

ECONOMIC AND MANAGEMENT SCIENCES



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

2020



**ECONOMIC AND MANAGEMENT SCIENCES
WORKSHOP MANUAL AS A GUIDE FOR IMPLEMENTATION
OF CAPS AMENDMENTS**

GRADE 7

TERM 1

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WORKSHOP PROGRAMME FOR TERM 1 (2020)

1. OPENING AND WELCOME
2. PURPOSE OF THE WORKSHOP
3. PRE-TEST
4. NOVEMBER 2018 PERFORMANCE ANALYSIS
 - Presentation of District and Provincial Analysis
 - Subject targets for 2019 (75% of learners performing at 60% and above)
5. SUBJECT PERFORMANCE IMPROVEMENT PLAN (SPIP)
 - Template
6. EXPECTATIONS FOR 2019 (TERM1)
 - 5.1 EMS TEACHERS FILE
 - Index
 - Teacher's profile
 - 5.2 UNPACKING CONTENT FOR TERM 1
 - Annual Teaching Plan
 - Monitoring too; for content coverage v/s ATP
 - 6.3 ASSESSMENT
 - 6.3.1 Informal: (2 activities per week.)
 - 6.3.2 Formal: As per Annual Assessment programme.
 - 6.3.3 Framework for setting of quality controlled tests.
 - 6.4 RECORDING IN EMS
 - Recording in both SA-SAMS and EMS recording sheet
 - 5.5 MODERATION
 - School based moderation
 - District based moderation
7. SAMPLING OF SCRIPTS FOR ANALYSIS
8. CLUSTERS
9. POST-TEST
10. ANNOUNCEMENTS AND CLOSURE

MPUMALANGA DEPARTMENT OF EDUCATION
EDUCATOR PROFILE
 ECONOMIC AND MANAGEMENT SCIENCES

CIRCUIT:

YEAR: **2020**

SCHOOL:

SURNAME + INITIALS: CELL NO.:

EMAIL ADDRESS: (print please):

GRADES AND SUBJECTS CURRENTLY TEACHING (2020):

GRADES	SUBJECTS

TEACHING EXPERIENCE (The no. of years teaching experience per grade, including 2020):

	GR. 4	GR. 5	GR. 6	GR. 7	GR. 8	GR. 9
Number of years I taught EMS in						
	GR. 10	GR. 11	GR. 12			
ACCOUNTING (number of years)						
ECONOMICS (number of years)						
BUSINESS STUDIES (no. of years)						

HIGHEST LEVEL OF EXPOSURE TO COMMERCIAL SUBJECTS: (MAKE A CROSS where applicable)

	SCHOOL LEVEL			TERTIARY LEVEL		
	GR. 10	GR. 11	GR. 12	1 ST YEAR	2 ND YEAR	3 RD YEAR
EMS	Not applicable					
ACCOUNTING						
ECONOMICS						
BUSINESS STUDIES						

QUALIFICATIONS:

.....

.....

Completed (or enrolled for) ACE program (commercial subjects)? YES / NO: If yes, year?

ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN: WORK SCHEDULE GRADE 7

TERM 1

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Weeks 1 – 3	The economy: History of money	Traditional societies; bartering; promissory notes; coins; paper money; electronic banking (EFT's); the role of money			
Weeks 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			
Weeks 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			
Weeks 8 – 10	The economy: Inequality and poverty	Causes of socio-economic imbalances; inequality in South Africa; education and skills to fight inequality and injustice; urban and rural challenges; creating sustainable job opportunities			

1. **Notes:** Formal assessment for Term 1 consists of two tasks: 1. Assignment / Poster /Case study (50%)

2. Controlled Test (50%).

ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN: WORK SCHEDULE GRADE 7

TERM 2

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

Note: 1. Formal assessment for Term 2 consists only of a mid-year examination (100%).
2. The mid-year examination must include all topics covered in term 1 and term 2

ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN: WORK SCHEDULE

GRADE 7

TERM 3

Week (2hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the second term; give learners an overview of what will be taught during the second term			
Weeks 2 -3	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			
Weeks 4 – 5	Entrepreneurship : The entrepreneur	Definition of an entrepreneur; characteristics of an entrepreneur; skills of an entrepreneur; entrepreneurial actions of buying, selling, producing and making a profit			
Weeks 6 – 7	Entrepreneurship Starting a business	Needs and wants of consumers; analysis of strengths, weaknesses, opportunities, threats (SWOT); setting goals; achieving goals; the concept of advertising; media used in advertising; principles of advertising; budget for Entrepreneur's Day; use of recycled material; simple cost calculation – variable cost, fixed cost, selling price			
Weeks 8 -10	Entrepreneurship : Entrepreneur's Day	Hosting of Entrepreneur's Day; income and expenditure statement			

Notes:1. Formal assessment for Term 3 consists of one task: a project (100 %)

NOTE THAT * means non examinable

ECONOMIC AND MANAGEMENT SCIENCES

ANNUAL TEACHING PLAN: WORK SCHEDULE GRADE 7

TERM 4

Week (2hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term			
Weeks 2 – 4	The economy: The production process	Definition of production; inputs and outputs; sustainable use of resources; meaning of economic growth; meaning of productivity; *the effect of productivity on the economic growth ; technology in the production process; *contribution of technology to improving productivity and economic growth			
Weeks 5 – 6	Financial Literacy: Savings	Personal savings; purpose of savings; *history of banks ; the role of banks; services offered by banks; opening a savings account at a bank; community savings schemes; financial organisations; financial institutions and organisations promoting Entrepreneurship			
Weeks 7 – 10	Examination preparations, examination administratio n / writing of examinations	Revise the work covered throughout the year; study techniques; examination writing skills End-of-year examination must be based on work covered in Term 1, 2, 3 and 4			

Notes: Formal assessment for Term 4 consists of an end-of-year examination (60%).

