



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA



2025

ECONOMIC AND MANAGEMENT SCIENCES

GRADE 7

TERM 1



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GR. 7 WORKSHOP PROGRAMME FOR TERM 1 (2025)

1. OPENING AND WELCOME
2. PURPOSE OF THE WORKSHOP
3. NOVEMBER 2024 PERFORMANCE ANALYSIS
 - Presentation of District and Provincial Analysis
 - Subject targets for 2025 (learners performing at 50% and above)
4. SUBJECT PERFORMANCE IMPROVEMENT PLAN (SPIP)
 - Template
5. EXPECTATIONS FOR 2025 (TERM1)
 - 6.1 EMS TEACHERS FILE
 - Index
 - Teacher's profile, etc.
 - 6.2 UNPACKING CONTENT FOR TERM 1
 - Annual Teaching Plan - Term 1
 - Monitoring tool for content coverage v/s RRATP
 - 5.3 ASSESSMENT
 - Informal: (2 activities per week.)
 - Formal: As per Annual Assessment programme
 - Framework for setting of quality-controlled test.
 - 5.4 RECORDING IN EMS
 - Recording in both SA-SAMS and EMS recording sheet
 - 6.5 MODERATION
 - School based moderation (SBA)
 - District/provincial based moderation
6. SAMPLING OF SCRIPTS FOR ANALYSIS
7. ANNOUNCEMENTS AND CLOSURE

EDUCATOR PROFILE

ECONOMIC AND MANAGEMENT SCIENCES

CIRCUIT: YEAR: 2025

SCHOOL:

SURNAME + INITIALS: CELL NO.:

EMAIL ADDRESS: (print please):

GRADES AND SUBJECTS CURRENTLY TEACHING (2025):

GRADES	SUBJECTS

TEACHING EXPERIENCE (The no. of years teaching experience per grade, including 2025):

				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						

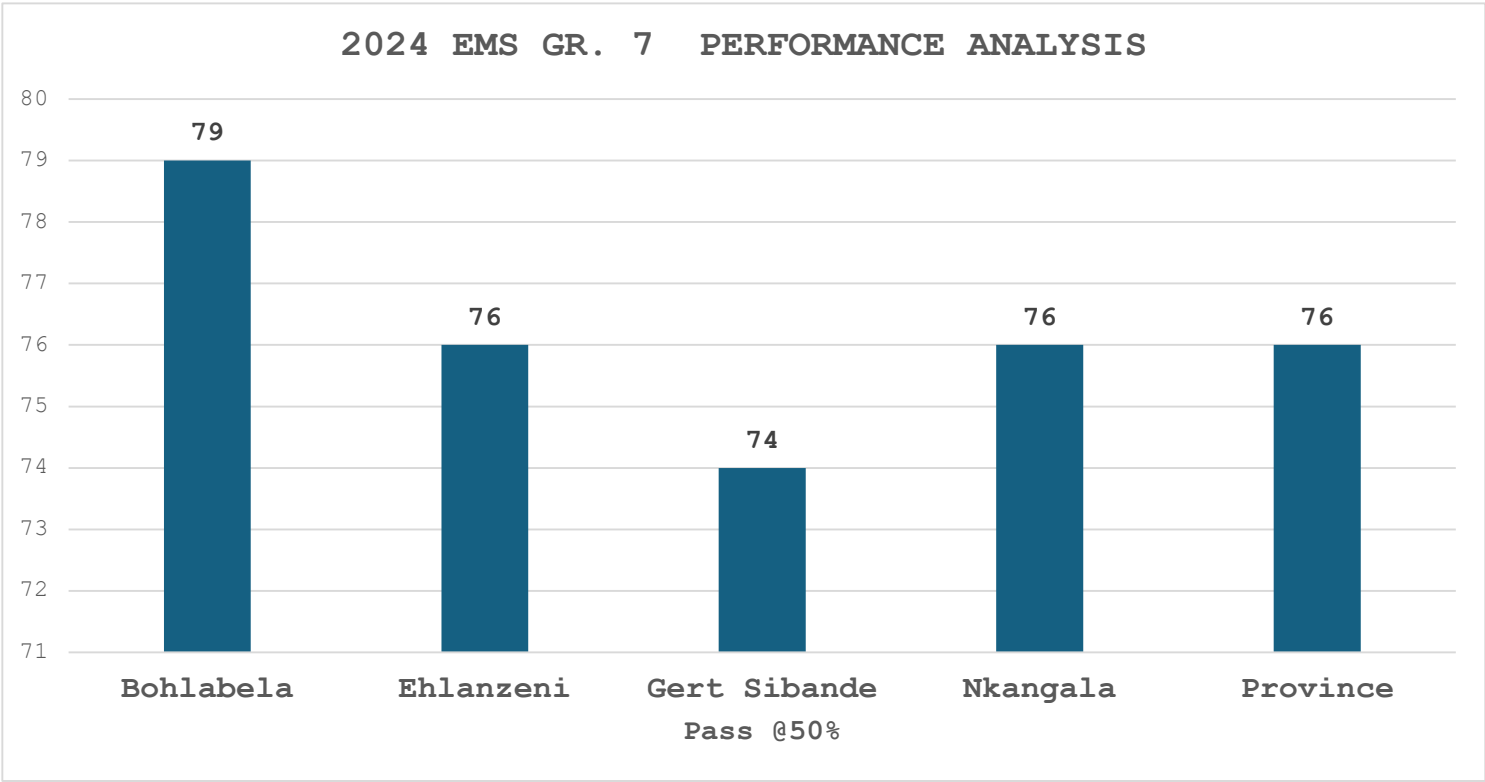
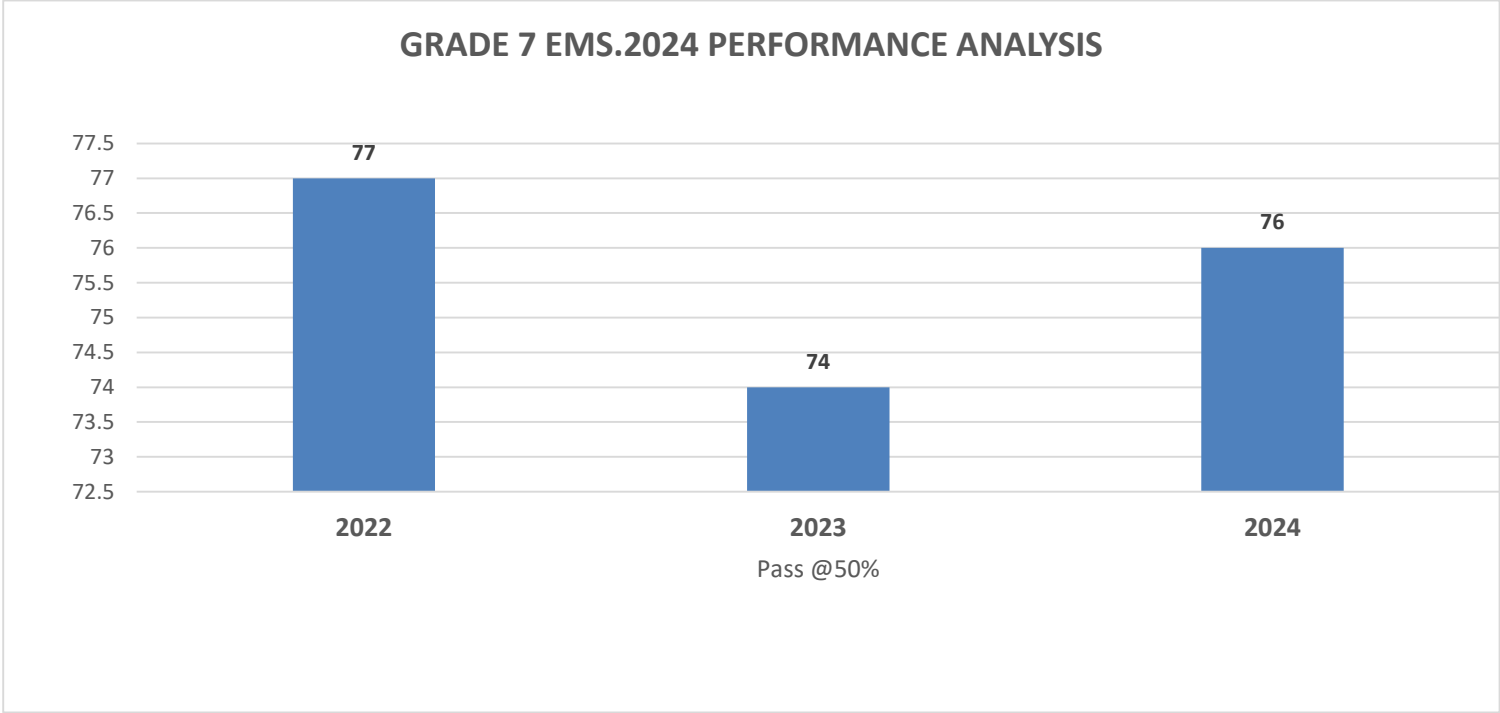
QUALIFICATIONS:

