



Revised
National Curriculum
Statement Grades R-9
(Schools)

Economic and
Management Sciences



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ISBN 1-919917-49-9

Gazette No.: 23406, Vol. 443, May 2002

This document must be read as part of the
Revised National Curriculum Statement Grades R-9 (Schools).

This Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
 - Languages
 - Mathematics
 - Natural Sciences
 - Social Sciences
 - Arts and Culture
 - Life Orientation
 - Economic and Management Sciences
 - Technology

HOW TO USE THIS BOOK

- For general information see:
 - *Introducing the National Curriculum Statement in Chapter 1* - This will provide information on Outcomes-based Education, the Revised Curriculum Statement for Grades R-9 (Schools), and Learning Programmes.
 - *Introducing the Learning Area in Chapter 1* - This will provide an introduction to the Learning Area Statement including its features, scope and Learning Outcomes.
 - *Learner Assessment* - This chapter provides guidelines to assessment principles in Outcomes-based Education, discusses continuous assessment, and provides examples of record-keeping.
 - The *Reference Lists* provide both a general Curriculum and Assessment Glossary and a specific Learning Area Glossary.
- The body of this book is divided into several chapters. There is one chapter for each of the Phases of the General Education and Training Band - Foundation Phase, Intermediate Phase, Senior Phase. Each of these chapters has a brief introductory section, followed by the Assessment Standards for the Phase. There is also a chapter on Learner Assessment.
- The Assessment Standards for each Phase are presented in a way that makes it possible to track progression. That is, similar Assessment Standards for each grade are lined up with each other so that the teacher will be able to compare progression over the years. This results in some blank spaces, as not every Assessment Standard has its match in every grade.
- Certain symbols are used throughout this book to guide the reader in finding the information she or he is looking for. These symbols are:



Assessment Standard



Grade



Learning Outcome

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CHAPTER 1

INTRODUCTION

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa.

Outcomes-based Education

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This it does by setting the outcomes to be achieved at the end of the process. The outcomes encourage a learner-centred and activity-based approach to education. The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process.

The critical outcomes envisage learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national, and global communities;

- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

Issues such as poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS all influence the degree and way in which learners can participate in schooling. The Revised National Curriculum Statement Grades R-9 (Schools) adopts an inclusive approach by specifying the minimum requirements for all learners. All the Learning Area Statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners are also encouraged to develop knowledge and understanding of the rich diversity of this country, including the cultural, religious and ethnic components of this diversity.

REVISED NATIONAL CURRICULUM STATEMENT: LEARNING AREA STATEMENTS

The Revised National Curriculum Statement Grades R-9 (Schools) consists of an Overview and eight Learning Area Statements for:

- Languages;
- Mathematics;
- Natural Sciences;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences; and
- Technology.

Each Learning Area Statement identifies the main Learning Outcomes to be achieved by the end of Grade 9. Each Learning Area Statement also specifies the Assessment Standards that will enable the Learning Outcomes to be achieved. Assessment Standards are defined for each grade and describe the depth and breadth of what learners should know and be able to do. Each Learning Area Statement's Assessment Standards show how conceptual and skill development can take place over time. Assessment Standards can be integrated within grades as well as across grades. The achievement of an optimal relationship between integration across Learning Areas (where necessary and educationally sound), and conceptual progression from grade to grade, are central to this curriculum.

Revised National Curriculum Statement: Learning Programmes

The Revised National Curriculum Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own Learning Programmes. In order to support this process, the Department of Education will provide policy guidelines based on each Learning Area Statement. Provinces will develop further guidelines where necessary in order to accommodate diversity.

The underlying principles and values of the Revised National Curriculum Statement Learning Area Statements underpin the Learning Programmes. Whereas the Learning Areas stipulate the concepts, skills and values to be achieved on a grade by grade basis, Learning Programmes specify the scope of learning and assessment

activities for each phase. Learning Programmes also contain work schedules that provide the pace and sequence of these activities each year, as well as exemplars of lesson plans to be implemented in any given period.

In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills. In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes in the Intermediate Phase based on the organisational imperatives of the school, provided that the national priorities and developmental needs of learners in a phase are taken into account. In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements. Time allocations for each Learning Area are prescribed for all Grades and Phases.

Time Allocations

In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is set out in:

- (i) Overview Document ISBN 1-919917-08-X, pages 17 & 18.
- (ii) Government Gazette No. 23406, Vol. 443, May 2002, pages 26 & 27

Assessment

Each Learning Area Statement includes a detailed section on assessment. An outcomes-based framework uses assessment methods that are able to accommodate divergent contextual factors. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

The Kind of Teacher that is Envisaged

All teachers and other educators are key contributors to the transformation of education in South Africa. This Revised National Curriculum Statement Grades R-9 (Schools) envisions teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

The Kind of Learner that is Envisaged

The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learner that is envisaged is one who will be inspired by these values, and who will act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.

INTRODUCING THE ECONOMIC AND MANAGEMENT SCIENCES LEARNING AREA

Definition

The Economic and Management Sciences Learning Area deals with the efficient and effective use of different types of private, public or collective resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and on people.

In particular, the Economic and Management Sciences Learning Area deals with:

- the nature, processes and production of goods and services;
- the South African economy and socio-economic systems in different countries;
- financial management and planning skills for private, public or collective ownership; and
- entrepreneurial skills and knowledge needed to manage self and the environment effectively.

Purpose

The Economic and Management Sciences Learning Area aims to equip learners with the knowledge, skills, values and attitudes that will enable them to adapt, participate and survive in an economically complex society. The Learning Area also aims to promote productivity, social justice and environmental sustainability.

This will be achieved by enabling learners to:

- become economically literate;
- understand and apply economic and management principles and concepts in a responsible and accountable way;
- understand and reflect critically on the wealth creation process;
- understand and promote the importance of savings and investments for economic development;
- develop the entrepreneurial skills needed to play a vital role in transforming the country's socio-economic environment, and reducing the gap between rich and poor; and
- understand the impact of economic activities on human, natural and financial resources and socio-economic systems.

Unique Features and Scope

The Economic and Management Sciences Learning Area has several unique features, which are outlined below.

The economic problem

This feature deals with problems related to the distribution of resources in society. It attempts to contextualise the phenomena of society's unlimited needs and wants in the face of limited resources. At the same time, it takes into account the legacy of inequity in South Africa and its consequences for both the economy and South Africa's citizens.

The economic cycle

This feature deals with the flow of money, goods and services between households, business, government and the foreign sector. It also explores the roles and responsibilities of the different role-players in the economy.

Reconstruction, sustainable growth and development

This feature develops a critical approach to redress. It takes the view that a 'balanced' economy is desirable. Here, a 'balanced' economy means one which aims to achieve sustainable growth, reduce poverty and distribute wealth fairly, while still pursuing the principles of an open market and profitability. It promotes respect for the environment, human rights and responsibilities.

The economic environment

The economic environment is the context for production, consumption and trade. The Economic and Management Sciences Learning Area Statement examines the physical, social, technological, political and legal environments. Learners are encouraged to see the world as a set of related and interdependent systems.

