

2021 REVISED CURRICULUM AND ASSESSMENT PLANS

EMS GRADE 7 – 9

Implementation: January 2021



Presentation Outline

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1. Background

Introduction



COVID 19 led to losses in teaching and learning time due to:

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the **revised 2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct context specific **subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

Principles

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses



Principles

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning



Underpinning Assumptions



1

1

ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;



Underpinning Assumptions



4

4

ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021



The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for Economic Management Sciences

Purpose

- To mediate the amendments of the 2021 Recovery Annual Teaching Plan including School Based Assessment for EMS (Grades 7 – 9) for **implementation in January 2021 as stipulated in Circular S11 of 2020.**
- **To ensure teaching proceeds as per the 2021 school calendar.** To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.



Purpose (continued)

- To enable teachers to **cover the essential core content /skills including the fundamentals** within the available, **amended** time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

2. Content Overview

Amendments for Grade 7 – 9

Summary: Amendments to the Content Overview for Grade 7

Key Topic	Non-examinable
Entrepreneurship: Businesses	<ul style="list-style-type: none">• Advantages and disadvantages of formal and informal businesses• The role of formal and informal businesses as producers and consumers• The effect of natural disasters and health epidemics on formal and informal businesses
The economy: The production process	<ul style="list-style-type: none">• The effect of productivity on the economic growth• Contribution of technology to improving productivity and economic growth
Financial Literacy: Savings	<ul style="list-style-type: none">• History of banks



Summary: Amendments to the Content Overview for Grade 8

Key Topic	Non-examinable
The Economy: Standard of living	<ul style="list-style-type: none">• Self-sufficient societies
Entrepreneurship: Levels and functions of Management	<ul style="list-style-type: none">• Different styles of management – autocratic style, permissive or free-reign style (laissez-faire), democratic or participatory style



Summary: Amendments to the Content Overview for Grade 9

Key Topic	Non-examinable
The Economy: Economic systems	<ul style="list-style-type: none">• Advantages and disadvantages of each economic system
Financial Literacy: Credit transactions – debtors	<ul style="list-style-type: none">• Debtors' allowances• Debtors Allowances Journal (DAJ)
The Economy: Price theory	<ul style="list-style-type: none">• Increase and decrease in demand• Increase and decrease in supply• Graphical illustration of the change in demand and the change in supply



Summary: Amendments to the Content Overview for Grade 9

Key Topic	Non-examinable
Entrepreneurship: Functions of a business	<ul style="list-style-type: none">• Role and importance of the business functions
Entrepreneurship: Business plan	<ul style="list-style-type: none">• Break-even points
Financial Literacy: Credit transactions – creditors	<ul style="list-style-type: none">• Creditors Allowances Journal (CAJ)



3. Annual Teaching Plan amendments

Summary: Amendment to the weighting of content topics

- ❑ The recovery ATP consist of topics and content of term 1 to 4;
- ❑ The time allocation for the content of some topics has either been **increased** or **decreased**;
- ❑ Hygiene principles and Covid-19 issues are integrated within the content wherever possible;

4. Subject Fundamentals: Purpose

- ☐ The fundamentals document **is not** a replacement of the Trimmed Revised ATP.
- ☐ The purpose of this document is to provide teachers with **support and advice on how to interpret and apply the revised ATPs in their specific contexts.**
- ☐ The fundamentals define the **core knowledge, skills and attitude** to be taught and assessed more specifically so that it provides guidance and support to teachers

Fundamentals ensure that:

- ☐ meaningful teaching proceeds during the revised school calendar irrespective of the timetabling model being implemented at school level.
- ☐ final learning outcomes are not compromised.
- ☐ learners are thoroughly prepared for the subsequent phase, laying the necessary cumulative foundation for the final assessment for progression.

FUNDAMENTALS

Economic and Management Sciences (Grade 7)

FUNDAMENTALS TO BE PRIORITISED	ECONOMIC AND MANAGEMENT SCIENCES GRADE 7: PROPOSED TOPICS/CONCEPTS PER PRIORITY
Accounting Concepts	Capital; Assets; Liability; Income; Expenses; Profit; Losses; Budgets; Savings; Banking; Financial records; Transactions.
Income and Expenses	Personal statement of net worth; Types of business income; Types of business expenses; Savings and investments in business
Entrepreneurship	Definition of an entrepreneur; Characteristics and skills of an entrepreneur Entrepreneurial actions of buying, selling, producing and making a profit.
Production Process	Definition of production; inputs and outputs. Meaning of economic growth and productivity