.....

.....

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

ECONOMIC AND MANAGEMENT SCIENCES
NOVEMBER 2024: LEVEL 4 AND ABOVE FOR 2022 TO 2024 (3 YEARS)



GR. 7-9 EMS PERFORMANCE
2025: PEFORMANCE TARGETS DISTRICT + CIRCUITS – 50%+

- ❖ All districts should improve the quality of passes by 15% from its 2024 baseline.
- ❖ All circuits should improve the quality of passes by 15% across grades from its 2024 baseline.
- ❖ Each school to improve the quality of passes by 15% across grades from its 2024 baseline.

	GR. 7 Baseline	GR. 7	GR. 8 Baseline	GR. 8	GR. 9 Baseline	GR. 9
Bohlabela	79	89	25	40	20	40
Ehlanzeni	76	86	25	40	26	40
Gert Sibande	74	84	29	40	30	40
Nkangala	76	86	31	40	27	40
Province	76	86	28	40	26	40

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
DAYS											
DATE COMPLETED											
CAPS Topics	Baseline-Prior general knowledge on History of money	The Economy History of money	The Economy History of money	The Economy Needs and wants	The Economy : Needs and wants	The Economy: Goods and services	The Economy : Goods and services	The Economy : Inequality and poverty	The Economy Inequality and poverty	REVISION	March Controlled Test that covers work of week 6-9
Core Concepts and Skills	Revise the general knowledge learners have about Economy. Life without money.	Traditional societies Comparison of traditional and modern societies Bartering, promissory notes.	Paper money, Explain electronic banking, the role of money	Differentiate between needs and wants. Basic needs of individuals, families' communities, and country	Primary and secondary needs. Unlimited wants, characteristics of needs and wants, limited resources to satisfy needs and wants.	Differentiate between Goods and services, examples of goods and services, producers, and consumers.	Using goods and services efficiently and effectively, how to recycle and reuse goods to satisfy needs and wants	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		
Requisite Pre-knowledge		People can exchange goods for other goods.	Existing forms of money that are in circulation.	Needs and wants	Pre-knowledge on primary and secondary needs.	People buy goods to satisfy needs. They also start businesses	Examples of goods that can be re-used.	Some communities/ households are poor, and some are rich	Pre knowledge of what is Inequality and poverty,		
Resources (other than textbook) to enhance learning	Posters relevant to topics, magazines, newspapers, and video lessons.	Practical demonstrations, Posters, magazines, newspapers & video lessons	Posters, magazines, newspapers & video lessons, Practical demonstrations	Posters Magazines, newspapers & video lessons	Posters, Magazine's newspapers & video lessons	Posters, Magazines, newspapers & video lessons	Poster, Magazines, newspapers s & video lessons	Posters. Magazines, newspapers & video lessons	Posters, magazines, newspapers & video lessons		
Informal Assessment	Class Work/ Case study/ Poster, activities oral discussions	Class Work/Case study/Poster, activities oral discussions	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities.	Class Work/Case study/Poster and activities.	Class Work/ Case study/ Poster and activities.	Class Work/ Case study/ Poster and Presentations	Class Work/ Case study/ Poster and Presentations		
SBA: Formal Assessment	Cognitive levels: For all tasks LO – 30% MO – 50% HO – 20%	Assignment/Case Study/Poster Marks: 50 Week: 06		Content Covered: • History of Money • Needs and Wants	Date Completed: -----	March Controlled Test Marks:50 Week: 10 Duration: 60 minutes		Content covered: • Goods and services • Inequality and poverty		Date completed: -----	