Leadership and management

This feature covers:

- basic aspects of leadership, such as planning and directing;
- negotiation, motivation, delegation and conflict management;
- basic aspects of management, such as administration, finance and production;
- marketing, purchasing, public relations and human resource development; and
- rights and responsibilities of management and workers.

Entrepreneurship

This feature covers the development of the skills related to taking initiative, as well as the calculated risks in conceptualising, financing, starting and running a business. There is a special focus on responsible entrepreneurship within communities and environments.

Financial and consumer knowledge and skills

This feature introduces accounting, personal finance, and consumer knowledge and skills.

Economic and Management Sciences Learning Outcomes

The unique features outlined above are consolidated into four Learning Outcomes:



Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.



Learning Outcome 2: Sustainable Growth and Development

The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on its related processes.



Learning Outcome 3: Managerial, Consumer and Financial Knowledge and Skills

The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.



Learning Outcome 4: Entrepreneurial Knowledge and Skills

The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Learning Outcomes 1 and 2 serve as the main focus of the Foundation Phase. The Assessment Standards for these two Learning Outcomes will provide the foundation for the Intermediate and Senior Phases, which deal with all four Learning Outcomes.

CHAPTER 2

FOUNDATION PHASE

(GRADES R-3)

INTRODUCTION

The overall focus for the Foundation Phase is set out below, followed by the specific focuses for Grades R, 1, 2 and 3.

Overall Foundation Phase Focus

The focus for the Foundation Phase is on the establishment of elementary economic literacy, with specific reference to:

- the learner as the consumer; consumer rights and responsibilities, basic consumer and financial skills;
- households and businesses as role-players in the economy;
- management and leadership roles of learners, people in households and educators in schools;
- the diversity of goods and services, and the role of advertisements;
- elementary financial and management skills;
- the importance of using tools in production;
- entrepreneurial spirit, attitudes and abilities; and
- entrepreneurship and the local environment.

Focus for Grade R

The focus for Grade R will be on:

- the learner's economic contribution and personal role in the household;
- commitment and responsibility towards completing tasks;
- simple leadership and management experiences, and basic consumer and financial skills.
- awareness of different goods and services, and the influence of advertisements; and
- entrepreneurial thinking.

Focus for Grade 1

The focus for Grade 1 will be on:

- the need satisfaction process;
- roles of members of households as consumers;
- tasks and responsibilities at school, and the role of the teacher and other educators;
- bartering and pricing;
- the use of money earned through chores in the home and/or the community, and of pocket money where applicable;
- attitudes and values that support improved productivity and an awareness of different technologies; and
- basic entrepreneurial understanding, and the advertising media.

Focus for Grade 2

The focus for Grade 2 will be on:

- the flow of money between households and businesses;
- characteristics of needs and wants, and the effect of the advertising media;
- households and businesses as role-players in production and consumption, and the role of jobs in providing income for the household;
- differentiation between the leadership and management roles of learners, people in the household and within the community;
- basic understanding of using money, thrift and not wasting resources, and the link between savings and future consumption; and
- the development of personal entrepreneurial habits and talents.

Focus for Grade 3

The focus for Grade 3 will be on:

- the economic problem;
- the role of business in the economic cycle;
- the relationship between the economic and physical environment;
- the relationship between jobs, unemployment, standard of living, wealth and poverty;
- managing financial resources;
- retained income for future consumption and production;
- the role of marketing in selling and buying goods and services;
- different entrepreneurial, financial and management functions for a classroom business; and
- business leaders and entrepreneurs, and their businesses.

LEARNING OUTCOMES

Note:

- Only Learning Outcomes 1 and 2 are dealt with in the Foundation Phase.



Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.

In the Foundation Phase, the learner is made aware of those involved in the production of goods and services in the local environment using local resources.



Learning Outcome 2: Sustainable Growth and Development

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on related processes.

In this Learning Outcome, the Foundation Phase learner will understand that the issues raised by the extremes of poverty and wealth cannot be addressed adequately by conventional socio-economic policies alone, and that other innovations need to be explored and developed. These alternatives include involving small, medium and micro enterprises in production. This Learning Outcome will focus more on developing the learner's understanding of her or his role in carrying out tasks in a responsible way in the household and at school. In this way, the foundation is laid for the study of growth and development concepts and skills in the Intermediate Phase.

ASSESSMENT STANDARDS

In the next sections, the Assessment Standards for each Learner Outcome will be given for Grades R to 3.

Teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1.

Grade R



Learning Outcome 1

THE ECONOMIC CYCLE

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.



Assessment Standards

We know this when the learner:

- Identifies own personal role in the home as a consumer.
- Recognises that advertisements influence personal needs and wants.
- Explores and begins to understand the notions of bartering and money and its uses.
- Recognises that a household consists of people who must live and work together within a framework of rules (concepts of 'fair' and 'unfair' rules).

Grade R



Learning Outcome 2

SUSTAINABLE GROWTH AND DEVELOPMENT

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.



Assessment Standards

We know this when the learner:

- Differentiates between play and useful tasks at home.
- Relates stories of responsibilities at home.
- Recognises the need to do things well and to be committed.
- Participates in creative activities that will stimulate entrepreneurial thinking (e.g. drawing, cutting, singing, playing, talking).

Grade 1



Learning Outcome 1

THE ECONOMIC CYCLE

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.



Assessment Standards

We know this when the learner:

- Recognises the roles of members of the household as consumers (e.g. saving, buying).
- Identifies different advertising media influencing needs and wants.
- Identifies the value of the different units of money used to buy things.
- Starts understanding that goods (e.g. clothes, food) and services (e.g. electricity) have a price.
- Identifies ways in which income is earned through members of the household who are working (e.g. parents working, earning pocket money).

Grade 2



Assessment Standards

We know this when the learner:

- Explains the roles of households as key role-players in the production and consumption of goods and services.
- Explains that wants can be unlimited, always changing and influenced by friends, the media, and the development of new products and services by businesses.
- Reads and identifies prices from different types of price tags and labels.
- Calculates change after buying simple goods and services.
- Expresses the importance and ways of saving and not wasting money and other resources such as water and electricity.

Grade 3



Assessment Standards

We know this when the learner:

- Describes ways in which the household or school can generate an income from waste materials (e.g. paper, glass, tin), or save money by recycling.
- Discusses alternative goods and services as a way to economise and save.
- Draws up a simple shopping list and calculates the amount of money needed to buy goods and services.
- Mentions ways of avoiding waste of resources when working.
- Identifies some business leaders and entrepreneurs in own community and describes their businesses.

Grade 1



Learning Outcome 2

SUSTAINABLE GROWTH AND DEVELOPMENT

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.



Assessment Standards

We know this when the learner:

- Describes tasks and responsibilities at school and why they need to be done.
- Displays teamwork skills in undertaking tasks at school.
- Names ways and the importance of using limited classroom materials without waste.
- Expresses thoughts and feelings about completing a task successfully, responsibly and on time.
- Describes the role of the teacher as a leader in the classroom.
- Uses artistic skills (e.g. drawing, cutting, measuring, pasting) to design and produce environmentally friendly products that could be sold or exchanged in the community.

