



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**CURRICULUM AND ASSESSMENT
POLICY STATEMENT**

(CAPS)

**ECONOMIC MANAGEMENT AND
SCIENCES**

FINAL DRAFT

SECTION 1

National Curriculum and Assessment Policy Statement for Economic and Management Sciences

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - 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.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 What is Economic and Management Sciences?

The subject Economic and Management Sciences deals with the efficient and effective use of different types of private, public or collective resources to satisfy people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and on people. It also deals with the effective management of scarce resources in order to maximise profit.



Welcome

Economic and Management Sciences is a practical subject that equips learners with real-life skills for personal development and the development of the community. The tasks you set should contribute to personal development and should promote the idea of sustainable economic growth and the development of the community.

The table below indicates the main topics in the Economic and Management Sciences curriculum.

WEIGHTING OF CURRICULUM AND ECONOMIC AND MANAGEMENT SCIENCES TOPICS

Weighting of the curriculum	Topic
The economy (weighting of 30%)	1. History of money
	2. Need and wants
	3. Goods and services
	4. Poverty
	5. The production process
	6. Government
	7. The National Budget
	8. Standard of living
	9. Markets
	10. Economic systems
	11. The circular flow
	12. Price theory
	13. Trade unions
Financial literacy (weighting of 43%)	1. Savings
	2. Budgets
	3. Income and expenditure
	4. Accounting concepts
	5. Accounting cycle
	6. Source documents
	7. Financial management and keeping of records
Entrepreneurship (weighting of 27%)	1. Entrepreneurial skills and knowledge
	2. Businesses
	3. Factors of production
	4. Forms of ownership
	5. Sectors of economy
	6. Levels and functions of management
	7. Functions of a business
	8. Business plan

2.2 In Economic and Management Sciences learners will study:

- the needs and wants of different communities in societies
- the nature, processes and production of goods and services and business activities within the different sectors
- financial management, accounting as a tool for management of a business and record keeping
- the influence of demand and supply and pricing
- the flow of money and goods and services between households, business and government, and the rights and responsibilities of the different role players in the economy
- how to achieve sustainable growth, reduce poverty and distribute wealth fairly, while profitability is still being pursued
- entrepreneurial skills and knowledge needed to manage self and environment effectively
- basic aspects of leadership and management
- the role of savings in sustainable economic growth and development
- trade unions and their influence in the economy
- the importance of using resources sustainably, effectively and efficiently

2.3 Time allocation of Economic and Management Sciences in the curriculum

The teaching time for Economic and Management Sciences is two hours per week. As this subject involves the development of accounting skills of learners in Grades 8 and 9, one hour per week must be used for Financial literacy in terms of the Annual Teaching Plan.

2.4 Requirements to offer Economic and Management Sciences as a subject

1. Each learner should have
 - a. a textbook
 - b. a calculator
2. Grade 8 and 9 learners should have one Cash Journal exercise book and one General Ledger exercise book.

SECTION 3

3.1 Overview of topics

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

3.2 Annual Teaching plan GRADE 7, TERM 1

Week (2 hours)	Topic	Content
1-3	The economy History of money	Traditional societies; bartering; promissory notes; coins; paper money; electronic banking; the role of money
4-5	The economy Needs and wants	Basic needs of individuals, families, communities and countries; primary and secondary needs; unlimited wants; limited resources to satisfy needs and wants
6-7	The economy Goods and services	Goods and services; examples of goods and services; producers and consumers; the role of households as producers and consumers; using goods and services efficiently and effectively; how to recycle and reuse goods to satisfy needs and wants
8-9	Entrepreneurship Businesses	Formal and informal businesses; types of businesses (trading, manufacturing and service) that are both formal and informal; 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
9-10	Financial literacy Accounting concepts	Capital; assets; liability; income; expenses; profit; losses; budgets; savings; banking; financial records; transactions

Notes:

1. Formal assessment for term 1 consists of two tasks: an assignment (40%) and a control test (60%).
2. The control test must include all topics covered in term 1.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 7, TERM 2

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the first term. Give learners an overview of what will be taught during the second term.
2–4	Financial literacy Income and expenses	Personal income; personal expenses; types of personal income; types of income that businesses receive; types of expenses that businesses have; wasteful expenses; savings and investments
5–6	Financial literacy Budgets	What is a budget? Income; expenditure; a personal budget; business budget; savings; buying; planning
7–8	Entrepreneurship The entrepreneur	What is an entrepreneur? Characteristics of an entrepreneur; skills of an entrepreneur; entrepreneurial actions of buying, selling, producing and making a profit; sustainable use of resources
9–10	Midyear examinations	Midyear examinations must be based on the work covered in terms 1 and 2.

Notes:

1. Formal assessment for term 2 consists of two tasks: a case study (40%) and a midyear examination (60%).
2. The midyear examinations must include all topics covered in term 1 and term 2.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 7, TERM 3

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the second term. Give learners an overview of what will be taught during the third term.
2–5	Entrepreneurship Starting a business	Needs and wants of consumers; consumer behaviour; analysis of strengths, weaknesses, opportunities, threats (SWOT); setting goals; achieving goals; the concept of advertising; media used in advertising; principles of advertising; budget for Entrepreneur's Day; use of recycled material; cost calculation: variable cost, fixed cost, selling price
6–7	Entrepreneurship Entrepreneur's Day	Hosting of Entrepreneur's Day; income and expenditure statement
8–10	The economy Poverty	Socio-economic imbalances; inequality in South Africa; education to fight poverty; skills to fight poverty; urban and rural challenges; reconstruction and development programmes (RDP); lack of basic services; creating sustainable job opportunities

Notes:

1. Formal assessment for term 3 consists of two tasks: a project (40%) and a control test (60%).
2. The control test must include all topics covered in term 3.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 7, TERM 4

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the third term. Give learners an overview of what will be taught during the fourth term.
2–4	The economy The production process	What is production? Inputs and outputs; meaning of economic growth; meaning of productivity; the effect of productivity on the economic growth; technology in the production process; contribution of technology to improving productivity and economic growth
5–7	Financial literacy Savings	Budgeting; personal savings; purpose of savings; history of banks; the role of banks; services offered by banks, opening a savings account at a bank; community savings schemes; financial organisations; financial institutions and organisations promoting entrepreneurship
8–9	Examination preparations	Revise the work covered throughout the year; study techniques; examination writing skills
10	End-of-year examinations	

Notes:

1. Formal assessment for term 4 consists of two tasks: a presentation (40%) and an end-of-year examination (60%).
2. The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

SBA 50%	EXAMINATION 50%
Term 1: 100 Term 2: 100 Term 3: 100	Written examination: 150
Convert to 40%	Convert to 60%
Year mark: SBA + End-of-year examination = 100%	

GRADE 8, TERM 1

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

Notes:

1. Formal assessment for term 1 consists of two tasks: a presentation (40%) and a control test (60%).
2. The control test must include all topics covered in term 1.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 8, TERM 2

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the first term. Give learners an overview of what will be taught during the second term.
2–3	Financial literacy Overview of the accounting cycle	Transactions; source documents; subsidiary journals; General Ledger; trial balance; income statement; balance sheet; introduction of the Cash Journals of a service business – its purpose and importance
4, 5, 6, 7, 8 (1 hour per week on Accounting)	Financial literacy Cash Receipts Journal (sole trader)	Concept of a Cash Receipts Journal (CRJ) of a service business; formats and uses of the columns in the CRJ; source documents used to complete the CRJ; entering of cash transactions in the CRJ; balancing of the CRJ; effect of cash transactions on the accounting equation
4, 5, 6 (1 hour per week on Entrepreneurship)	Entrepreneurship Factors of production	Capital – borrowed and own capital; Labour – unskilled, semi-skilled and skilled labour; role of workers in the business; fair employment practices; natural resources; entrepreneurship; remuneration of the factors of production
7, 8 (1 hour per week on The economy)	The economy Markets	Types of markets
9–10	Midyear examinations	Examinations must be based on work covered in terms 1 and 2.