FUNDAMENTALS

Economic and Management Sciences (Grade 8)

FUNDAMENTALS TO BE PRIORITISED	ECONOMIC AND MANAGEMENT SCIENCES GRADE 8: PROPOSED TOPICS/CONCEPTS PER PRIORITY
Accounting Cycle	Transactions, Source documents; subsidiary journals; General Ledger; Trial Balance. Introduction of the Cash Journals of a service business.
Accounting Equation	Cash transactions (receipts and payments) on the accounting equation. Assets = owner's equity + liability (A = OE + L)
Cash Payments Journal& Cash Receipts Journal (Service Business)	Concept of a Cash Receipts Journal (CRJ) Cash Payments Journal (CPJ) of a service business; formats and uses of the columns in the CRJ and CPJ; Entering of cash transactions in the CRJ and CPJ; closing off the CRJ and CPJ;
General Ledger and Trial Balance	The double entry-principle; the "T" accounts; format of the General Ledger; sections within the General Ledger; opening accounts in the General Ledger, posting/recording of transactions from CRJ and CPJ of the service business to the General Ledger, balancing of the General Ledger, Preparing of a Trial Balance
Markets	Types of markets- goods and services market. Types of markets -factor market (labour and financial markets)

FUNDAMENTALS

Economic and Management Sciences (Grade 9)

FUNDAMENTALS TO BE PRIORITISED	ECONOMIC AND MANAGEMENT SCIENCES GRADE 9: PROPOSED TOPICS/CONCEPTS PER PRIORITY
Demand and Supply	Law of demand, law of supply, demand schedule, supply schedule, demand curve, supply curve, Graphical Illustration, equilibrium point, equilibrium quantity, equilibrium price
Cash Receipts Journal and Cash Payments Journal (Trading Business)	CRJ, CPJ of the Trading business, posting, trial balance and the effect of the cash transaction of the Trading business on the Accounting Equation. Credit transactions-debtors and creditors, posting to the debtors, creditors ledger and the effect of credit transactions on the Accounting equation. Recording payments of creditors to the CPJ and recording of debtors into the CRJ
Accounting Equation	The effect of credit transactions on the Accounting equation.
Debtors and Creditors Journals Debtors and Creditors Ledger	Credit transactions-debtors and creditors, posting to the debtors, creditors ledger and the effect of credit transactions on the Accounting equation. Recording payments of creditors to the CPJ and recording of debtors into the CRJ
Business Plan	Concepts, components and format of a business plan. SWOT analysis and financial plan.

ATP: EMS

TERM 1 2021

GRADE 7	GRADE 8	GRADE 9
THE ECONOMY	THE ECONOMY	THE ECONOMY
History of money	Government	Economic systems
Needs and wants	National Budget	The circular flow
Goods and services	Standard of living	
Inequality and poverty		FINANCIAL LITERACY
	FINANCIAL LITERACY	Accounting equation
	Accounting concepts	CRJ & CPI
	Source documents	General Ledger and Trial Balance

5. School Based Assessment (SBA) Amendments

Summary: Revised Programme of Assessment (Grades 7 – 9)

The 2021 formal assessment tasks for Grade 7:

TERM 1	TERM 2	TERM 3	TERM 4
Case study (50 marks)	Mid Controlled Test (100 marks)	Project (50 marks)	Final Controlled Test (100 marks)
Controlled Test (50 marks)			



Summary: Revised Programme of Assessment (Grades 7 – 9)

The 2021 formal assessment tasks for Grade 8:

TERM 1	TERM 2	TERM 3	TERM 4
Data response (50 marks) Controlled test (50 marks)	Controlled test (100 marks)	Case study/Project (50 marks)	Final controlled test: Paper 1: Financial Literacy (50 marks) Paper 2: The Economy (25 marks) Entrepreneurship (25 marks)



Summary: Revised Programme of Assessment (Grades 7 – 9)

The 2021 formal assessment tasks for Grade 9:

TERM 1	TERM 2	TERM 3	TERM 4
Assignment (50 marks) Controlled test (50 marks)	Controlled test (100 marks)	Case study/Project (50 marks)	Final controlled test (150 marks) Paper 1: Financial Literacy (70 marks) Paper 2: The Economy (40 marks) Entrepreneurship (40 marks)



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A photograph of a wooden surface with a cream-colored card and a black pen. The card is tilted and has the words "Thank You" written on it in a large, bold, black serif font. A black pen with gold-colored accents is lying diagonally across the top right corner of the card.

**Thank
You**