Grade 2



Assessment Standards

We know this when the learner:

- Shares reasons why members of the family work or do not work.
- Identifies and describes the different places where family members work (migrant labour, urban and rural areas).
- Discusses the attitudes of members of the family towards work (within the home and in the community).
- Identifies available resources used to create innovative and marketable products.

Grade 3



Assessment Standards

We know this when the learner:

- Describes the role of businesses in offering employment and creating jobs.
- Presents stories about the effect of employment and unemployment on the household.
- Describes the relationships between income, place of work, job done and responsibilities involved.
- Collectively plans or runs a real or simulated classroom enterprise responsibly by selling or making goods for the market.



CHAPTER 3

INTERMEDIATE PHASE

(GRADES 4-6)

INTRODUCTION

The overall focus for the Intermediate Phase is set out below, followed by the specific focuses for Grades 4, 5 and 6.

Overall Intermediate Phase Focus

The overall focus for the Intermediate Phase will be on:

- basic economic literacy and empowerment;
- the effect of management of resources in communities;
- the rights and responsibilities of households, business and government as role-players in the economy;
- the relationship between different environments (social, political, natural and economic);
- the role of local government;
- public and private ownership of property;
- the role of primary, secondary and tertiary sectors of the economy in enhancing growth and development and creating jobs;
- the history of economic development, the impact of apartheid, and the government's role in addressing inequalities;
- forms of ownership;
- management and leadership roles at home and school - management of classroom projects, management of production;
- basic consumer and financial skills with emphasis on banks, savings, investment, thrift and budgeting; and
- entrepreneurial characteristics and practices - personal strengths and weaknesses in becoming an entrepreneur, and advertising campaigns to market businesses.

Focus for Grade 4

The focus for Grade 4 will be on:

- the importance and use of production factors by households in the production of goods and services;
- households as consumers, producers and suppliers of factors of production;
- the role of formal and informal businesses in society;
- differences in the standard of living between modern societies and self-sufficient economies;
- the economic impact of the discovery of minerals in South Africa;
- different types of economic sectors and businesses;
- elements of management in a classroom project;
- the importance of saving and a personal budget; and
- entrepreneurial characteristics, skills, actions and practices.

Focus for Grade 5

The focus for Grade 5 will be on:

- different levels of needs and how they are satisfied;
- standards of living and patterns of consumption of self-sufficient and modern societies;
- government involvement in the economy through direct and indirect taxation;
- the relationship between different environments (social, natural, political, and economic);
- the impact of apartheid policies on people's lives, ownership, growth and development, and steps taken by government to deal with historical imbalances;
- management and leadership roles in the home and at school; management of businesses by local traders;
- savings, thrift and the practical use of a savings account at different savings institutions;
- elementary budgeting, overspending, accumulation and prevention of debt;
- identification and generation of innovative business ideas to address the need for goods and services in the community and to generate income (e.g. co-operatives and loan societies); and
- entrepreneurial skills, marketing mix and tourism.

Focus for Grade 6

The focus for Grade 6 will be on:

- comparison of rights and responsibilities of households, businesses and government in the economic cycle - flow of money, factors of production, and goods and services;
- the impact on society of the production of goods and services;
- the effects of different types of taxes on consumers and businesses;
- standard of living and patterns of consumption in modern societies;
- reconstruction and development in addressing inequalities;
- the relationship between leadership and management, and how the production process is managed;
- debt, banking, savings facilities, procedures; the purpose and use of community saving schemes;
- the application of marketing mix in a business activity, and the promotion of products by an advertising campaign; and
- business opportunities, school co-operatives, basic business plan and SWOT analysis; the effect of personal strengths and weaknesses in becoming an entrepreneur.

LEARNING OUTCOMES



Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of ‘the economic problem’.

The flow of money, resources and services, which characterises the economic cycle, facilitates the cycle of demand and supply. The role-players in the economy include households, business, government and the foreign sector. These participants are involved in the processes of production, consumption and exchange. The learner is made aware of the rights and responsibilities of participants in the economic cycle.

The production of goods and services, using limited resources, faces the problem of unlimited demand. Ways of balancing production and consumption by managing the money supply must be found in order to control inflation and to ensure adequate savings and investment for new products and services.

In this Learning Outcome, the interdependence between economic activity and the physical, technological, social, political and legal environments is discussed in the context of limited resources and unlimited demand.



Learning Outcome 2: Sustainable Growth and Development

The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.

Learners of all ages should understand the need for sustainable growth, reconstruction and development in South Africa.

As the inequalities of the past and present - especially the extremes of poverty and wealth - cannot be addressed adequately by conventional socio-economic policies alone, other innovations can also be explored. These involve the development of small, medium and micro enterprises in production, as well as the need for workable alternatives in the provision of education, health and other social services.

The learner should be able to identify and critically analyse the values and attitudes within civil society and government that support the achievement of these goals.

This Learning Outcome focuses on the actions, processes and structures that advance sustainable reconstruction and development in the national economy.



Learning Outcome 3: Managerial, Consumer and Financial Knowledge and Skills

The learner will be able to demonstrate knowledge and the ability to responsibly apply a range of managerial, consumer and financial skills.

All individuals and organisations manage their activities on a daily basis by using specific management and leadership skills. This Learning Outcome will enable the learner to develop consumer and financial skills, and to manage his or her life and business activities responsibly and effectively.

The learner will be given the skills needed to be effective in formal interpersonal communication situations (e.g. interviewing, performance assessment, negotiation, arbitration and conciliation).



Learning Outcome 4: Entrepreneurial Knowledge and Skills

The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Entrepreneurship focuses on an individual identifying a viable business opportunity, and then financing and starting a business. Entrepreneurs take calculated risks and use opportunities to start businesses by producing goods or services for society. Entrepreneurs are important to the development of a country and can make an important contribution to sustainable economic growth.

Entrepreneurial activities can impact positively on job and wealth creation, and improve the standard of living of citizens. Entrepreneurs can encourage communities to take pride in their uniqueness and environment, while making economic gains (e.g. in taking ownership of local tourism activities).

Through this Learning Outcome, the learner's entrepreneurial talents and potential will be unlocked and developed through learning about entrepreneurial activities and approaches.

ASSESSMENT STANDARDS

The Assessment Standards for Grades 4 to 6 are presented in the following pages.



Grade 4



Learning Outcome 1

THE ECONOMIC CYCLE

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'



Assessment Standards

We know this when the learner:

- Describes the roles of members of households as consumers and producers in the 'need satisfaction' process.
- Explains the effects on the community of both responsible and irresponsible use of resources and services.
- Describes the role of formal and informal businesses in a society.
- Explains the concept of tax in simple language.

Grade 5



Assessment Standards

We know this when the learner:

- Differentiates between the different levels of needs that people have, and explains how these might be satisfied.
- Identifies and describes the role of government in the use of resources and services.
- Explains the effect of natural disasters (e.g. drought) and health epidemics (e.g. HIV/AIDS) on formal and informal businesses.
- Differentiates between direct taxes (e.g. income tax) and indirect taxes (e.g. VAT, tax on petrol).