Notes:

1. Formal assessment for term 2 consists of two tasks: a project (40%) and a midyear examination (60%).
2. The midyear examinations must include all topics covered in term 1 and term 2.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 8, TERM 3

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the second term. Give learners an overview of what will be taught during the third term.
2–3	Financial literacy Cash Receipts Journal (sole trader)	Entering of cash transactions in the Cash Receipts Journal (CRJ); balancing of the CRJ; effect of cash transactions on the accounting equation
4, 5, 6, 7, 8, 9, 10 (1 hour per week on Accounting)	Financial literacy Cash Payments Journal (sole trader)	Concept of a Cash Payments Journal (CPJ) of a service business; formats and uses of the columns in the CPJ; source documents used to complete a CPJ; entering of cash transactions in the CPJ; balancing of the CPJ; effect of cash transactions on the accounting equation; entering combined transactions in the CRJ and CPJ; balancing CRJ and CPJ; effect of cash transactions on the accounting equation
4, 5, 6, 7, 8, 9, 10 (1 hour per week on Entrepreneurship)	Entrepreneurship Forms of ownership	Sole trader; partnerships; close corporations; private and public companies; characteristics; advantages and disadvantages; their role in sustainable job creation; role in sustainable use of natural resources

Notes:

1. Formal assessment for term 3 consists of two tasks: a data response (40%) and a control test (60%).
2. The control test must include all topics covered in term 3.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 8, TERM 4

Week (2 hours)	Topic	Content
1	Revision	Revise work covered in the third term. Give learners an overview of what will be taught during the fourth term.
2, 3, 4, 5, 6 (1 hour per week on Entrepreneurship)	Entrepreneurship Levels and functions of management	Different levels of management; management tasks such as planning, organising, leading, and controlling; characteristics of good and bad management; different styles of management – autocratic style, permissive or free-reign style, democratic style or participatory style
2, 3, 4, 5, 6, 7, 8, 9 (1 hour per week on Accounting)	Financial literacy General Ledger and trial balance (sole trader)	The double entry-principle; the “T” accounts; format of the General Ledger; sections within the General Ledger; opening accounts in the General Ledger; posting/recording of transactions from the CRJ and CPJ of the service business to the General Ledger, balancing f the General Ledger; preparing of a trial balance of a service business
7, 8, 9 (1 hour per week on examination preparations)	Examination preparations	Revise work covered throughout the year; study techniques; examination writing skills
10	End-of-year examinations	

Notes:

1. Formal assessment for term 4 consists of two tasks: a case study (40%) and an end-of-year examination (60%).
2. The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

SBA 50%	EXAMINATION 50%
Term 1: 100 Term 2: 100 Term 3: 100	Written examination: 150
Convert to 40%	Convert to 60%
Year mark: SBA + End-of-year examination = 100%	

GRADE 9, TERM 1

Week (2 hours)	Topic	Content
1	Revision	Revise Grade 8 work. Give learners an overview of what will be taught during the first term.
2, 3, 4 (1 hour per week for Accounting)	Financial literacy Cash Receipts Journal and Cash Payments Journal (sole trader)	Cash transactions of a trading business; effect of cash transactions on the accounting equation
2, 3, 4 (1 hour per week for The economy)	The economy Economic systems	The three major economic systems: a planned economy, market economy and mixed economy; origin of each system; advantage and disadvantages of each economic system; characteristics of each economic system; the global economy
5, 6, 7, 8, 9, 10 (1 hour per week for Accounting)	Financial literacy General Ledger and trial balance (sole trader)	Posting of cash transactions of a trading business from Cash Receipts Journal and Cash Payments Journal to General Ledger; preparing of a trial balance of a trading business
5, 6, 7, 8, 9, 10 (1 hour per week for The economy)	The economy The circular flow	The participants in the circular flow of a closed economy; flow of goods and services, money and factors of production in the circular flow of a closed economy; illustrate by using a flow diagram