The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.

1. Financial literacy: 50 Marks (50% weighting)
2. The Economy: 25 Marks (25% weighting)
3. Entrepreneurship: 25 Marks (25% weighting)

**ECONOMIC AND MANAGEMENT SCIENCES
GRADE 7 MONITORING TOOL FOR CONTENT COVERAGE
TERM 1**

NAME OF SCHOOL		Expected week curriculum coverage	
Teacher: Surname & initials		Actual week curriculum coverage	
Number of Gr 7 learners		Percentage curriculum coverage	
Term of visit		Week no. (of visit)	
NB: Minimum of 2 informal activities per week			

TERM 1 TOPICS

WEEK	TOPICS AND CONTENT	TOPICS Completed		NUMBER OF INFORMAL Activities (Expected/Actual)		QUALITY (All sub-topics and cognitive levels covered. Progression visible per topic e.g. tasks per topic from easier to more complex.)
		Y	N	EXP.	ACT.	
1 - 3	The economy: History of money			[6]		
	Traditional societies, bartering			1		
	Promissory notes, coins, paper money			2		
	Electronic banking			2		
	The role of money			1		
4 - 5	The economy: Needs and wants			[4]		
	Basic needs of individuals, families,			1		
	Needs of communities, countries.			1		
	Primary and secondary needs			1		
	Unlimited wants, limited resources to satisfy needs and wants			1		
	FORMAL ASSESSMENT: Assignment/ Poster/ Case study: On History of money and needs and wants					Assignment/Poster/Case study: (50)
6- 7	The economy: Goods and services			[4]		
	Examples of goods and services, producers and consumers, the role of households as producers and consumers;			2		
	TOPICS AND CONTENT	Y	N	EXP.	ACT.	QUALITY
	Using goods and services efficiently and effectively			1		

	How to recycle and reuse goods to satisfy needs and wants			1		
8 - 10	The economy: Inequality and poverty			[4]		
	Causes of socio-economic imbalances; inequality in SA			1		
	Education and skills to fight inequality and injustice;			1		
	Urban and rural challenges; creating sustainable job opportunities			2		
10	Formal assessment: Test Include only: Goods and services and inequality and poverty					Test: (50)
TOTAL NUMBER OF ACTIVITIES				18		
FINDINGS / COMMENTS: 						
	NAME	SIGNATURE		DATE		
TEACHER						
PRINCIPAL / HOD						
MODERATOR						
School stamp						

NOTES ON THE HISTORY OF MONEY

Traditional societies

- Over 100 000 years ago ,people provided for their own needs
- They were **self-sufficient** and lived on whatever was provided by nature
- There was no trade and no money
- Examples of people who lived self –sufficient lives were the hunter-gatherers in South Africa ,the Twa in Zaire , the Inuit in Alaska and the Aborigines in Australia.
- They lived on meat from the wild animals and the food from plants. **This is called hunting and gathering**
- They used everything they produced
- People had to use all the goods and services available
- The community used basic methods to hunt and harvest foods
- They lacked technology so most of their activities revolved around people producing all the things that they needed to survive. This is called **subsistence economy**

Modern societies

- Most modern societies use coins ,notes, debit or credit cards to pay for goods or services
- They also use electronic banking such as **internet banking**
- Modern society is an **industrialised society** that uses technology to produce goods for trade
- People have specialised skills and have to rely on other people to produce goods and provide services that they cannot make or provide

Bartering

While hunting and gathering means that people provided for their own needs, hunters were gradually able to tame and keep their animals. This led to herding. Herders moved from place to place to find food and water for animals and themselves. They kept cattle and goats and would rather live off the goats' milk than kill them.

Animals were only killed when there was not enough wild meat to eat. Herders moved in larger groups from place to place. As groups met each other, they exchanged goods.

As societies developed and started to travel, people started to specialise in the production of specific goods and foods. They realised that people in other areas had items they needed or wanted.

A system of trade developed, whereby personal possessions of value could be exchanged for other goods. This kind of exchange dates back to 9000-6000 BC and is called **bartering**, and is still in use today. The first people didn't buy goods from other people with money. They bartered with each other.

Disadvantages of bartering:

1. It was not always practical.
2. It was difficult to find what you wanted or needed.
3. Goods were difficult to carry or to transport.
4. There is no common measure of value.
5. Certain goods can't be divided into smaller units.
6. No late payments can be allowed.
7. Storing goods is difficult.

8. It was difficult to work out the real value of the items because people attached different values to different items.

Promissory notes

Promissory note is a note to which one party (**payer**) promises in writing to pay a sum of money to the other party (**payee**) on a stipulated date.

A promissory note is also called IOU which stands for “I Owe You”

Payer: Somebody who pays somebody.