Grade 6



Assessment Standards

We know this when the learner:

- Describes the roles of households, businesses and government in the economic cycle.
- Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services.
- Presents different flows of resources and services in the economic cycle (e.g. the flow of wages to households in exchange for labour; the flow of money to businesses in exchange for goods and services).
- Explains different types of taxes and how they influence consumers and businesses.

Grade 4



Learning Outcome 2

SUSTAINABLE GROWTH AND DEVELOPMENT

The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on related processes.



Assessment Standards

We know this when the learner:

- Identifies the differences in the standards of living of highly developed and subsistence economies.
- Describes the economic and social impact of the discovery of minerals in South Africa (e.g. job creation, wealth creation, exploitation of cheap labour, migratory labour, health and safety hazards).
- Identifies the local community's efforts in fighting poverty (e.g. RDP, urban renewal and rural development projects).

Grade 5



Assessment Standards

We know this when the learner:

- Describes the changes in lifestyles, living standards and patterns of consumption from self-sufficient societies to modern societies.
- Explains the concept of economic growth and development, and its impact on the development of communities and society.
- Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment).

Grade 6



Assessment Standards

We know this when the learner:

- Researches and analyses standards of living and patterns of consumption in modern societies where people specialise and trade to satisfy needs and wants.
- Explains economic actions taken against the apartheid government to bring about change (e.g. sanctions, disinvestment), and how these impacted on change, growth and development.
- Identifies steps that can be taken by the government to redress historic imbalances and poverty (e.g. redistribution of resources, gender equity, capacity building, restoring people's dignity, creating opportunity and empowerment).

Grade 4



Learning Outcome 3

MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS

The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.



Assessment Standards

We know this when the learner:

- Participates in the management of a classroom project (planning, organising, leading, controlling).
- Distinguishes three different types of local businesses:
 - trading (e.g. spaza shops, flea markets, car boot sales, shops);
 - manufacturing (e.g. brickyard, bakery, factory);
 - servicing (e.g. taxi, hairdresser, hotel, bed and breakfast).
- Identifies different sources of personal income, and plans spending and saving by drawing up a basic personal budget.
- Investigates the use and purpose of a savings account.

Grade 5



Assessment Standards

We know this when the learner:

- Participates and demonstrates some management and leadership roles in the classroom and home in the absence of adults.
- Observes and reports on how traders in own local area manage their businesses.
- Finds out and discusses how a savings account is opened at a bank, and completes deposit and withdrawal slips.
- Discusses the value of savings and thrift, and people's difficulty in saving if basic needs are not met.

Grade 6



Assessment Standards

We know this when the learner:

- Understands and participates in the production process, from raw materials to final products, including waste products.
- Explains the relationship between leadership and management in a business.
- Explains the concept of debt and compares the banking and savings facilities offered by different banks.
- Explains the purpose and use of community savings schemes (e.g. stokvels, club accounts, funeral societies, thrift and loan societies).

Grade 4



Learning Outcome 4

ENTREPRENEURIAL KNOWLEDGE AND SKILLS

The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes.



Assessment Standards

We know this when the learner:

- Identifies different characteristics (abilities and talents) of entrepreneurs.
- Explains how entrepreneurs combine labour (work), capital (money, machinery, tools), and natural resources (raw materials) to gain profit.
- Differentiates between the entrepreneurial actions of buying, selling and producing.
- Participates in a fair or market day at school or in the community to practice and apply entrepreneurial knowledge and skills.

Grade 5



Assessment Standards

We know this when the learner:

- Identifies the specific entrepreneurial skills needed to attract tourists to own community.
- Develops and uses observation sheets and questionnaires to do a needs analysis in the school or community.
- Identifies enterprises and events in own community (e.g. sporting events, craft work) where specific goods and services are being sold to satisfy consumers' needs and generate profit.
- Generates entrepreneurial actions to meet own community needs (e.g. co-operatives, loan societies).
- Discusses the four elements of the marketing mix in a simple business activity (product, price, place, promotion).

Grade 6



Assessment Standards

We know this when the learner:

- Analyses personal strengths and weaknesses in becoming an entrepreneur.
- Identifies a variety of possible business opportunities in the community (school co-operatives, sports, entertainment, tourism).
- Designs an advertising campaign to promote a product that will generate a profit.
- Develops and implements a simple business plan for a trading or service business that could be operated from school or from home.
- Describes how the four elements of the marketing mix are combined in a simple business activity.



CHAPTER 4

SENIOR PHASE

(GRADES 7-9)

INTRODUCTION

The overall focus for the Senior Phase is set out below, followed by the specific focuses for Grades 7, 8 and 9.

Overall Focus for the Senior Phase

The Senior Phase will focus on:

- the economy and its effect on the needs and wants of people;
- role-players in the economy;
- factors of production;
- private, public and co-operative ownership;
- the policies and role of the state in promoting economic growth and development;
- introduction to international economic arrangements, co-operation and globalisation;
- the need for skills and values relating to business, social and environmental issues;
- the importance of effective management in:
 - business and leadership,
 - human resources issues and productivity,
 - financial control, accounting and record keeping, and
 - public relations and marketing;
- the role of the entrepreneur;
- market research and feasibility studies before starting a business; and
- the role of small, medium and micro enterprises in economic growth.

Focus for Grade 7

The focus for Grade 7 will be on:

- the needs and wants of different communities in society;
- free and economic goods, and the influence of demand and supply;
- power relations, rights and responsibilities of the different participants in the economic cycle;
- different business activities within the different sectors;
- identification of steps for redress of socio-economic imbalances and poverty;
- savings and investments;
- the role of general management in business;
- different approaches towards management and leadership;
- the availability of postal and telecommunication services, and their role in improving administration;
- use of information technology in management and administration;
- elementary statement of net worth;
- processes of human resource management;

- the design of questionnaires in market research and advertising;
- the characteristics of entrepreneurship; and
- the differences between entrepreneurship, ownership and management.

Focus for Grade 8

The focus for Grade 8 will be on:

- economic systems, the economic cycle and the economic problem;
- the role, rights and responsibilities of trade unions;
- inflation as an economic issue;
- the national budget and economic growth and development;
- RDP and economic growth and restructuring;
- the relationship between technology, productivity and economic growth;
- the role of banks as savings and investment institutions;
- interest on investments;
- sources of information on different levels and categories of job opportunities;
- basic market research for an identified business opportunity;
- financial concepts and financing of a business;
- financial feasibility; and
- different forms of ownership.