**ECONOMIC AND MANAGEMENT SCIENCES
GRADE 7 MONITORING TOOL FOR CONTENT COVERAGE
TERM 1 2025**

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

TERM 1 TOPICS

WEEK	TOPICS AND CONTENT	TOPICS Completed		NUMBER OF 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.	
	The economy: History of money			[5]		
1.	Baseline Assessment Prior General knowledge on History of money			1		
2	Traditional societies, bartering. Promissory notes.			2		
3	Paper money Explain electronic banking, The role of money			2		
	The economy: Needs and wants			[4]		
4	Differentiate between needs and wants. Basic needs of individuals, families, communities and country.			2		
5	Primary and secondary needs. Unlimited wants, characteristics of needs and wants, limited resources to satisfy needs and wants.			2		
	FORMAL ASSESSMENT: Assignment/ Poster/ Case study: On History of money and needs and wants.					
	The economy: Goods and services			[4]		
6	Differentiate between Goods and services, Examples of goods and services, producers and consumers.			2		
7	Using goods and services efficiently and effectively. How to recycle and reuse goods to satisfy needs and wants			2		

	TOPICS AND CONTENT	Y	N	EXP	AC T.	QUALITY (All sub-topics and cognitive levels covered. Progression visible per topic e.g. tasks per topic from easier to more complex.)
8	The economy: Inequality and poverty			[4]		
	Causes of socio-economic imbalances. inequality in SA Education and skills to fight inequality and injustice.			2		
9	Urban and rural challenges; creating sustainable job opportunities			2		
10	Revision - Goods and services - Inequality and poverty					
11	Formal Assessment: Test includes only • Goods and Services • Inequality and Poverty					
TOTAL NUMBER OF ACTIVITIES				17		

USE OF EMS SUPPORT MATERIAL		YES	NO	REMARKS
GLOSSARY OF EMS TERMS				
EXEMPLAR ACTIVITIES FROM MANUAL				
FINDINGS / COMMENTS: 				
		NAME	SIGNATURE	DATE
TEACHER				
PRINCIPAL/ DH				
OFFICIAL				

ECONOMIC AND MANAGEMENT SCIENCES

1.1 TEACHING TIPS AND FORMAL ASSESSMENT – TERM 1

TERM 1	TOPIC	TEACHING TIPS AND GUIDELINES	RESOURCES
	General tips	Emphasise the importance of writing dates and sub-topics for all activities Begin each term with a front cover.	FOR LEARNERS • 1 book big enough to cover term 1 - 4 activities • 1 book for notes
Week 1 - 3	General Knowledge and History of Money	Learners were never taught EMS previously. The teacher should ask learners general questions that they are expected to know from home and general information about the use of money, credit cards and cell phone banking. Use their responses as baseline assessment to guide how to introduce the topic HISTORY OF MONEY.	Internet for baseline activities Textbooks Activities from the manual
Week 4-5	Needs and Wants	Teach learners to differentiate between needs and wants . Make sure learners are able to identify individual, family, community and country needs . Ensure that learners are able to differentiate between primary and secondary needs . Provide learners with examples of goods and services, producers and consumers and ask them to give examples of their own . (Maslow's Hierarchy of needs is above the level of grade 7 learners)	Textbooks Activities from the manual
Week 6	Formal task: History of Money & Needs and Wants	Case Study/Assignment / Poster (50 Marks) On only the 1 st 2 topics NB: The Formal task is done in the same week as you introduce the topic on Goods and Services	Textbooks Activities from the manual
Week 6-7	Goods and Services	Teach learners to differentiate between goods and services , give examples of goods and services. Ensure that learners are familiar with using goods and services EFFICIENTLY AND EFFECTIVELY . The teacher must ensure that learners understand concepts like reuse, recycle .	Textbooks Activities from the manual

Week 8-9	Inequality and Poverty	The teacher must ensure that learners know the causes of socio-economic imbalances, inequality in South Africa. Education and skills to fight inequality and justice	Textbooks Activities from the manual
Week 10	Revision	Revision based on Goods and Services and Inequality and Poverty topics only	Activities Textbooks Previous question papers
Week 11	Controlled Test	Controlled Test (50 marks) (see format for setting of March Test in the manual) Topics: Only include Goods and services and inequality and poverty.	

BASELINE ASSESSMENT

Baseline assessments help **schools** to understand their students' needs, to get a measure of each individual's aptitude for **learning** and their potential, as well as to measure the impact they have on learners as they progress through school.

The overall purpose of a baseline is to measure key conditions (indicators) before learning begins, which can then be used to monitor and evaluate learning progress.

Good quality baseline assessments provide a trusted external reference of a pupil's starting-point performance, indicating what students already know and what they can do, and whether it is below, above or broadly in line with the national average.

By using a **baseline assessment**, you get immediate and accurate information to help you find out where your students are on their learning journey. Baseline data helps teachers to adjust planning and inform decisions about a whole range of strategies such as deciding student groups, seating plans, and teaching and learning activities. (*Katharine Bailey, CEM Administrator, Feb12, 2020*).

ACTIVITY 1

1. Where does money come from?

2. Why do we need money?

3. Can you imagine a world without money?

Traditional Societies

ACTIVITY 2

QUESTION 1

Mention 5 characteristics of Traditional Societies

1	
2	
3	
4	
5	

(5 X 1)

QUESTION 2

Give four (4) advantages of Bartering.

1	
2	
3	
4	

(4 X 1) = 4

QUESTION 3

List four (4) disadvantages of Bartering

1	
2	
3	
4	

PROMISSORY NOTES

ACTIVITY 3

Use the information below to complete the promissory note in full.