Payee: Somebody to whom money is paid or owed to.

A promissory note must include the following:

- The term “Promissory Note”.
- The amount that the note is worth.
- Interest that will be added.
- When the payment has to be made
- The place where payment is to be made
- Name of payee
- Payer’s signature
- Terms of payment
- Date until when the promissory note is valid

Early forms of money

The first evidence of a type of money was cowry shells. They were used in 1200 BC in China. In 1000 BC, China produced imitation cowry shells - this can be thought of as the original development of coins. In about 500 BC, pieces of silver were the earliest coins. These coins were first used in Lydia (Turkey). In 118 BC, leather banknotes were used in China.

Time lines on the development of money

9000BCE

Barter with livestock and crops.



Cowrie shells used as money in China.



1000BCE “Money” made from metals such as copper. They often had holes in the centre so they could be strung together for safe keeping.



700BCE Coins made from precious metals such as silver, bronze and gold. Coins were valued according to size and weight. Later coins were stamped with its value.



800CE Paper currency appeared in China



1950 CE Credit cards were issued and used in USA

Today Internet banking, ATMs used.

History of paper money in South Africa

- In 1782, the Dutch Governor Van Plettenberg of the Cape introduced paper money because he could not get enough coins from Holland.
- This early paper money was issued in rix-dollar and silver denominations (value stated on a note or coin), which was the currency of the Cape then.
- However, there was no printing press in the Cape at the time, so all the notes until 1803 had to be hand written.
- Each note had a government hand stamp indicating their value and the date of the issue.
- In 1962, a banknote factory was established in the Republic of South Africa.

Ever since, this factory has printed the notes for the South African Reserve Bank



Security features on a South African Banknote

- Watermark within the paper
- Security thread running through the paper.
- High quality paper
- Print quality

When people started trading goods for money, they gathered in certain areas to make it easier for buyers and sellers to meet. This is called Urbanisation.

Electronic banking

- There are many economists who predict that one day we will be living in a cashless society.
- What they are saying is that at some time in the future we will make all payments using bank cards and electronic technology.
- Electronic banking, which is also known as **Electronic Funds Transfer (EFT)**, uses computers and electronic technology to make transactions.
- In the modern world people do not want to waste time standing in queues in banks.
- They also want to be able to do their banking and make transactions after working hours when banks are closed.
- This is why all banks now offer various forms of electronic banking services to their clients.

Automatic Teller Machines (ATMs)

- You can withdraw, deposit and transfer money between accounts using ATMs.
- They are usually located outside banks.
- All that you need to make a transaction at an ATM is your bank card which has your account number and your secret Personal Identification Number (PIN number).
- This is your security, because without your PIN number other people cannot get access to your account.

- You must never let anyone know your PIN number.



Online or Internet banking

- You can perform many different banking transactions using your personal computer.
- For example, you may use your computer to view your account balance, make transfers of money between accounts, and pay bills electronically.
- In order to access your bank account you first have to go online, which means you must be connected to the Internet.
- Then you need to type in your secret PIN number.



Cell phone banking

- If you make an agreement with your bank, you can use a phone to call or ask them to pay bills or transfer funds.
- Many cellular phones now also have Internet access so they can be used like computers to do Electronic Funds Transfers (EFTs).



Bank cards

- Credit cards and debit cards are two types of bank cards which people can use to pay for goods and services electronically without using money.
- Shops and businesses have small machines connected to computers, which are connected to banks.
- When you make a purchase at a shop, the cashier records the price of the products or service by scanning a bar code or entering the price manually into the till.
- He or she then swipes your card through a bank machine which extracts your banking details and then transfers the amount out of your account into the shop's account.



Advantages and disadvantages of using the internet for banking and buying

Advantages	Disadvantages
Available 24 hours a day	More information needed by online stores before purchasing a product
Consumers and producers need not be in the same place	Personal information not always safe: credit card fraud
More choice in products and services	Cannot check the quality before you buy
Saves on travelling and time	No percolated customer service
Faster communication and access to information	Difficult to return faulty goods

The role of money

- It is a medium of exchange – use it to buy goods and services.
- Unit of account – standard measure of how much goods and services are worth.
- Store of value – it holds its value over time.
- Money is anything that is used as a medium of exchange. (Anything that is used to enable trade to take place.)

Money has **four** important characteristics that make it a sustainable medium of exchange.

- It is scarce,
- It is durable
- It is portable
- It can be divided into smaller units

Activity 1 (Week 1-3)

1. Differentiate between Traditional and Modern Society. Name 2
2. Define bartering and give an example of how bartering is practised nowadays
3. What is a promissory note?
4. What is another name given to promissory note?
5. Name 3 examples of using electronic banking.
6. What is the role of money in the modern society? Name 4

ANSWER FOR ACTIVITY 1 (Week1-3)

- 1.

TRADITIONAL SOCIETY	MODERN SOCIETY
There was no trade and no money	They used coins, notes etc to pay for goods and services.
They lacked technology and only use man made tools like sticks etc.	Use of technology is applied
They were subsistence farmers which means they hunted and farmed for food.	They produce goods and services not only for a living but also for resale.

