LIABILITIES	
Example	- 3 000	Bank decrease	- 3 000	Rent expense increases owner's equity		
1.	+ 45 000✓	Bank increase✓	+ 45 000✓	Capital increase✓		
2.	+ 6 800✓ + 3 400✓	Bank increase✓ Cost of sales increase✓	+ 6 800✓ - 3 400✓	Sales increase✓ Trading Stock decrease✓		

[12]

QUESTION 4

Cash Receipt Journal of Nthabiseng Traders – May 2015

CRJ

Doc	Day	Details	Fol.	Analysis of Receipts	Bank	Sales	Cost of Sales	Sundry Accounts		
								Amount	Fol.	Details
20	1	N. Komello		50 000	50 000			50 000✓	B1	Capital
21	22	G. Hlophe		5 600				5 600✓	N4	Rent✓ Income
CRR		Sales		6 200	11 800✓	6 200✓	4 960✓			
					61 800✓	6 200	4 960	55 600		

(8)

Cash Payments Journal of Nthabiseng Traders – May 2015

CPJ

Doc	Day	Name of payee	Fol.	Bank	Trading Stock	Stationery	Sundry Accounts		
							Amount	Fol.	Details
001	3	Atamelang Stores		10 700✓	10 000 ✓	700✓			
002	25	N. Komello		300✓			300	B2	Drawings ✓
				11 000✓	10 000				

(6)
[14]

TOTAL: 50 MARKS

Grade 9
Term 1
Assignment

Question No	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.1	4						4	5 min
1.2		2					2	2 min
1.3	10						10	12 min
1.4					4		4	5 min
2.1		4					4	5 min
3				12			12	14 min
4			14				14	15 min
TOTALS	14	6	14	12	4		50	60 min
% of total	28%	12%	28%	24%	8%		100	
		40% Lower		52% Middle		8% Higher		

**TERM 3
PROJECT (GRADE 9)**

WEEK ENDING : **WEEK 5**

TOTAL MARKS : **50 MARKS**

DUE DATE :

INSTRUCTIONS:

- ▣ Answer all questions.
- ▣ Write neatly and legibly.
- ▣ Use answer sheets provided

Question 1 (22)

THE ECONOMY: TRADE UNIONS

Do an investigation on a trade union of your choice, and answer the following questions. Your responses may be based on your findings and any other general information you found to be relevant:

- 1.6. What is a trade union? (2)
- 1.7. Write down the name of a union you have studied and the sector wherein that union operates. (2)
- 1.8. Give a brief historical background on how unions were formed. (2)
- 1.9. Why do workers join trade unions? Mention two reasons. (4)
- 1.10. Explain the impact of strikes and stay-away on:
 - 1.10.1. Businesses (2)
 - 1.5.4. The South African Economy (2)
 - 1.5.5. Workers (2)

As we know, economic development is defined as an increase in the standard of living in a country over a specific period. With this question in mind, elaborate on the contribution trade unions have on sustainable growth and development.

(Mention three ways in which trade unions contribute). (6)

Question 2: (FINANCIAL LITERACY) (28)

Posting from the Debtors Ledger to the General Ledger and showing the effect on the accounting equation.

- 2.2. Use the information in the Debtors Journal and post to the Debtors Ledgers (7)
General Ledger (8).

Debtors Journal of Simple Traders – August 2016 DJ 7

Inv.	Day	Details	Fol	Sales	Cost of sales
1	2	Thabisile N.	DL1	500	250
2	5	Mlambo M.	DL2	400	200
3	16	Mvimbi A.	DL3	300	150
4	22	Mlambo M.	DL4	600	300
5	28	Thabisile N.	DL5	200	100
				2 000	1 000

2.3. Show the effect on the accounting equation of the following transaction.

Transaction:

- 1 Brian A., a debtor, purchased goods on credit, R500. Cost of sales, R350. (8)

PROJECT

ANSWER SHEET:

Name of the Learner:Grade 9...

Question 1

N.B Learners should be provided with college exercise pages.

(20)

Question 2

2.1. DEBTORS LEDGER OF

Day	Document	Fol	DR	CR	Balance
.....					
.....					
.....					

(7)

EDGER OF

Balance sheet accounts section

↕
B1 **Asset**

Details	fol	Amount	Date	Details	fol	Amount
			2016			
			Aug	31	DJ7	-

B2

DJ7		-				

Nominal accounts section

↕
N1 **Income**

Details	fol	Amount	Date	Details	fol	Amount
			2016			
			Aug	31	DJ7	-

N2

DJ7		-				

(13)

2.3. Accounting equation

GENERAL LEDGER			A		OE		L	
No	Account debited	Account credited	- Dr	+ Cr	+ Dr	- Cr	- Dr	+ Cr

(8)

1.6 Trade Unions contributions:

- Work with employers to improve the skills and productivity of workers so that South African goods can compete on the world markets. ✓✓
- Fight against the trend of globalisation by demanding government protects local industries against competition from abroad. ✓✓
- Work with employers to ensure optimum employment and employee satisfaction so that employees work efficiently and show increased production year on year. ✓✓

(2X3)=6

[22]

Question 2

2.4. Posting debtors journal to General Ledger

Debtors Ledger of Simple Traders – August 2016✓

Day	Details	Fol	Dr	Cr	Balance
Thabisile N. ✓					
2 August 2016	Invoice no. 1	DJ7	500✓		500
28 August 2016	Invoice no. 5	DJ7	200		700 ✓
Mlambo M. ✓					
5 August 2016	Invoice no. 2	DJ7	400✓		400
22 August 2016	Invoice no. 4	DJ7	600		1 000 ✓

(7)

2.5. GENERAL LEDGER OF SIMPLE TRADERS ✓ Balance sheet accounts section
TRADING STOCK ✓ **B1**

Asset											
						2016		Cost			
						Aug	31	of	DJ7	1 000 ✓	-
								sales ✓			

Asset **DEBTORS CONTROL ✓**
B2

2016											
Aug	31	Sales ✓	DJ7	2 000 ✓	-						

Nominal accounts section
SALES ✓ **N1**

Income											
						2016		Debtor			
						Aug	31	control ✓	DJ7	2 000 ✓	-

Expense **COST OF SALES ✓**
N2

2016		Trading									
Aug	31	stock ✓	DJ7	1 000 ✓	-						

(13)

2.6. Analyse the transaction according to the accounting equation

GENERAL LEDGER			A		OE		L	
No	Account debited	Account credited	+	-	-	+	-	+
			Dr	Cr	Dr	Cr	Dr	Cr
1	Debtors control ✓	Sales ✓		550 ✓	550 ✓			
	Cost of sales ✓	Trading stock ✓		350 ✓		350 ✓		

(8)

TOTAL: 50

Analysis grid for Cognitive levels of Grade 9 Term 3 Project

Question No.	Level of Question						Total Marks allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	
1.1.	2						2
1.2.		2					2
1.3.					2		2
1.4.		4					4
1.5.				6			6
1.6					6		6
2.1.		7					7
2.2.			13				13
2.3				2	6		8
TOTALS	2	13	13	8	14		50
% of total	30%		42%		28%		100

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