Khoza Zinhle has an outstanding amount of R1 800.00 at Nkomazi district municipality. In order to avoid the termination of services she made a commitment to make three equal monthly installments to settle her account arrears of R1 800.00. She drew up the following promissory note and signed it on 12 January 2023. The first payment is due on or before 1 February, 2023. (8)

Promissory Note	
I _____	do promise to pay _____
the sum of _____	Repayment is made in the form of
_____ equal installment of R _____	payable on the 1 st of each
month, beginning from _____	until the total debt is paid.
Signed.	
.....	
Khoza Zinhle	
.....	
Date	

ELECTRONIC BANKING

ACTIVITY 4

- 4.1. Which bank services can be performed by making use of a cellphone? (8)
- 4.2. The bank can send text messages (SMS) to your phone for various reasons. Mention five reasons. (10)
- 4.3. List **THREE** advantages of electronic banking. (6)
- 4.4. List **TWO** advantages of electronic banking for the bank. (4)
- 4.5. Give one reason why electronic banking is good for the environment. (2)

ACTIVITY 5

QUESTION 5.1

Write the following acronyms in full:
5.1.1. ATM
5.1.2. EFT
5.1.3. PIN

(3x1=3 marks)

QUESTION 5.2

Give 5 disadvantages of electronic banking.

(5x2=10 marks)

NEEDS AND WANTS

ACTIVITY 6

Read through the case study and answer the questions that follow

Case study: The Nkosi family lost their home and the community came to their rescue

The Nkosi family of Tasbet Park, a suburb of Witbank, lost their home and all their possessions due to fire. Their daughter Thando, who is 12 years old, her mother and father, who are in their 30s, her younger brother and sister, who are 8 and 3, and her grandmother, who is 65.

The grandmother has back pain and has to sleep in a special bed. Mr Nkosi has a job as a store man, but his salary is not enough to afford a car so he travels to work by mini-taxi and the two elder children walk to school. Mrs Nkosi looks after the grandmother and baby daughter, and earns a small income by baking biscuits in her oven and selling to people in the community. Fortunately they live in a very friendly community where the people have come together to help by providing them with all their basic needs.

6.1 Define the following concepts

6.1.1 Needs

6.1.2 Wants

6.2 List all the items that the community would assist the Nkosi family in order to satisfy all their basic needs.

6.3 Suggest FIVE items that Thando, a Grade 7 learner will need.

6.4 Describe how you would help his family meet their needs if you were one of their neighbours.

CHARACTERISTICS OF NEEDS AND WANTS

ACTIVITY 7

7.1 Categorise the characteristics in the box as either representing needs or wants.

Essential for survival; compete for resources; human beings will die if they do not have them; they are unlimited; they are non-negotiable; they are complementary; their number is limited and relatively stable; they are numerous and ever-changing; they are fundamentally intrinsic human requirements; they are acquired through social and cultural influences

Characteristics of needs	Characteristics of wants

7.2 Explain what you understand by unlimited wants. (3)

7.3 Explain what you understand by limited resources to satisfy your needs and wants.

7.4 Provide **THREE (3)** examples of wants and **THREE (3)** examples of needs.

7.4.1 Examples of wants

7.4.1.1 _____

7.4.1.2 _____

7.4.1.3 _____

7.4.2 Examples of needs

7.4.2.1 _____

7.4.2.2 _____

7.4.2.3 _____

GOODS AND SERVICES

ACTIVITY 8

Concepts and examples of goods and services

8.1 Explain the difference between goods and services and give **TWO** examples of each

	Goods:	Services:
Definition:		
Example:		

8.2. Match the description in **Column B** with the term(s) in **Column A**. Write only the correct letter in the Answer column. E.g. 1.2.1. B.

No.	COLUMN A	COLUMN B	ANSWER
8.2.1.	Utility goods	A. Services we need on a daily basis.	8.2.1.
8.2.2.	Manufactured goods	B. Products we use on a daily basis.	8.2.2.
8.2.3.	Essential services	C. Goods which lasts for a long time.	8.2.3.
8.2.4.	Luxury goods	D. Goods which are used to produce products.	8.2.4.
8.2.5.	Consumable goods	E. Wood is an example hereof.	8.2.5.
8.2.6.	Natural goods	F. During production resources are converted to finished goods.	8.2.6.
8.2.7.	Capital goods	G. Goods which do not last long.	8.2.7.
8.2.8.	Durable goods	H. Services we do not need to function properly.	8.2.8.
8.2.9.	Non-essential services	I. A sports car is an example hereof.	8.2.9.

USING GOODS AND SERVICES EFFICIENTLY AND EFFECTIVELY

ACTIVITY 9

Using goods and services efficiently and effectively

9.1. What does it mean to use goods and services efficiently?

9.2. Suggest three ways how water, as a non-renewable resource, can be used efficiently.

9.3 REUSE AND RECYCLE

9.3. 1 Complete the following table by indicating how different waste products can be **re-used or recycled** instead of throwing it away and sending it to a landfill:

No.	Waste material	How it can be re-used	Example of reuse or recycle?
9.3.1.1	Old calendar		
9.3.1.2	Plastic bags		
9.3.1.3	Empty margarine tubs		
9.3.1.4	Empty bottles		
9.3.1.5	Old school books		
9.3.1.6	Torn t-shirt		
9.3.1.7	Empty coffee tins		

9.3.1.8	Empty egg containers		
9.3.1.9	Old egg shells		
9.3.1.10	Used bath water		

9.4. **Define** the following words in terms of how this can save our planet:

9.4.1 reuse

9.4.2 recycle

9.5. List **FIVE (5)** advantages of recycling.

9.6. Explain how home-made compost is a form of both reduce and recycle.

INEQUALITY AND POVERTY

ACTIVITY 10

Causes of socio- economic imbalances

10.1 Use the words in the wordbank below to complete the statements.

low; income;	money; high;	expense; poverty;	poor; rich
-----------------	-----------------	----------------------	---------------

There is a number of very (1.1)_____ people in South Africa who earn a lot of (1.2)_____. These people have access to more resources and have a (1.3)_____ standard of living. In contradiction to this, there are also a lot of people living in (1.4)_____ and who receive a low (1.5)_____

10.2. Discuss the term “socio-economic inequality”.

10.3. Explain any three causes of socio-economic inequality.

ACTIVITY 11

Inequality in SA

11.1. Study the scenario below and answer the following questions.

There are two primary schools in Jacaranda city. One of these primary schools is located in a wealthier suburb and they have access to the latest technology, whilst the other primary school is situated in a poverty stricken area where they don't even have access to running water and sufficient stationery.