2. Bartering is exchange of goods for other goods without the use of money.

2.1 Trading-in an old car for a new one.

2.2 Exchange cows for a wife (lobola).

2.3 Exchange of lunch box at school (sandwich for a burger)

3. Promissory note is a note to which one party (**payer**) promises in writing to pay a sum of money to the other party (**payee**) on a stipulated date.

4. It is also called IOU (I Owe You)

5.1 Cell phone banking

5.2 Internet banking using computers and laptops

5.3 Using a debit or credit card to make payments.

6.1 It is a medium of exchange – use it to buy goods and services.

6.2 Unit of account – standard measure of how much goods and services are worth.

6.3 Store of value – it holds its value over time.

6.4 Money is anything that is used as a medium of exchange.

NOTES ON NEEDS AND WANTS

Difference between needs and wants:

- **Basic needs are something that we cannot do without if we wish to survive.**
- Basic needs are called primary needs.
- Basic needs include things like food, clean water, shelter and clothing.
- You need a roof over your head, enough food and water to stay healthy, basic health care and clothing.
- **A want is a desire or craving for certain things that we would like to have.**
- Wants are also called secondary needs as we do not need them for our survival.
- An example of secondary needs is expensive jeans.

Everything that goes beyond the primary needs – a big house, brand-named clothes, fancy foods and drinks – is a want.

Basic needs for individuals

- **Food:** this should include a variety of types of food, such as fruit, vegetables, bread or rice or maize, meat or fish or nuts.



- **Clothing:** the need for clothing is for warmth and protection from the sun.



- **Shelter:** this also provides protection from cold and heat and other forms of weather, like rain, frost and strong winds, as well as threats to our safety.



- **Water:** it is important that water is clean enough to drink.



- **Sanitation:** to manage our waste and keep our living areas clean and hygienic.

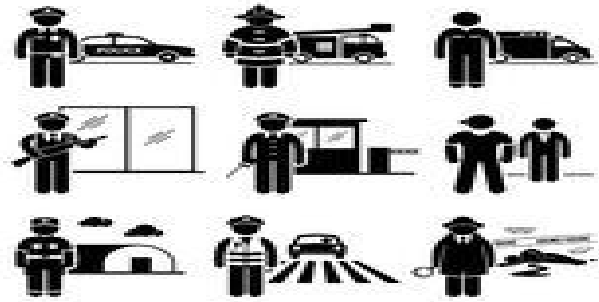


- **Clean Air:** to breath and to protect from illnesses

Basic needs of families

The basic needs of families include all those needs of individuals as well as other more social needs of small groups such as:

- **Safety and security:** humans have always stayed together in families and parents have protected their children against threats to their safety.



- **Providing:** work or the means to provide food and other individual basic needs for members of the family who are not able to provide these needs for themselves, for example with young children and old or sick family members. Parents and other children usually provide needs either by working and earning money or by growing or producing food.
- **Recreation:** family members all have needs to rest, relax and play. Sometimes they will do this as individuals, sometimes with friends and often with other family members.



- **Primary health care:** this is the basic need of the sick, the very old and the very young to be looked after by other family members.
- **Cultural needs, such as religious or other beliefs:** many families worship, together

Basic needs of communities:

The government of a country is responsible for providing the basic needs of communities, such as:

- good quality housing
- healthcare
- education and access to schools
- water and sanitation (for example, waste removal services)
- safety and social security (for example, police stations)
- social and recreation amenities (for example, parks, sport grounds, libraries, youth centres)
- transport and roads
- electricity (for example, in the home and streetlights)

Basic needs for country

- natural resources
- money to pay for infrastructure (for example, roads, schools and hospitals)
- land that can be farmed to provide food
- educated and trained labour force
- stable efficient government.

Unlimited wants limited resources

The needs of a human being are unlimited /many but the resources with which to satisfy the needs are limited /scarce

Limited Resources

- A limited resource is something that there is not a lot of, such as oil or coal because this may not last for ever
- Resources such as water, land, animals, plants, electricity and raw materials are often limited
- The most common limited resource is MONEY
- We need to use these resources carefully and should be re-used in different ways and recycled

NON –RENEWABLE RESOURCES

They can run out, and cannot be replaced

RENEWABLE RESOURCES

These will not run out and can be replaced

Activity 2: (Week 4-5)

1. Explain in your own words what is meant by the term basic needs.
2. Name **two** basic needs for any individual.
- 3.

Read through the case study and answer the questions that follow

Case study: Lindi and her family

Lindi is a single mother with two small children. She does not have a job and relies on her brother to provide for her needs. He buys food for her and she lives in the back room of his house with her children. Lindi receives a government grant for herself and her children, which she uses for buying clothes. But she cannot afford enough warm clothes or a heater in winter for her and the children. She pays her brother for boarding and lodging. If she has money left, she buys some sweets for the children and airtime for her cell phone.

Lindi does all the cooking and cleaning for her brother and his family and her two children. She is grateful that she and the children have enough to eat and a place to live, but she wishes she could have a better life – a better place to live, better clothes for her and her children and more free time. If only she could find a job! Her brother has a job and can buy many things he wants. The other day he bought a new TV and new furniture for his lounge. Lindi wishes she could buy a TV and some nice furniture. She would also like to buy her children some toys.