Focus for Grade 9

The focus for Grade 9 will be on:

- the flow of money, the economic cycle and the foreign sector;
- demand, supply and pricing;
- trade unions and their influence on the economy;
- the impact of the national budget on the economy;
- regional and international agreements, productivity, globalisation and economic growth;
- the role of savings and investments in economic growth and development;
- successes and shortcomings of the RDP in redressing historical disadvantages;
- accounting as a tool for management of a business;
- the use of computer technology in improving accounting and record keeping;
- improving the learner's understanding of all aspects of management, to improve learner employability, especially of:
 - administration,
 - finances and accounting,
 - record keeping,
 - human resources and conditions of employment,
 - technology, and
 - public relations and marketing;
- feasibility studies, the business plan and SWOT analysis; and
- the role of small, medium and micro enterprises.

LEARNING OUTCOMES



Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.

The flow of money, resources and services, which characterises the economic cycle, facilitates demand and supply. The role-players in the economy include households, business, government and the foreign sector. These participants are involved in the processes of production, consumption and exchange. The learner is made aware of the rights and responsibilities of participants in the economic cycle.

The production of goods and services using limited resources faces the problem of unlimited demand. Ways of balancing production and consumption by managing the money supply must be found in order to control inflation and to ensure adequate savings and investment for new products and services.

In this Learning Outcome, the interdependence between economic activity and the physical, technological, social, political and legal environments is discussed in addressing the problem of limited resources and unlimited demand.



Learning Outcome 2: Sustainable Growth and Development

The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on related processes.

Learners of all ages should understand the need for sustainable growth, reconstruction and development in South Africa.

As the inequalities of the past and present - especially the extremes of poverty and wealth - cannot be adequately addressed by conventional socio-economic policies alone, other innovations can also be explored. These involve the development of small, medium and micro enterprises in production, as well as the need for workable alternatives in education, health and other social services.

The learner should be able to identify and critically analyse the values and attitudes within civil society and government that support the achievement of these goals.

This Learning Outcome focuses on the actions, processes and structures that advance sustainable reconstruction and development in the national economy.



Learning Outcome 3: Managerial, Consumer and Financial Knowledge and Skills

The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.

All individuals and organisations manage their activities on a daily basis by using specific management and leadership skills. This Learning Outcome will enable the learner to develop consumer and financial skills, and to manage his or her life and business activities responsibly and effectively.

The learner will be given the skills needed to be effective in formal interpersonal communication situations (e.g. interviewing, performance assessment, negotiation, arbitration and conciliation).



Learning Outcome 4: Entrepreneurial Knowledge and Skills

The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Entrepreneurship focuses on an individual identifying a viable business opportunity, and then financing and starting a business. Entrepreneurs take calculated risks and utilise opportunities to start businesses by producing goods or services for society. Entrepreneurs are important to the development of a country and can make an important contribution to sustainable economic growth.

Entrepreneurial activities can impact positively on job and wealth creation, and improve the standard of living of citizens. Entrepreneurs can encourage communities to take pride in their uniqueness and environment, while making economic gains (e.g. in taking ownership of local tourism activities).

Through this Learning Outcome, the learner's entrepreneurial talents and potential will be unlocked and developed through learning about entrepreneurial activities and approaches.

ASSESSMENT STANDARDS

The Assessment Standards for Grades 7 to 9 are presented in the following pages.



Grade 7



Learning Outcome 1

THE ECONOMIC CYCLE

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.



Assessment Standards

We know this when the learner:

- Explains needs and wants and how the differences between them impact on communities and the environment.
- Describes the different types of businesses and activities within the primary, secondary and tertiary sectors.
- Explains the concepts 'free' and 'economic' (scarce) goods, and the influence of demand and supply on market prices.
- Describes and debates the power relationships, economic rights and responsibilities between:
 - consumer and producer;
 - employer and employee;
 - government and business.

Grade 8



Assessment Standards

We know this when the learner:

- Describes the historical development of money and its role in societies and their economies.
- Discusses how trade (import and export) addresses the economic problem (choice and opportunity cost), and the role of banks in investing in the economy.
- Explains how different economic systems address the economic problem (e.g. planned, market and mixed economies).
- Discusses the role, rights and responsibilities of trade unions.
- Explains what inflation is and discusses reasons for changes in inflation rates.

Grade 9



Assessment Standards

We know this when the learner:

- Explains the different flows of money, factors of production, goods and services in the economic cycle within the South African economy.
- Discusses the role of the foreign sector in the economic cycle.
- Illustrates by means of a graph and discusses how demand and supply influence prices.
- Critically assesses the influence and actions (strikes and stayaways) of trade unions in general and during the apartheid era on:
 - the South African economy;
 - political, economic and social transformation;
 - labour issues.
- Discusses the effect of the national budget on the economy (e.g. taxation and expenditure on education, social welfare, health and security).

Grade 7



Learning Outcome 2

SUSTAINABLE GROWTH AND DEVELOPMENT

The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on related processes.



Assessment Standards

We know this when the learner:

- Collects information on the influence of apartheid economic policies on ownership, poverty, wealth and quality.
- Identifies steps required to redress socio-economic imbalances and poverty.
- Compares and discusses the difference between savings and investments.
- Discusses the meaning of productivity.

Grade 8



Assessment Standards

We know this when the learner:

- Investigates and describes how the national budget is used to influence growth and redress economic inequalities.
- Investigates how the RDP could have been used to stimulate economic growth and restructuring (e.g. capacity building, jobs).
- Discusses the importance of savings for investments.
- Investigates and reports on how technology can improve productivity, economic growth, living standards, etc.

Grade 9



Assessment Standards

We know this when the learner:

- Discusses how the national budget, regional and international agreements can be used to facilitate sustainable growth and development.
- Investigates and debates the successes and shortcomings of the RDP.
- Explains the role of savings and investments in economic prosperity and growth.
- Discusses productivity and its effects on economic prosperity, growth and global competition.

Grade 7



Learning Outcome 3

MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS

The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.



Assessment Standards

We know this when the learner:

- Explains the role of planning, organising, leading and controlling (e.g. financial and procedural controls) in a business.
- Discusses different approaches to leadership and management.
- Describes the importance of administration in managing a business (record keeping, storing documentation).
- Discusses the use of technology in telecommunication services (e.g. cell phones) and financial transactions (e.g. ATM, Internet) in improving administration, communication and access to information.
- Draws up an elementary statement of net worth, using personal records.

Grade 8



Assessment Standards

We know this when the learner:

- Differentiates between financial concepts used in business (e.g. fixed assets, current assets, liabilities, owner's equity).
- Develops leadership and management strategies that will ensure a return on investments.
- Completes source documents (e.g. receipts, deposit slips, cheques) and records elementary cash transactions in a statement of receipts and payments.
- Uses keyboard skills and function keys in developing, storing and retrieving basic information.
- Explains the concept and analyses a statement of net worth.
- Investigates the various methods of savings and investments (e.g. savings accounts, fixed deposits, shares, unit trusts), and calculates returns on a variety of investments.