Notes:

1. Formal assessment for term 1 consists of two tasks: a research project (40%) and a control test (60%).
2. The control test must include all topics covered in term 1.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 9, TERM 2

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the first term. Give learners an overview of what will be taught during the second term.
2, 3, 4, 5, 6, 7 (1 hour per week for Accounting)	Financial literacy Credit transactions – debtors	Credit sales; debtors; National Credit Act; debtors allowance; accounting cycle; recording of transactions to Debtors Journal (DJ); recording of transactions to Debtors Allowance Journal (DAJ); recording of receipts from debtors in the Cash Receipts Journal (CRJ)
2, 3, 4, 5, 6, 7 (1 hour per week for The economy)	The economy Price theory	Law of demand and graphical illustration of the demand curve; Law of supply and graphical illustration of the supply curve; equilibrium price and quantity; change in quantity demanded; change in quantity supplied; increase and decrease in demand; increase and decrease in supply; graphical illustration of the change in demand and the change in supply
8–9	Entrepreneurship Sectors of the economy	The primary sector, the secondary sector, the tertiary sector; types of businesses found in the three sectors; the interrelationship of the three sectors; sustainable use of resources in the three sectors; the role of the three sectors in the economy; types of skills required in each sector
10	Midyear examinations	Examinations must be based on work covered in terms 1 and 2.

Notes:

1. Formal assessment for term 2 consists of two tasks: a class test (40%) and a midyear examination (60%).
2. The midyear examination must include all topics covered in term 1 and term 2.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 9, TERM 3

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the second term. Give learners an overview of what will be taught during the third term.
2, 3, 4 (1 hour per week for The economy)	The economy Trade unions	Concept of trade unions; business and labour; brief historical development of trade unions; the role of trade unions; the responsibilities of trade unions; the role of women in trade unions; contribution of trade unions to sustainable growth and development
2, 3, 4, 5 (1 hour per week for Accounting)	Financial literacy Credit transactions – debtors	Posting to the Debtors Ledger and General Ledger; effect of credit transactions on the accounting equation
5, 6, 7, 8 (1 hour per week for Accounting)	Financial literacy Credit transactions – creditors	Creditors; creditors allowance; accounting cycle; recording of transactions in the Creditors Journal (CJ); recording of transactions in the Creditors Allowance Journal (CAJ)
6, 7, 8 (1 hour per week for Entrepreneurship)	Entrepreneurship Functions of a business	Eight functions of a business: administration, purchasing, marketing, financial, public relations, human resources, production and general management; characteristics of the business functions; role and importance of the business functions
9–10	Financial literacy Credit transactions – creditors	Recording of payments to creditors in the Cash Payments Journal (CPJ); posting to the Creditors Ledger and General Ledger; effect of credit transactions on the accounting equation

Notes:

1. Formal assessment for term 3 consists of two tasks: an assignment (40%) and a control test (60%).
2. The control test must include all topics covered in term 3.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

GRADE 9, TERM 4

Week (2 hours)	Topic	Content
1	Revision	Revise the work covered in the third term. Give learners an overview of what will be taught during the fourth term.
2, 3, 4, 5, 6, 7 (1 hour per week for Financial literacy)	Financial literacy Transactions – cash and credit	Recording of cash and credit transactions of a sole trader in the subsidiary journals; posting to the Debtors Journal (DJ), Debtors Allowance Journal (DAJ), Creditors Journal (CJ), Creditors Allowance Journal (CAJ), and General Ledger; preparing of a trial balance
2, 3, 4, 5, 6, 7 (1 hour per week for Entrepreneurship)	Entrepreneurship Business plan	Concept of a business plan; components of a business plan; format of a business plan [the front cover, table of contents, description of the product or services offered by the business, goals of the business, who owns the business, production plan, marketing plan, management plan, SWOT (strengths, weaknesses, opportunities, threats) analysis and conclusion] financial plan (fixed and variable costs, break-even points, mark up on sales, profit percentage)
8–9	Examination preparations	Revise work covered throughout the year; study techniques; examination writing skills
10	End-of-year examinations	