- 3.1 Which of Lindi's basic needs are satisfied?
- 3.2 Name three wants Lindi would satisfy if she could find a job.
4. Copy the table below into your workbook and allocate each of the following to the correct column:

a motor car; water; ticket for the cinema; food; a small house with a bathroom; a radio.

Primary needs	Secondary needs

5. What do you understand by the term "limited resources to satisfy unlimited needs".

Activity 2: (Week 4-6)

Answers:

1. Basic needs are the things we cannot live without, things that we need to survive.
2. The five basic needs for any individual are: **water, food, clothing, shelter and sanitation (Any 2)**
- 3.1 Food, shelter and sanitation.

3.2 TV, furniture and toys for her kids.

4 a motor car; water; ticket for the cinema; food; a small house with a bathroom; a radio.

Primary needs	Secondary needs
Water	Motor car
Food	Ticket for cinema
Small house with bathroom	Radio

5. A limited resource is something that there is not a lot of, such as oil or coal because this may not last forever. Unlimited needs people keep on buying cars and there is not enough oil to make fuel to use in the number of cars.

GR. 7: EMS CAPS GLOSSARY –TERM 1

1.	Self-sufficient societies or traditional societies	People who are able to make or find everything they need to satisfy their own needs by hunting and growing their own crops.
2	Modern societies	Use technology like machines to produce products and sell them on different markets.

3.	Barter	To exchange goods or services for other goods or services, without using money.
4.	Commodity money	Items like shells or cattle that were used as a form of money for trading.
5.	Promissory notes	A note that promise to pay a specific amount to the person in possession of the note.
6.	Currency	The official system of money used by a country, e.g. rand in SA or dollar in USA.
7.	EFT	Electronic Funds Transfer - when money is transferred via the internet from one bank account to another bank account.
8.	ATM	Automatic teller machine. An unattended machine that dispenses money when a personal coded bank card is used.
9.	PIN	Personal Identification Number - the secret code that gives the customer access to his or her bank account when using an ATM.
10.	Internet banking or electronic banking	A service of banks, where the customer can access his bank accounts and do banking transactions by using a computer and modem.
11.	Needs	Things we cannot live without, e.g. food, water, clothes, shelter.
12.	Primary needs	Primary needs are goods and services that we need in order to survive. E.g. water, food and clothes.
13.	Secondary needs or wants	Secondary needs refer to those goods and services that we can live without, but would like to have. E.g. education, transport.
14.	The economic problem	How to satisfy our unlimited needs and wants with limited resources.
15.	Productive resources	Anything that is necessary to produce goods and services, like capital, raw materials and even clever ideas.
16.	Producers	People who manufacture goods or grow food for others to buy.
17.	Consumers	People who use a product or service to satisfy a need or want.
18.	Goods	Goods are things that we can see, feel and touch and we use them to satisfy our needs and wants. E.g. food, clothes, cellphone.
19.	Services	Services are things people do to satisfy their needs and wants. Things that we cannot touch. E.g. education, hairdressing.
20.	Efficient	Able to work well and without wasting time or resources. E.g. a heater that warms up a room without using much electricity.
21.	Effective	Producing the intended result or having the desired effect. E.g. a heater warms up a room, but using too much electricity.
22.	Recycling	The process of collecting materials such as waste paper, plastic, glass and metal and then processing it to be used again.
23.	Reduce	To use less of a product, e.g. using less electricity or stop smoking. E.g. buying refills will reduce the number of plastic bottles in landfills.
24.	Reuse	To use the same product for something else, e.g. margarine tubs used to store left-overs in the fridge. Also when people use other's second hand clothing or furniture.

25.	Socio- Economic	The relationship between economic activity and social life.
26.	Inequality	This refers to unfair access to economic opportunities/differences in the distribution of resources.
27.	Poverty	A state of being poor.
28.	Apartheid	The system of segregation or discrimination on the

		grounds of race which was practiced in South Africa before 1994.
29.	Redress	Steps or actions taken by the government to correct the past imbalances.
30.	RDP	Reconstruction and development programme introduced by the government to redress the past imbalances.
31.	Unemployment	When people are willing and able to work, but are unable to find jobs.
32.	BEE	When more Africans, Coloured people and Indians are empowered to manage, own and control businesses.
33.	Affirmative action	Promoting or employing previously disadvantaged individuals above others in order to correct the imbalances and discrimination of the past.
34.	Sustainable jobs	Jobs which are not temporary but ongoing and permanent.
35.	Economic growth	The increase in the economic activity of a country so that it produces more goods and services in a specific year than the previous year.
36.	Subsistence farming	Producing only what is needed to satisfy ones needs.
37.	Infrastructure	The basic physical structure (buildings, roads, power supply) needed for the operation of the society or enterprise.
38.	National development plan	This is an official government policy that clearly states the vision of the government to reduce the level of poverty and sharply reduce inequality in South Africa.
39.	Urban areas	Areas in towns and cities/ built up area.
40.	Rural areas	Areas in farms/country side and villages.