Grade 9



Assessment Standards

We know this when the learner:

- Completes a basic income statement and balance sheet for a service and retail business.
- Investigates the public relations, social responsibility and environmental responsibility strategies and actions of different businesses and organisations.
- Completes cash and credit transactions in the books of service and retail businesses:
 - uses a cash receipts and payment journal, and a debtors' and creditors' journal;
 - posts journals to the general ledger and draws up a trial balance.
- Uses keyboard skills and function keys in developing, storing, retrieving and editing business documentation.
- Analyses financial statements for decision-making at a basic level.
- Differentiates between the forms of credit purchases (e.g. open accounts, instalment sales, credit card), and explains and assesses:
 - the use of different means of payment in the economy (e.g. cash, cheques, postal orders, credit cards, debit cards, smart cards, travellers cheques);
 - the advantages of cash purchases.

Grade 7



Learning Outcome 3 Continued

MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS

The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.



Assessment Standards

We know this when the learner:

- Explains the different processes of human resource management.

Grade 8



Assessment Standards

We know this when the learner:

- Describes the levels, categories, remuneration and responsibilities of jobs.

Grade 9



Assessment Standards

We know this when the learner:

- Researches the laws affecting basic conditions of employment and non-discrimination in the workplace.

Grade 7



Learning Outcome 4

ENTREPRENEURIAL KNOWLEDGE AND SKILLS

The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes.



Assessment Standards

We know this when the learner:

- Compares essential characteristics and skills needed to be entrepreneurial from two different simple case studies of practising entrepreneurs in own community.
- Uses idea generation techniques to make recommendations on using community resources to generate income in a responsible way.
- Participates in a joint venture between the school and the community/parents by taking ownership of producing a product or service.
- Runs a business event using one or two of the ideas or opportunities identified in a questionnaire that had been designed.
- Designs posters or other materials to advertise own business venture.

Grade 8



Assessment Standards

We know this when the learner:

- Identifies financial institutions and organisations promoting entrepreneurship.
- Discusses different ideas for starting a business (including ideas to attract tourists, franchising).
- Differentiates between the forms of ownership in the informal and formal sectors (sole proprietor, partnership, close corporation).
- Evaluates the financial viability of a business (e.g. start-up costs, production costs, sales, profit).
- Engages in a business activity that involves purchasing, production and marketing (should involve financing of business with own or borrowed capital - e.g. bank overdraft).

Grade 9



Assessment Standards

We know this when the learner:

- Generates, through SWOT analysis, possible business ideas to meet the need for manufactured goods or services.
- Develops a business plan (including a budget) for a manufacturing, service or tourism enterprise based on the best business opportunity from the ideas generated.
- Engages in the business activity planned and discusses the reasons for choosing a particular form of ownership.
- Conducts a marketing campaign to promote a product and discusses the self-selected advertising media.
- Researches the role of small, medium and micro enterprises in wealth and job creation processes.



CHAPTER 5

LEARNER ASSESSMENT

INTRODUCTION

The assessment framework of the Revised National Curriculum Statement for Grades R-9 (Schools) is based on the principles of outcomes-based education. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgements about their own performance, set goals for progress, and provoke further learning.

To assist in the process of learner assessment, this Revised National Curriculum Statement:

- outlines the Learning Outcomes and their associated Assessment Standards in each Learning Area and for each grade in the General Education and Training (Grades R-9) band;
- contextualises the Critical and Developmental Outcomes within the Learning Outcomes and Assessment Standards; and
- places Assessment Standards at the heart of the assessment process in every grade. Assessment Standards describe the level at which learners should demonstrate their achievement of the Learning Outcome(s) and the ways (depth and breadth) of demonstrating their achievement.

The following diagram illustrates the interaction between the design elements of this Revised National Curriculum Statement:



ASSESSMENT PRINCIPLES USED IN OUTCOMES-BASED EDUCATION

Definition

Assessment in the Revised National Curriculum Statement for Grades R-9 (Schools) is a continuous, planned process of gathering information about the performance of learners measured against the Assessment Standards of the Learning Outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and to report to parents, and other interested people.

Key Elements

Outcomes-based education is a way of teaching and learning which makes it clear what learners are expected to achieve. The principle by which it works is that the teacher states beforehand what the learners are expected to achieve. The teacher's task is to teach in order to help learners to satisfy the requirements of the Assessment Standards in the curriculum; the learners' task is to learn or do what the Assessment Standards expect. Assessment is essential to outcomes-based education because it must be possible to assess when a learner has achieved what is required in each grade.

To help learners to reach their full potential, assessment should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria or standards;
- varied in terms of methods and contexts; and
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities.

Purposes of Assessment

The main purpose of assessing learners should be to enhance individual growth and development, to monitor the progress of learners and to facilitate their learning. Other uses of assessment include:

- *baseline assessment of prior learning*
Baseline assessment usually takes place at the beginning of a grade or phase to establish what learners already know. It assists teachers to plan learning programmes and learning activities.
- *diagnostic assessment*
Diagnostic assessment is used to find out about the nature and cause of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies.
- *formative assessment*
Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning. Constructive feedback is given to enable learners to grow.

- *summative assessment*
Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term or year, or on transfer to another school.
- *systemic assessment*
Systemic assessment is a way of monitoring the performance of the education system. One component of this is the assessment of learner performance in relation to national indicators. Systemic assessment is conducted at the end of each phase of the General Education and Training band. A representative sample of schools and learners is selected provincially or nationally for systemic assessment.

CONTINUOUS ASSESSMENT

Characteristics of Continuous Assessment

Continuous assessment is the chief method by which assessment takes place in the Revised National Curriculum Statement. It covers all the outcomes-based education assessment principles and ensures that assessment:

- *takes place over a period of time and is ongoing*: Learning is assessed regularly and the records of learners' progress are updated throughout the year.
- *supports the growth and development of learners*: Learners become active participants in learning and assessment, understand the criteria that are used for assessment activities, are involved in self-evaluation, set individual targets for themselves, reflect on their learning, and thereby experience raised self-esteem.
- *provides feedback from learning and teaching*: Feedback is a crucial element in formative assessment. Methods of feedback include appropriate questioning, focusing the teacher's oral and written comments on what was intended to be achieved by an assessment activity, and encouragement to a learner.
- *allows for the integrated assessment*: This may include assessing a number of related Learning Outcomes within a single activity, and combining a number of different assessment methods. Competence in particular Learning Outcomes can be demonstrated in many different ways, and thus a variety of assessment methods and opportunities must be provided through which learners can demonstrate their ability.
- *uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural)*: Continuous assessment allows teachers to be sensitive to learners with special education needs and to overcome barriers to learning through flexible approaches. In any group of learners, there are different rates and styles of learning. All learners do not need to be assessed at the same time and in the same way.
- *allows for summative assessment*: The accumulation of the results of continuous assessment activities provides an overall picture of a learner's progress at a given time. Summative assessment needs to be planned carefully from the beginning of the year, to include a variety of assessment strategies - for example,

exercises, tasks, projects, school and class tests - which will provide learners with a range of opportunities to show what they have learned.

Assessment Strategies

The choice of what assessment strategies to use is a subjective one, unique to each teacher, grade and school, and dependent on the teacher's professional judgement. The availability of space and resources influences this decision, but even when resources are similar, teachers differ in the way that they make their choices.