Learners in the poverty stricken area must walk to school because of the poor condition of the roads. Most taxis do not want to service these areas. They should also wait hours for taxis and buses that broke down.

Learners in the wealthier suburb can drive to school because their roads are in a very good condition.

11.1.1. From the scenario, identify three inequalities that exist in Jacaranda city.

11.1.2. Recommend ways how each of these inequalities can be addressed.

11.1.1 Three inequalities:	11.1.2 Ways how inequalities can be addressed:

11.2. List any **two (2)** ACTS or pieces of legislation the democratic government implemented to address the inequalities in South Africa.

11.3. Discuss the purpose of one of the two acts mentioned in 11.2.

ACTIVITY 12

Education and skills to fight inequality and injustice

12.1. What does the term “poverty” mean?

12.2. What, in your opinion, is the only long term solution for poverty?

12.3. Mention **four (4)** ways how the government can address inequality by means of education.

12.4 Explain the poverty cycle by choosing the correct word from the wordbank below to fill in the missing words:

skilled; poor; unemployment; education; badly; good; lower; unskilled; income
--

A good (12.4.1) _____ gives access to (12.4.2) _____ employment opportunities and makes career growth possible.

A (12.4.3) _____ education leads to a (12.4.4) _____ income or even (12.4.5) _____.

If a person is (12.4.6) _____ he/she could find a job that pays (12.4.7) _____ and if you have a lower (12.4.8) _____ you cannot afford better education. So the poverty cycle continues.

URBAN AND RURAL CHALLENGES

ACTIVITY 13

Urban and rural challenges

13.1. Briefly differentiate between urban and rural areas.

Urban areas	Rural areas

13.2. Name **four (4)** socio-economic challenges in rural areas.

13.3. Discuss any **three (3)** socio-economic challenges in urban areas.

CREATING SUSTAINABLE JOB OPPORTUNITIES

Activity 14

Create sustainable employment opportunities

14.1. What are the recommended **five (5)** strategies to create sustainable jobs.

MARKING GUIDELINES:

BASELINE ACTIVITY

ACTIVITY 1

1. Where does money originate?

Any reasonable answer

2. Why do we need money?

Any reasonable answer

3. Can you imagine a world without money?

Any reasonable answer

Traditional Societies

ACTIVITY 2

Question 1

Mention 5 characteristics of Traditional Societies

- Traditional societies are societies who did not use money.
- Traditional societies were largely self-sufficient – they provided for all their own needs such as food, shelter, and clothing.
- Usually, men hunted and women collected wild fruits and nuts and were thus called **hunter-gatherers**.
- Shelters were built from mud, reeds, or other natural materials from the area.
- Some moved from place to place and did not stay in one place for a longer period. They were thus called **nomads**.
- Clothes were made from animal skins or woven from local plant fibres.

[5 marks]

QUESTION 2

Give 04 advantages of Bartering.

- It is flexible as different goods and services can be exchanged, for example a person can pay for repairs to a vehicle with food.
- Goods are only produced to meet the needs of people so there is not excess or waste.
- The economic power is not in the hands of a few rich people as everyone must exchange their goods and services to meet their needs.
 - Natural resources are only used to meet the needs of people, therefore there is less waste.

[4marks]

QUESTION 3

List **four (4)** disadvantages of bartering.

- It is difficult to value the various items that are being exchanged and some may be under or overpriced, resulting in someone losing out or being exploited.
- Products that are exchanged do not have a warranty or guarantee.
- It is not easy to find people who have the products that traders would want to exchange.
- The difference in the value of the product or service creates a problem, for example how many eggs for a pair of shoes?
- Large items cannot be cut up to exchange for a smaller item of lower value, for example a lawnmower for a pair of shoes.

[4 marks]

PROMISSORY NOTES

ACTIVITY 3

Promissory Note

I **Khoza Zinhle** v do promise to pay **Nkomazi Municipality** v the sum of **R1800.00** v . Repayment is to be made in the form of **3(three)** v equal installments of **R600.00,** v payable on the 1st of each month, beginning from **1 February 2023** v until the total debt is paid.

Signed,

ZKhoza v

Maseko Thuli

12 January 2022 v

(8 marks)

ELECTRONIC BANKING

ACTIVITY 4

4.1. Which bank services can be performed by making use of a cellphone? (8)

- Making balance inquiries
- Transfer funds from one account to the other
- Pay accounts
- Buy airtime

4.2. The bank can send text messages (SMS) to your phone for various reasons. Mention five reasons. (10)

- Transaction at a till
- Cash withdrawal
- Deposit into your account
- Air-time top up

4.3. List **three (3)** advantages of electronic banking. (6)

- It saves time
- You can pay accounts and do banking after hours
- Saves transport cost
- Less banking charges if you use of electronic banking
- Text messages from the bank give you the information you need to be in control of your money

4.4. List **two** advantages of electronic banking for the bank. (4)

- The banks decrease their expenditure on salaries, because they employ fewer tellers at the bank.
- Banks decrease their printing costs and buy less paper

4.5. Give **one (1)** reason why electronic banking is good for the environment. (2)

- Less paper is used to fill in bank forms and print bank statements which means that fewer trees are chopped down to make paper
- Less transport cost to banks and to businesses means less pollution by cars

ACTIVITY 5

5.1 Write the following acronyms in full:

5.1.1 ATM. Automatic Teller Machine ✓

5.1.2 EFT. Electronic Funds Transfer ✓

5.1.3 PIN. Personal Identity Number ✓

(3x1=3 marks)