ECONOMIC AND MANAGEMENT SCIENCES PROGRAMME OF ASSESSMENT

(Only recorded assessment activities – CAPS AMENDMENTS p. 38 & 54)

GRADE: 7

YEAR: 2020

EDUCATOR:

TERM	TOPIC	FORM OF ASSESSMENT	TOTAL	WEEK	PLANNED DATE
1	- History of money - Needs and wants	Case study/ Assignment	50 marks	6	
	Goods and services Inequality and poverty (Only The Economy done term 1)	Controlled test	50 marks (1 hour)	9	
2	MID-YEAR EXAM All term 1 work (30%) and all term 2 work (70%)	Paper 1: Financial Literacy	50 marks (1 hour)	9-10	
		Paper 2: The economy	50 marks (1 hour)	9-10	
3	The entrepreneur Starting a business Businesses Entrepreneurs day	Project	50 marks	8-9	
4	FINAL EXAMINATION: Financial Literacy: 50% The Economy: 25% Entrepreneurship: 25% Term 1+2 work (30%) Term 3+4 work (70%)	Paper 1: Financial Lit.	50 marks (1 hour)	7- 8	
		Paper 2: Entrepreneurship and The economy	50 marks (1 hour)	7- 8	

.....
HEAD OF DEPARTMENT.....
DATE**COGNITIVE LEVELS**

BLOOMS TAXONOMY: DEFINITIONS AND ACTION VERBS FOR SETTING OF SBA TASKS

Basic thinking skills(e.g. factual recall, low level application and low level comprehension)		Moderately high thinking skills (e.g. more advanced application, interpretation and low level analysis.		High order thinking skills (e.g. advanced analytical skills, syntheses and evaluation)	
30%		50%		20%	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts.	Demonstrate understanding of facts and ideas by organising, comparing, translating and interpreting giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts, by identifying motives or causes. Make inferences and find evidences to support generalization.	Present and defend opinions by making judgments about information validity of ideas, or quality of work, based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Action verbs	Action verbs	Action verbs	Action verbs	Action verbs	Action verbs
Choose Define Find List Match Name Select Show	Classify Compare Demonstrate Explain Illustrate Interpret Summarise Show	Apply Choose Develop Identify Organise Select Solve	Analyse Classify compare Distinguish List Simplify	Choose Compare Conclude Determine Evaluate Explain Interpret Opinion Prove Recommend Select Support Solve Test	Choose change Combine Compile Construct Create Design Develop Discuss Improve Propose Solution

MONTSHIWA PRIMARY SCHOOL
ECONOMIC AND MANAGEMENT SCIENCES
GRADE 7
CASE STUDY/ASSIGNMENT – TERM 1

SUBJECT	:	EMS
YEAR	:	2021
TASK	:	CASE STUDY/ASSIGNMENT
MARKS	:	50
TOPICS	:	HISTORY OF MONEY/ NEEDS AND WANTS

R:Mr HERMANS

**EXAMINE
MODERATOR:Mrs J.E.K**

Noge

Name of Learner: _____ **Grade 7:** _____

Name of School: _____

QUESTION MARK	1	2	3	4	5	6	TOTAL

CASE STUDY

Read the Case Study below and answer the questions based thereon.

THE DOYEN OF BLACK BUSINESS

Dr Richard Maponya was born on the 24th of December 1920 in a small village near Lenyenye in Limpopo. Even though he followed the teaching career his first love was running a business. He only taught for one year and soon found himself another job as a stock-taker for a company in Johannesburg. That is where his dream of becoming a businessman started to grow. During his spare time he started with his own business of selling second-hand ties and paraffin. He realised that he could make more money if he left his job to become a full-time businessman.

Looking at his age it becomes obvious that he witnessed all the stages of the "HISTORY OF MONEY". Stages of the history of money include: bartering; commodities; banks; shells; tool currency; metal coins; paper money; bank notes; gold standard; credit cards; ATMs; EFT as well as Electronic banking.

Pelwana, as Richard was affectionately called by his parents and those close to him had a very big heart even though this name means 'small heart'. He started from the bottom and identified the 'NEEDS AND WANTS' of the people of Soweto. He then sold second-hand ties and paraffin. He opened a Dairy in Dube (Soweto) and employed boys who used three-wheeler bicycles with carriages in front to sell to all his customers. He opened a very busy supermarket, BMW dealership, owned race-horses. Had several filling stations and later became a property developer. He will be remembered mainly for his biggest property, the MAPONYA MALL in Klipspruit (Soweto) which defines his legacy. Maponya Mall opened on 27 September 2007 and has all the big shops the people need to buy their needs and wants.

Richard Maponya witnessed all stages of the HISTORY OF MONEY as well as traditional and modern societies.

QUESTION 1: HISTORY OF MONEY

Carefully read the following statements and classify them as TRADITIONAL SOCIETY or MODERN SOCIETY.

STATEMENTS	TRADITIONAL OR MODERN SOCIETY
1.1 There was no trade and no money	
1.2 They used coins and notes to pay	
1.3 They did not use technology	
1.4 They produced goods and services not only for living but for resale	
1.5 They hunted and farmed for food	
1.6 They rely much on technology	

(6)

QUESTION 2

Mention **FIVE** things that were used before money was invented.

2.1	
2.2	
2.3	
2.4	
2.5	

(5)

QUESTION 3

3.1 What are the **TWO** security features on a South African Banknote?

3.1.1
3.1.2

(4)

3.2 Give any **TWO** roles of money.

3.2.1
3.2.2

(4)

3.3 Mention **TWO** characteristics of money that makes it a sustainable medium of exchange.

3.3.1
3.3.2

(4)

QUESTION 4

Discuss **THREE** advantages and **THREE** disadvantages of using electronic banking as it is happening in the state of the art malls like Maponya Mall.