The methods chosen for assessment activities must be appropriate to the Assessment Standards to be assessed, and the purpose of the assessment must be clearly understood by all the learners and teachers involved. Competence can be demonstrated in a number of ways. Thus a variety of methods is needed to give learners an opportunity to demonstrate their abilities more fully.

Common Tasks for Assessment

The purpose of Common Tasks for Assessment is to:

- ensure consistency in teacher judgements;
- promote common standard setting;
- strengthen the capacity for school-based continuous assessment;
- increase the accuracy of the assessment process and tools;
- ensure that the school-based assessment tasks properly assess competencies and achievements; and
- ensure expanded opportunities for learners.

Common Tasks for Assessment may be set at national, provincial, district or cluster level, are conducted at school level, and are moderated externally.

MANAGING ASSESSMENT

People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process. Provincial policies should ensure the involvement of learners, school assessment teams, district support teams, support services, and parents, as appropriate.

School Assessment Programme

Each school must develop an assessment programme based on provincial and national assessment guidelines. It needs to have a School Assessment Plan and a team to facilitate the implementation of this policy. The team should have representatives from each Phase and Learning Area.

To ensure a professional approach to assessment, the school assessment programme must outline clearly:

- the way continuous assessment is planned and implemented;
- how record books are to be kept, their accessibility and security;
- the assessment codes determined by the province;
- internal verification of assessment;

- how moderation takes place in the school;
- the frequency and method of reporting;
- the monitoring of all assessment processes; and
- the training of staff in areas of assessment.

Areas where in-school training needs to take place include:

- how to use criteria/rubrics to assess;
- finding agreement between teachers in the same grade about what is considered necessary to satisfy the Learning Outcomes;
- how to write comments for assessment results and reports; and
- achieving a common understanding of the school's assessment programme.

KEEPING RECORDS

Record Books

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Learning Areas or Learning Programmes;
- comments for support purposes.

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.

The school assessment programme determines the details of how record books must be completed. The assessment codes are used to express how the learner is performing against the Learning Outcomes. Codes used must be clear and understood by learners and parents.

Codes to Use for Assessment

There are many ways in which feedback from assessment can be provided to learners and recorded by teachers. Choosing the best way to do so for an assessment activity will depend on a number of factors, such as:

- the number of learners in the class and the amount of time available to the teacher;
- the complexity and the length of the assessment activity;
- the learning content or skills being assessed (e.g. Mathematics or writing);
- how quickly feedback is given;
- how individualised the feedback is;
- the criteria (or rubrics) used by the teacher to describe learners' performances and
- whether learners' performance is to be compared to peers, to previous performance, and/or the requirements of the Assessment Standards and Learning Outcomes.

Some assessment codes are better for some purposes than for others. For example, comments can be detailed, individual and provide suggestions for improvement. Comments are also useful for reporting on learner performance against Assessment Standards. However, comments take long to write and are not very easy to record. Codes such as 'Excellent', 'Very Good', 'Good', 'Competent', and 'Insufficient' are much quicker to write and allow assessment of progress against previous work and against Assessment Standards. However, they do not provide the detail made possible by comments. Marks, on the other hand, are quickly recorded and can be added together, multiplied and divided. They are useful for assessing learners' performance in relation to others in the class, and to other grades or schools. However, they provide little information on learners' performance against the Assessment Standards.

Examples, among many others, of further assessment codes are:

- not yet achieved, almost there, achieved;
- satisfactory performance, needs support;
- A, B, C; and
- phrases (or rubrics) designed especially for the assessment activity or report.

Whatever assessment code is used, feedback is more effective when combined with comments. There is more likely to be an improvement in achievement when learners are given written feedback rather than marks only. Although marks and percentages are very useful for recording purposes, as it is easy to write marks into a record book, they are often not useful for feedback and reporting. Other problems presented by marks are that they can be aggregated and manipulated and that they hide much about learners' achievement and progress. If learners have completed more than one assessment activity there is a temptation to use the marks arithmetically, to add and to average. When this is done, marks lose their usefulness to feed back information. An average or aggregate mark hides the fact that a learner might have achieved the intended learning well in one aspect but not in another.

Marks give an overall impression of achievement but hide the reasons for the assessment of the achievement (or lack of achievement) from the learner, and prevent a focus on learning something from the assessment. They also do not describe learner progress in the curriculum well. In many cases maintaining the same mark (provided it is a satisfactory one) is regarded as an indication of good progress. A mark of 70 against the Grade 5 Assessment Standards and a mark of 70 against the Grade 6 Assessment Standards disguises completely the progress a learner might have made during the year, which is best described in a statement, code, or comment(s).

National Codes

In recording or reporting on learner achievement in the Learning Outcomes specific to a grade, the following codes are to be used:

- 4 = Learner's performance **has exceeded** the requirements of the Learning Outcome for the grade.
- 3 = Learner's performance **has satisfied** the requirements of the Learning Outcome for the grade.
- 2 = Learner's performance **has partially satisfied** the requirements of the Learning Outcome for the grade.
- 1 = Learner's performance **has not satisfied** the requirements of the Learning Outcome for the grade.

Progression Schedules

At the end of each year, a progression schedule must be completed, and signed by the principal and a departmental official. The progression schedule is a record with summary information about the progress of all learners in the grade in the school.

The progression schedule should include the following information:

- name of the school and school stamp;
- list of learners in each grade;
- codes for progress in each Learning Area (National Coding System);
- codes for progress in each grade (progress to the next grade or stay in the same grade);
- comments on strengths and areas for support in each Learning Area; and
- date and signature of principal, teacher or other educator, and departmental official.

Learner Profiles

A learner profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development. It assists the teacher in the next grade or school to understand the learner better, and therefore to respond appropriately to the learner. The profile must be safeguarded for every learner and should accompany learners throughout their school careers.

The following kinds of information should be included in a learner profile:

- personal information;
- physical condition and medical history;
- schools attended and record of attendance;
- participation and achievements in extra-curricular activities;
- emotional and social behaviour;
- parental involvement;
- areas needing additional support;
- summative end-of-year overall report; and
- progression summary records of the schooling years.

Notes:

- The learner profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards and Edlab cards. The central purpose of a learner profile is to assist the learner by having access to the variety of information it includes.
- Personal information in a profile should never be used to discriminate unfairly against a learner.
- Learner profiles should not be confused with portfolios. A portfolio is a method of assessment that gives the learner and teacher together an opportunity to consider work done for a number of assessment activities. The work is placed in a folder, file or box. The learner profile, on the other hand, is a record containing information about a learner.

REPORTS

Information to be Included in Reports

Teachers need to be accountable to learners, parents, the education system and the broader community in assessing their learners. This takes place through reporting. In addition to written reports, oral or practical presentations, displays of learners' work and exhibitions might be used.

Every report on a learner's overall progress should include information on:

- the learning achieved;
- the learner's competencies;
- support needed; and
- constructive feedback, which should contain comments about the learner's performance in relation to peers and the learner's previous performance in relation to the requirements of the Learning Areas.

Reporting to parents should be done on a regular basis to encourage their involvement and participation. Teachers must report at the end of each term using formal report cards.