5.2 Give **five (5)** disadvantages of electronic banking.

1. You need access to a computer. ✓✓
 2. You need a safe and secure internet connection. ✓✓
 3. Your password or pin number can be stolen, and all your money withdrawn. ✓✓
 4. It is difficult if you are computer illiterate, or you cannot read. ✓✓
 5. Phishing is a problem as criminals will always try to obtain your bank details without your permission. ✓✓
- (5x2=10 marks)**

NEEDS AND WANTS

ACTIVITY 6

Needs and wants: basic needs of communities

Answers:

- 6.1 The items that the community would have to provide for the Nkosi family to satisfy all their basic needs. These include food, clothing, water, shelter and sanitation. List can vary and could include other needs such as healthcare and support if members of the family were injured or traumatized in the fire.
- 6.2 Thando, a Grade Seven learner, will need the basic needs such clothes, food as well as other items for school, such as a uniform, books, pens and sport equipment.
- 6.3 To carry on with their lives as they did before the fire, the family would need safety and security, primary healthcare and specific items like a stove, a special bed and other household items.
- 6.4 Answers will vary. It is important for learners to explain why they make certain choices. For example learners may answer that they will help by supplying building materials for a new house or may help with building the house. The point then needs to be made that shelter is a basic need and therefore a necessary requirement.

CHARACTERISTICS OF NEEDS AND WANTS

ACTIVITY 7

7.1 Characteristics of needs

- Essential for survival
- Human beings will die if they do not have them
- They are non-negotiable
- Their number is limited and relatively stable
- They are fundamentally intrinsic human requirements

Characteristics of wants

They compete for resources

They are unlimited

They are complementary

They are numerous and ever-changing

They are acquired through social and cultural influences

7.2 Explain what you understand by unlimited wants (3)

Unlimited wants mean that people want more than they need. They never have enough. There is always something else that they would like to have. Even basic needs are never satisfied. After eating one meal, they become hungry and thirsty again and have to meet our need for food and drink once more.

7.3 Explain what you understand by limited resources to satisfy needs and wants.

‘Limited resources’ means that there are fixed amounts of raw materials (labour; money; land) and work opportunities available to produce the goods and services that people want. South Africa has many different kinds of minerals and plants, but does not have enough good drinking water to meet the needs of its population. There is a lot of land, but much of it is not suitable for agriculture, to grow crops and raise livestock. These shortages mean that many people struggle to meet their basic needs.

7.4 Give **THREE (3)** examples of needs and **THREE (3)** examples of wants.

Needs: Clothes; food and shelter

Wants: TV set; sport car and expensive cellphone

GOODS AND SERVICES

ACTIVITY 8

8.1 Explain the concepts ‘Goods and Services’ and provide **TWO** examples for each.

	Goods:	Services:
Definition:	- Physical products that are made to satisfy needs and wants. - They can be seen and touched. - Also called tangible assets.	- Work that is done for people who need it. - Cannot be seen or touched. - It is thus not tangible.

Example:	Television set, computer, cell phone, sweets, sugar, etc. Any other relevant example.	Hairstyling, legal services, consultation services, medical services, etc. Any other relevant example.
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8.2 Match the description in Column B with the term(s) in Column A. Write only the correct letter in the Answer column. E.g. 1.2.1. B.

No.	ANSWER
8.2.1.	B
8.2.2.	F
8.2.3.	A
8.2.4.	I
8.2.5.	G
8.2.6.	E
8.2.7.	D
8.2.8.	C
8.2.9.	H

ACTIVITY 9

Using goods and services efficiently and effectively

9.1. What does it mean to use goods and services efficiently?

- To use goods and services efficiently means to use it with minimal waste, cost and effort.

9.2. Suggest three ways how water, as a non-renewable resource, can be used efficiently.

- Install water tanks to catch rain water.
- Repair leaking taps.
- Reuse water. E.g. bath water can be used for the toilets.
- Take care of underground water sources. Do not pollute it.

- Report broken pipelines and infrastructure to the municipality in order not to waste water.
- Any other relevant answer.

9.3 REUSE AND RECYCLE

No.	Waste material	How it can be re-used	Example of Reuse or recycle?
1.	Old calendar	• Thin pages can be used to cover school books • or the back of it as poster paper for a project. • Sell to a recycle business.	Reuse Reuse Recycle
2.	Plastic bags	Fold up and re-use when shopping.	Reuse
3.	Empty margarine tubs	• As containers to freeze left-overs. • As containers to store small items.	Reuse Reuse
4.	Empty bottles	• Sell to a recycle business. • Decorate and use as a flower vase. • Refill with clean drink water from a business selling purified water.	Recycle Reuse Reuse
5.	Old school books	Sell to a recycle business that will use it to manufacture boxes.	Recycle
6.	Torn t-shirt	• Can be used to wash the kitchen floor or the car. • Can be repaired and worn at home.	Reuse Reuse
7.	Empty coffee tins	• As containers for coloured pencils or nails in the garage. • Sell to a recycle business	Reuse Recycle
8.	Empty egg containers	Can be used to plant seeds.	Reuse
9.	Old egg shells	As compost to fertilize the garden.	Reuse
10.	Used bath water	Use to water plants in the garden or to flush the toilet.	Reuse

9.4

9.4.1. **Reuse:** To reuse is to use something again instead of throwing it away or sending it off to a recycling company.

9.4.2. **Recycle:** **Recycling** refers to a process that breaks down items into raw materials that can be used to create a new item again.

9.5. **Advantages:**

- Recycling create jobs.
- Reduce the waste that will end up in landfills.
- Reduce consumption of natural resources like water.
- Save energy.
- Using less new resources will reduce greenhouse gases and slow down earth warming.
- Reduce pollution and we will all be healthier.

9.6. It **reduces** the use of chemical fertilizers and **recycle** household waste into plant feed.

And compost reduces the household waste that is sent to landfills!