Advantages	Disadvantages
4.1	4.1
4.2	4.2
4.3	4.3

(12)

QUESTION 5: NEEDS AND WANTS

State whether the following statements are **TRUE** or **FALSE**. Write the correct answer in the space provided.

No	Statement	Answer
5.1	Basic needs are things we cannot live without	
5.2	A want is something we can live without	
5.3	An example of a want is a DVD Player	
5.4	An example of a basic need is food	
5.5	A roof over one's head is a basic need	

(5)

QUESTION 6

Define the following concepts.

6.1 Economic problem

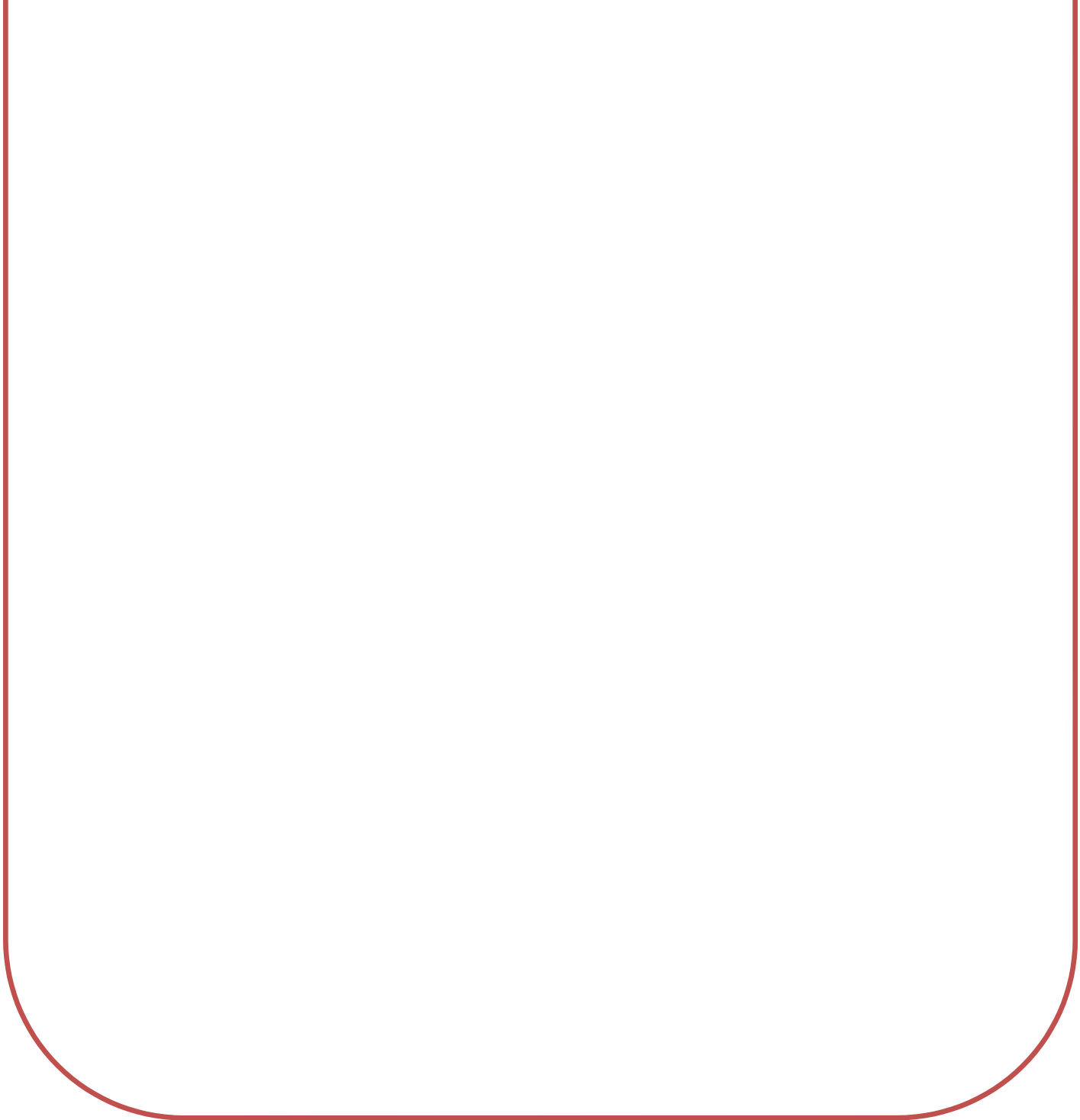
6.2 Producer

6.3 Recycle

6.4 Secondary need

6.5 Non renewable resources

(5)
GRAND TOTAL: 50



QUESTION 1

- 1.1 Traditional ☐
- 1.2 Modern ☐
- 1.3 Traditional ☐
- 1.4 Modern ☐
- 1.5 Traditional ☐
- 1.6 Modern ☐

(6)_____

QUESTION 2

- 2.1. Cowry shells ☐
- 2.2. Pieces of silver ☐
- 2.3. Metals ☐
- 2.4. Gold ☐
- 2.5 Ivory ☐

(5)