It will usually not be possible to give information on achievement in each Learning Outcome. However, reports should give information on achievement in each of the Learning Areas or Learning Programmes (in the case of the Foundation Phase).

Report Cards

The minimum requirements for a report card are:

1) *Basic information*

- name of school;
- name of learner;
- grade of learner;
- date of birth of learner;
- year and term;
- date and signature of parent or guardian;
- date and signature of teacher;
- date and signature of principal;
- dates of closing and opening of school;
- school stamp;
- school attendance profile; and
- the explanation of the codes of the national coding system.

2) *Strengths and needs*

- Give a description of the strengths, developmental needs, or areas of support required by the learner in each Learning Area or Learning Programme.

- Use the national coding system to evaluate performance against the Assessment Standards and the Learning Outcomes covered thus far - it is not necessary to give a code for each Learning Outcome. In an end of year report, the overall performance of the learner in the Learning Areas must be shown.

3) Comments on each Learning Area or Learning Programme

Give comments on each Learning Area or Learning Programme, with special emphasis on students who have exceeded the requirements or need further support. Comments on specific strengths and areas of support should be linked to the Assessment Standards. These comments will allow parents, learners and other educators to gain an understanding of what support the learner needs.



REFERENCE LISTS

CURRICULUM AND ASSESSMENT GLOSSARY

This is an alphabetical list of key terms used in designing the Revised National Curriculum Statement Grades R-9 (Schools) and its learner assessment principles.

assessment – a continuous planned process of gathering information on learner performance, measured against the Assessment Standards

Assessment Standards – the knowledge, skills and values that learners need to show to achieve the Learning Outcomes in each grade

baseline assessment – initial assessment used to find out what learners already know

continuous assessment – assessment model that encourages integration of assessment into teaching and the development of learners through ongoing feedback

critical outcomes – together with the Developmental Outcomes, key outcomes of Revised National Curriculum Statement Grades R-9 (Schools), that are inspired by the Constitution; they include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work, and evaluation skills

Curriculum 2005 – the first version of the post-apartheid National Curriculum Statement. That 1997 education policy document gives a framework for Early Childhood Development, General Education and Training, Further Education and Training, and Adult Basic Education and Training. This Revised National Curriculum Statement Grades R-9 (Schools) aims to strengthen Curriculum 2005

developmental outcomes – together with the Critical Outcomes, key outcomes of the Revised National Curriculum Statement Grades R-9 (Schools) that are inspired by the Constitution; they include enabling learners to learn effectively and to become responsible, sensitive and productive citizens

exit-level – when learners complete Grade 9 and are awarded the General Education and Training Certificate

formative assessment – a form of assessment that assesses learner progress during the learning process in order to provide feedback that will strengthen learning

Foundation Phase – the first phase of the General Education and Training Band: Grades R, 1, 2 and 3

General Education and Training Band – the ten compulsory schooling years, made up of the Foundation, Intermediate and Senior Phases

General Education and Training Certificate – the certificate obtained on successful completion of the General Education and Training Band

integration – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools), that requires learners to use their knowledge and skills from other Learning Areas, or from different parts of the same Learning Area, to carry out tasks and activities

Intermediate Phase – the second phase of the General Education and Training Band: Grades 4, 5 and 6

language of learning and teaching – the language that is most used in a particular learning and teaching environment; some learners experience learning and teaching in an additional language (not their home language).

learning areas – the eight fields of knowledge in the Revised National Curriculum Statement Grades R-9 (Schools): Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, and Economic and Management Sciences

learning area statements – the statement for each Learning Area that sets out its Learning Outcomes and Assessment Standards

learner profile – an all-round record of a learner’s progress, including personal information, social development, support needs, samples of work and annual reports

learning programmes – programmes of learning activities, including content and teaching methods; these are guided by the Revised National Curriculum Statement Grades R-9 (Schools) but developed by provinces, schools and teachers

national coding system – a standard national system of performance codes used to report on a learner’s progress

outcomes – the results at the end of the learning process in outcomes-based education; these outcomes help shape the learning process

outcomes-based education – a process and achievement-oriented, activity-based and learner-centred education process; in following this approach, Curriculum 2005 and the Revised National Curriculum Statement Grades R-9 (Schools) aim to encourage lifelong learning

portfolio – individual file or folder of each learner’s work

progression – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools) that enables the learner to gradually develop more complex, deeper and broader knowledge, skills and understanding in each grade

progression schedules – end-of-year tool for recording the progress of all learners in a grade, including codes for progress in each Learning Area and grade, and comments on support needed

summative assessment – different from formative assessment, as it is about regular reports of a learner's progress, usually at the end of the term or year

ECONOMIC AND MANAGEMENT SCIENCES LEARNING AREA GLOSSARY

barter - swapping of good for goods

business plan - an action plan that entrepreneurs draw up with the purpose of starting a business

consumer - someone who uses goods and services to satisfy needs and wants

consumption - the use of goods and services to satisfy needs and wants

developed country - a country where the economic activity focuses on secondary and tertiary industries; it has a well-developed infrastructure and the population has a relatively high standard of living

developing country - a poor country with low living standards, including poor housing, low levels of education, lack of clean water, and a high rate of unemployment

economic cycle - the flow of money among the participants in the economy as a result of economic activity

economic development - the process whereby the standard of living increases as a result of an increase in the productive capacity of the economy over time

economic empowerment - the ability of people to take control of their lives and make responsible economic decisions

economic goods - goods that have limited availability in relation to demand, and so command a price

economic growth - an increase in the economic activity of a country which results in a rise in the standard of living

economic literacy - the ability to understand and use economic terms

economic problem - the lack of sufficient resources to meet needs and wants

economic system - the way in which the economy is organised with regard to production, consumption and exchange

economy - an area in which production, consumption and exchange takes place

enterprise - a business that produces goods or services to make a profit

entrepreneur - a person with a good idea, who combines the factors of production to satisfy the consumer and make a profit

exchange - swapping goods and services for money

factors of production - physical, financial and human resources used in production

fixed costs - costs that remain the same regardless of the level of production

franchise - the right to run a business using the name and idea of an established enterprise

free goods - goods found in nature and not demanding a price

global economy - the world-wide economy

Growth, Employment and Redistribution (GEAR) - the economic policy used by the government since 1996 to rebuild the economy

household - the smallest economic unit, usually consisting of a family

inflation - a rise in the level of prices over time

market - the activity of buying and selling goods and services

marketing mix - the combination of price, product, place and promotion to make a product or service desirable to the consumer

needs analysis - identifying the needs of consumers

opportunity cost - the cost or sacrifice of choosing one product or service instead of another

price - the amount of money paid for a product or service

productivity - a measurement of the output of labour in production

Reconstruction and Development Programme (RDP) - the government's policy of developing the previously disadvantaged to bring about increased standards of living

SWOT analysis - an analysis of the strengths, weaknesses, opportunities and threats of a business

thrift - use of money and resources without wasting

trade union - an association established by workers to look after their interests (e.g. salaries, working conditions)

variable costs - costs that change with the level of production