Notes:

1. Formal assessment for term 4 consists of two tasks: a class test (40%) and an end-of-year examination (60%).
2. The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.
3. It is compulsory to complete all the topics as indicated in the teaching plan.

SBA 50%	EXAMINATION 50%
Term 1: 100	Written examination: 150
Term 2: 100	
Term 3: 100	
Convert to 40%	Convert to 60%
Year mark: SBA + End-of-year examination = 100%	

SECTION 4

4.1 ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

4.1.1 What is assessment?

Assessment is a process that measures individual learners' attainment of knowledge (content, concepts and skills) in a subject and involves the collecting, analysing and interpreting of the data and information obtained from this process to

- inform learners about their strengths, weaknesses and progress
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners

Assessment should be mapped against the content and intended objectives of a subject.

Assessment should be both informal and formal. In both cases, regular feedback should be given to learners in order to enhance the learning experience.

4.1.2 Informal or daily assessment

Daily assessment tasks are the planned teaching and learning activities that take place in the classroom and that should be monitored as part of the lesson.

Continuous assessment occurs in every lesson. It can take the form of informal assessment tasks at the beginning, during or at the end of the lesson. This can be done through questions and answers, class work such as short pieces of written work completed during the lesson, open-book tests and homework. It should not be seen as separate from the learning activities taking place in the classroom and should be used to give feedback to learners and to improve learning and teaching.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessing themselves. These kinds of assessment also allow learners to learn from and reflect on their own performance.

Daily assessment tasks should be used to scaffold the acquirement of knowledge and skills and should be the stepping-stones to the formal tasks in the Programme of Assessment.

4.1.3 Formal assessment

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical tasks, etc.

Formal assessment tasks form part of a yearlong formal Programme of Assessment in each grade and subject, are school based and are weighted as follows for the different grades:

WEIGHTING OF FORMAL ASSESSMENT TASKS PER GRADE

Grades	Tasks undertaken during the year	End-of-year examination
R-3	100%	n/a
4-6	75%	25%
7-9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be appropriate to the age and the developmental level of the learners in the grade. The assessment tasks should be designed carefully to cover the content of the subject. The design of these tasks should therefore ensure that a variety of content is assessed. Objectives, topics and content in the subject should be used to inform the planning and development of assessment tasks.

Formal assessments must cater for a range of cognitive levels and abilities of learners.

RANGE OF COGNITIVE LEVELS AND ABILITIES OF LEARNERS

Lower order (Knowledge/remembering)	Middle order (Understanding, applying)	Higher order (Analysing, evaluating, creating)
30%	40%	30%

The tasks used for formal assessment are recorded and are used to determine whether a learner should progress or whether the learner should be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan for each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

In Economic and Management Sciences, TWO formal assessment tasks per term may be given to learners. Each task should consist of more than two activities. It is recommended that in addition to the other forms of assessment, in every term (that is, in terms 1, 2 and 3) a test must be given on all content/concepts/skills covered in that term. In term 4, all learners must be given one task and a final examination, which cover work for the whole year. Assessment tasks should be completed in class under the teacher's supervision. Questions and instructions must be simple, clear and appropriate to the grade. Instructions must be read and explained to the learners. Extra time must be allowed for learners with learning barriers – 15 minutes extra for every 30 minutes. Feedback must be given to learners, and revision must be done where necessary. Assessment tasks may range from being fairly short in time and content, taking a short time to complete, to being much longer and involving a number of activities that will take longer to complete. These tasks should be appropriate to the content/concepts/skills of Economic and Management Sciences.