ACTIVITY 10

Socio-economic inequality

10.1. Discuss the term “socio-economic inequality”.

- Socio-economic imbalance/inequality refers to the inequality in people's standards of living because of how rich or poor they are.
- It can also refer to the uneven distribution of social and economic resources.
- Any other relevant discussion.

10.2. Explain any three causes of socio-economic inequality.

- **Unemployment** - People who are unemployed have a loss of income and this leads to poverty.
- **Legacy of Apartheid** - Apartheid harmed blacks, coloured people and Indians in the sense that they could not find good jobs.
- **Geographic distribution of resources** - People in cities group together where there are good resources.
- **Educational standard** - Well-trained people find work easier. They are usually located in cities. Many people in rural, poor areas find it difficult and expensive to obtain a higher standard of education.
- **Access to proper health care** - Private hospitals and clinics are mostly located in large towns and cities and is expensive. Unemployed and poor people cannot afford the rates of these private institutions.
- **Government corruption** - means that money intended for poor people cannot be used to their advantage.
- **Poor service delivery by the government** - many people feel that services are not delivered fast enough, which prolongs their poverty. E.g. granting and building RDP houses, electricity supply, removal of the bucket toilet system.
- **Natural disasters** - eg. droughts can adversely affect rural people, who are dependent on subsistence farming.
- **Diseases and epidemics** - eg. people who have AIDS can no longer work, so they can fall into poverty.
- Any other relevant answer.

ACTIVITY 11

Inequality in SA

11.1.1 From the scenario, identify three inequalities that exist in Jacaranda city.

11.1.2 Recommend three ways on which each of these inequalities can be addressed.

11.1.1. Three inequalities:	11.1.2. Ways in which these inequalities can be addressed:
Inequality in schools – schools in wealthier suburbs have access to better resources than schools in poverty stricken areas.	Upgrading of all schools; Provision of basic services; Equal financial allocations to schools based on learner totals and other contextual factors; etc.
Condition of roads in different areas.	Upgrading of roads and infrastructure.
Insufficient public transport.	The government can encourage people to start transport businesses. Regulating of public transport. Stricter requirements to public transport companies.

11.2. Suggest any two acts or pieces of legislation the democratic government can implement to address the inequalities in South Africa.

- Employment Equity Act
- Skills Development Act
- Black Economic Empowerment Act
- Broadbased Black Economic Empowerment Act

11.3. Discuss the purpose of one of these acts mentioned in 11.2.

- **Employment Equity Act** prohibits discriminatory and unfair labour practices in order to promote equity.

- **Black Economic Empowerment Act and Broadbased Black Economic Empowerment Act** aims to include black people in the mainstream economy.
- **Skills Development Act** encourages businesses to offer education and training in the workplace. In doing so their workers become more employable and can be utilised optimally within the business.
- Any relevant discussion of any of the acts.

ACTIVITY 12

Education and skills to fight inequality and injustice

12.1. What does the term “poverty” mean?

- People live in poverty when they do not have enough money to satisfy their basic needs.
- Any other relevant discussion.

12.2. What, in your opinion, is the only long term solution to poverty?

- Education/training/skills development.

12.3. Suggest four ways how the government can address inequality by means of education.

- Increasing education and training standards in SA
- Providing resources to universities and schools to improve the quality of teaching and learning
- Revision of the school curriculum
- Upgrading schools, especially in rural areas
- Free basic and tertiary education
- Encourage businesses to invest money in continuous education and developing their workers' skills and competencies
- Any other relevant answer.

12.4. Explain the poverty cycle by using the words in the wordbank below to fill in the missing words.

- 12.4.1 Education
- 12.4.2 Good
- 12.4.3 Poor
- 12.4.4 Lower
- 12.4.5 Unemployment
- 12.4.6 Unskilled
- 12.4.7 Badly
- 12.4.8 Income

URBAN AND RURAL CHALLENGES

ACTIVITY 13

Urban and rural challenges

13.1. Briefly differentiate between urban and rural areas.

Urban areas	Rural areas
- A lot of people live in urban areas. - Densely built areas with a lot of houses, offices, shops, entertainment centres, public buildings, etc. - Good developed infrastructure such as running water, roads, electricity, etc.	- Fewer people live in rural areas - Underdeveloped and not densely built areas; there are a lot of open spaces, natural veld and agricultural lands - Underdeveloped infrastructure – provision of public services such as running water and electricity is limited.

13.2. Name four socio-economic challenges in rural areas.

- Lack of employment opportunities
- Limited infrastructure
- Inadequate access to public services
- Lower standard of living
- **Any four relevant challenges.**

13.3. Discuss any three (3) socio-economic challenges in urban areas.

- **High cost of living** – it is very expensive to live in cities.
- **Pollution** – Cities create large quantities of waste which should be disposed of and in doing so, it causes air, water and noise pollution.
- **Traffic congestion** – Bigger amounts of vehicles put pressure on the traffic system in cities.
- **Influx/Migration of people** – Many people migrate to cities in search of better employment and economic opportunities.
- **Any other relevant challenges.**

CREATING SUSTAINABLE JOB OPPORTUNITIES

Activity 14

Create sustainable employment opportunities

14.1. Recommend five strategies to create sustainable jobs.

- Promote entrepreneurship and new businesses:

Government can promote entrepreneurship by providing training in business development and providing ongoing advice and support to entrepreneurs.

- Stimulate business expansion:

Encourage businesses to expand, because the bigger the business, the more people they can employ.

- Encourage manufacturing:

Encourage entrepreneurs to start manufacturing businesses because these types of businesses need more workers.

- Improve infrastructure:

In areas with good infrastructure it is easier to start new businesses or expand an existing business.

- Encourage skills development:

Government can encourage businesses to develop their workers' skills and thereby make them more employable in better paying positions.

GR. 7: EMS CAPS GLOSSARY

1.	Traditional societies	Societies that are governed by traditions and customs.
2	Modern societies	Use technology like machines to produce products and sell them on different markets.
3.	Bartering	To exchange goods or services for other goods or services, without using money.
5.	Promissory notes	A note that promises 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	Automated/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.
	Wants	Things that we like or enjoy but which are not necessary for survival
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 wastepaper, 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 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.
39.	Urban areas	Areas in towns and cities/ built up area.
40.	Rural areas	Areas in farms/countryside and villages.