N.B Credit learners for any correct answer

QUESTION 3

3.1. Security features on a South African Banknote

- 3.1.1 Water mark within the paper ☐☐
- 3.1.2 Security thread running through the paper☐☐
 - High quality paper
 - Print quality

N.B Any correct answer must be credited

(4)

3.2 Roles of money

- 3.2.1 It is a medium of exchange ☐☐
- 3.2.2 Unit of account ☐☐
 - Store of value

(4)

3.3 Characteristics of money

- 3.3.1 It is scarce ☐☐
- 3.2.2 It is durable☐☐
 - It is portable. It is divisible

(4)

QUESTION 4

(12)

ADVANTAGES OF USING ELECTRONIC BANKING	DISADVANTAGES OF USING ELECTRONIC BANKING
Available 24 hours a day ☐ ☐	More information needed by online stores before purchasing is approved ☐ ☐
Consumers and producers need not be in the same place ☐ ☐	Personal information not always safe: credit card fraud ☐ ☐
Saves on travelling and time ☐ ☐	Cannot check the quality before buying ☐ ☐
More choice in products and services	Difficult to return faulty goods

QUESTION 5

- 5.1 True ☐

5.2 True ☐

5.3. True ☐

5.4 True ☐

5.5 True ☐

(5)

QUESTION 6

6.1. Economic problem: How to satisfy our unlimited needs and wants with limited resources. ☐☐

6.2. Producers: People who manufacture goods or grow food for others to buy. ☐☐

6.3. Recycling: The process of collecting materials such as waste paper, plastic, glass and metal and then processing it to be used again ☐☐

6.4. Secondary need: A good or service that we can live without, but would like to have like education. ☐☐

6.5 Non renewable resources: Resources that run out, and cannot be replaced. ☐☐

(10)

GRAND TOTAL: 50

**ECONOMIC AND MANAGEMENT SCIENCES
GR. 7 FORMAT FOR MARCH PAPER (TASK 2)**

DURATION: 60 minutes

PLEASE USE THE FOLLOWING FORMAT, IN ORDER TO HAVE THE SAME ITEM-ANALYSIS IN ALL SCHOOLS:

QUESTION	SECTION A (1 mark each) (15)	MARKS	TOPIC
1	Match column A and B	5	Goods and Services
2	Multiple choice or True/false	5	Inequality and poverty
3	Fill in the correct word	5	Goods and Services + Inequality and poverty Please provide a block with words to fill in.
SECTION B – GOODS AND SERVICES (20)		(2 marks per sentence / explanation / remark)	
4	Goods and Services	10	Paragraph type questions: Can be a case study, text with questions
5	Goods and Services	10	Paragraph type questions: Can be a case study about reuse and recycle Or households as producers/consumers Can be pictures of goods and services
SECTION C – INEQUALITY AND POVERTY (15)		(2 marks per sentence / explanation / remark)	
6	Inequality and Poverty	8	A scenario or pictures with questions; e.g. learners indicate what the picture depicts either inequality or poverty and describe causes.
7	Inequality and Poverty	7	A picture that depicts either rural or urban area with questions; e.g. learners to explain the challenges experienced. A question on creating sustainable job opportunities can also be added.
		100	60 MINUTES

ECONOMIC AND MANAGEMENT SCIENCES

SUBJECT PERFORMANCE IMPROVEMENT PLAN:

GRADE: 7 FORMAT

NO.	CHALLENGING TOPIC: TERM: 1	SPECIFY THE EXACT CHALLENGE IN THE TOPIC	INTERVENTION STRATEGY / PLANNED ACTIVITY	RESOURCES NEEDED	PERFORMANCE INDICATORS (after assessment)	WHO'S RESPONSIBILITY?	TIME FRAME	DATE AND TIME OF CONTROL	MONITORING BY HOD/DP (comment on progress made)
1.	E.g. Businesses	Learners cannot distinguish between formal and informal businesses.	Use the notes provided in the Term 1 workshop manual. Let learners paste pictures of formal and informal businesses in their workbooks.	- Term 1 workshop manual. - Previous exam papers	Performance should improve in this topic from March to June.	EMS teacher	Week 8-10	End of week 10	HOD to check evidence of activities on formal and informal businesses.
2.								 Date	Comment: Signature
3.								 Date	Comment: Signature
4.								 Date	Comment: Signature

ECONOMIC AND MANAGEMENT SCIENCES

TEACHER:

GRAD
E 7

SCHOOL:

Number	Date of Assessment	Term 1		Term 2			Term 3	Term 4		
		Task 1	Task 2	Task 3			Task 4	Task 5		
		W: 5	W: 10	W: 9-10			W: 9	W: 9		
	SCALE: 80 - 100 7 70 - 79 6 60 - 69 5 50 - 59 4 40 - 49 3 30 - 39 2 0 - 29 1 alphabetical	Assignment/Case Study (History of Money, Needs & Wants)	(Goods & Services, Inequality & Poverty) Controlled test	Mid-year Exam P1	Mid-year Exam P2	Total of Mid- year (P1&P2)	Project	Final Exam P1	Final Exam P2	Final Exam Total
		50	50	50	50	100	50	50	50	100
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	AVERAGES:									
Attach validated quarterly print out from SA-SAMS	Educator		Educator		Educator		Educator			
	HoD		HoD		HoD		HoD			