In Economic and Management Sciences, TWO assessment tasks per term must be given to learners for formal assessment. Sixty (60) minutes must be allocated for all forms of assessment, including controlled tests. All controlled tests must cover work that has been completed during that term. The other assessment task may cover one or two aspects of content done in the specific term. The tasks given throughout the year will carry 40% of the final mark.

One hundred and twenty (120) minutes must be allocated for the final examination at the end of the year. The end-of-year examination must cover work done from the beginning of the year and will carry 60% of the final mark.

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

- Projects
- Tests (both class tests and controlled tests)
- Data responses
- Examinations
- Oral presentations
- Case studies
- Assignments
- Posters

When scheduling a task, the resource needs of a task must be considered. For example, you may want to schedule a task around the National Budget presentation by the Minister of Finance. Alternatively, you may want to link tasks to other significant or special days and events. You should allow time for research, if necessary –

perhaps during holidays or long weekends – so that all learners can go to a library or interview people, or do whatever the task requires.

**ECONOMIC AND MANAGEMENT SCIENCES, GRADE 7 –
PROGRAMME OF ASSESSMENT**

	Term 1		Term 2		Term 3		Term 4	
Form of assessment	Assignment	Controlled test	Case study	Controlled test	Project	Controlled test	Oral presentation	Final examination
Tool(s) of assessment	Rubric/Memo	Memo	Rubric	Memo	Rubric/Checklist	Memo	Rubric	Memo
TOTAL MARKS	30 marks	50 marks	30 marks	75 marks	50 marks	100 marks	20 marks	150 marks
Weighting	40%	60%	40%	60%	40%	60%	40%	
Date of completion	Week 5	Week 8	Week 4	Week 8	Week 5	Week 8	Week 5	Week 7
Time allocation		60 minutes		60 minutes		60 minutes		120 minutes

**ECONOMIC AND MANAGEMENT SCIENCES, GRADE 8 –
PROGRAMME OF ASSESSMENT**

	Term 1		Term 2		Term 3		Term 4	
Form of assessment	Oral presentation	Controlled test	Project	Controlled test	Data response	Controlled test	Case study	Final examination
Tool(s) of assessment	Rubric	Memo	Rubric	Memo	Rubric/Memo	Memo	Rubric	Memo
TOTAL MARKS	20 marks	50 marks	50 marks	75 marks	30 marks	100 marks	20 marks	150 marks
Weighting	40%	60%	40%	60%	40%	60%	40%	
Date of completion	Week 5	Week 8	Week 4	Week 8	Week 7	Week 8	Week 5	Week 7
Time allocation		60 minutes		60 minutes		60 minutes		120 minutes

**ECONOMIC AND MANAGEMENT SCIENCES, GRADE 9 –
PROGRAMME OF ASSESSMENT**

	Term 1		Term 2		Term 3		Term 4	
Form of assessment	Research project	Controlled test	Class test	Controlled test	Assignment	Controlled test	Class test	Final examination
Tool(s) of assessment	Rubric	Memo	Memo	Memo	Rubric/Memo	Memo	Memo	Memo
TOTAL MARKS	50 marks	100 marks	50 marks	100 marks	50 marks	100 marks	50 marks	200 marks
Weighting	40%	60%	40%	60%	40%	60%	40%	
Date of completion	Week 5	Week 8	Week 5	Week 8	Week 5	Week 8	Week 5	Week 7
Time allocation		60 minutes		60 minutes		60 minutes		120 minutes

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

4.1.4 Recording

Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet.

Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

4.1.5 Reporting

Reporting is a process of communicating learner performance to learners, parents, schools, districts and other stakeholders such as employers, tertiary institutions, etc.

In Grades R to 12, teachers report in percentages against the subject, using the following scale:

CODES AND PERCENTAGES FOR REPORTING IN GRADES R TO 12

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Schools are required to provide quarterly feedback to parents on the Programme of Assessment using a formal reporting tool such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.