ECONOMIC AND MANAGEMENT SCIENCES

PROGRAMME OF ASSESSMENT

GRADE: 7

YEAR: 2025

EDUCATOR:

Grade	Number of tasks	Brief description of the task e.g. test/assignment/project/ practical etc.	Allocated Term	Marks	Weighting
7	1	Case study/ Assignment with rubric/memo. Topics to include: - The history of money - Needs and wants	1	50	10%
	2	Controlled Test It should cover work from weeks 6 to 9. Cognitive levels - LO = 30% - MO = 50 % - HO = 20%	1	50	10%
	3	Mid Controlled Test should consist of the following: Term 1 work = 30% content covered Term 2 work + 70% content covered	2	100	20%
	4	Project: Entrepreneurs' Day Practicality and some form of simulation at school level is recommended. Rubric/marking grid should accompany the worksheet	3	50	20%
	5	Final Examination Financial Literacy: 50 marks The Economy: 25 marks Entrepreneurship: 25 marks	4	100	40%

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%	
<i>Remembering</i>	<i>Understanding</i>	<i>Applying</i>	<i>Analysing</i>	<i>Evaluating</i>	<i>Creating</i>
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 evidence 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.
<i>Action verbs</i>	<i>Action verbs</i>	<i>Action verbs</i>	<i>Action verbs</i>	<i>Action verbs</i>	<i>Action verbs</i>
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

COGNITIVE LEVELS (According to EMS CAPS errata!)

COGNITIVE LEVEL	DESCRIPTOR	PERCENTAGE (%)
Lower order questions	Assessing remembering and understanding	30%
Middle order questions	Assessing application and analysing	50%
Higher order questions	Assessing evaluating and creating	20%

QUESTION ANALYSIS GRID FOR 2023 MARCH CONTROLLED TEST

Question No.	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.1								
1.2								
1.3								
1.4								
1.5								
2.1								
2.2								
2.3								
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4								
5								
6								
7								
TOTALS								
	<i>Lower:</i> 30%		<i>Middle:</i> 50%		<i>Higher:</i> 20%			
% of total								

ECONOMIC AND MANAGEMENT SCIENCES

GRADE 7 FORMAT FOR MARCH PAPER – TASK 2

DURATION: 60 MINUTES

(For the purpose of a common item-analysis for all schools, you are advised to use the following format)

TOPIC	QUESTION	FORMAT	MARKS
SECTION A - SHORT QUESTIONS (15)			
Question 1	Goods and services/Inequality and Poverty	Match column A with column B	5
Question 2	Goods and services/Inequality and Poverty	Filling in the missing word	5
Question 3	Goods and services/Inequality and Poverty	Multiple choice or True/ False	5
SECTION B – GOODS AND SERVICES (20)			
Question 4	Classification of goods and services. Producers and consumers	Paragraph type questions: Case study/ text /pictures of goods and services	10
Question 5	Reduce, reuse and recycle	Paragraph type questions: Reduce, reuse and recycle.	10
INEQUALITY AND POVERTY (15)			
Question 6	Socio-economic imbalances Inequality in SA Education and skills to fight inequality and injustice	Pictures with questions or a scenario/case study that will show poverty and inequality	8
Question 7	Rural and urban challenges Sustainable job opportunities	Pictures can be used and learners may explain challenges experienced in rural/ urban areas. Examples of sustainable job opportunities.	7
TOTAL: 50 MARKS			

ECONOMIC AND MANAGEMENT SCIENCES
ANALYSIS OF LEARNERS' PERFORMANCE PER QUESTION/TOPIC
(Should be used to draft the SPIP for term 2)

GRADE: 7 CONTROLLED TEST (AS PER PRESCRIBED FORMAT)

MARCH 2025

SCHOOL: **EDUCATOR:**

	NAMES OF LEARNERS:	SECTION A (15)			SECTION B (35)				Learners total for this paper:	Moderated mark
		1. Match column A and B	2. Fill in correct word	3. Multiple choice or True/false	4. Goods and Services	5. Reduce, reuse + recycle	6. Inequality and Poverty	7. Rural + urban + sustainable jobs		
	Total per question:	5	5	5	10	10	8	7	50	50
Above average 1.										
2.										
Average 3.										
4.										
Below average 5.										
	Totals per question									
	AVERAGE MARK PER QUESTION:									
		5	5	5	10	10	8	7		
	AVERAGE % PER QUESTION:									

GRADE AVERAGE for this paper (Including all learners in the grade):%

SIGNATURE OF EDUCATOR:

SIGNATURE OF PRINCIPAL/DH:

SIGNATURE OF OFFICIAL:

DATE:

School stamp

SUBJECT PERFORMANCE IMPROVEMENT PLAN (SPIP) - FOR IMPLEMENTATION IN TERM 2 OF 2025
ECONOMIC AND MANAGEMENT SCIENCES

NO.	CHALLENGING TOPICS: IN 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 DH/DP (comment on progress made)
1.								Date	Comment: Signature
2.								Date	Comment: Signature
3.								Date	Comment: Signature
4.								Date	Comment: Signature

**ECONOMIC AND MANAGEMENT SCIENCES
GRADE 7 - RECORDING SHEET**

SCHOOL: **GRADE 7:**

Number	Surname and Initials (in alphabetical order) SCALE: 80 - 100 7 70 - 79 6 60 - 69 5 50 - 59 4 40 - 49 3 30 - 39 2 0 - 29 1	Term 1		Term 2	Term 3	Term 4	
		Task 1	Task 2	Task 3	Task 4	Task 5	FINAL YEAR MARK
		W: 5	W: 9	W: 9	W: 8	W: 7	
		Assignment or Case Study	Controlled Test	Mid- year Controlled Test	Project	Final examination	
		50	50	100	100	100	100
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	TOTALS:						
	AVERAGES:						
Attach validated quarterly print-outs from SA-SAMS		Educator					
		HoD					