



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA



2026

ECONOMIC AND MANAGEMENT SCIENCES

WORKSHOP MANUAL

**GRADE 7
TERM 3&4**

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WORKSHOP PROGRAMME FOR TERMS 3 & 4 (2026)

1. Opening and welcoming
2. Purpose of the workshop
3. Performance Analysis
4. Subject Performance Improvement Plan (SPIP)
 - Template (to be completed every term)
 - Drafting SPIP for Term 3 based on June 2026 performance
5. Expectations for 2026 terms 3&4
 - 5.1 Unpacking content terms 3&4
 - Annual Teaching Plan
 - Monitoring tool for content coverage
 - 5.2 Assessment
 - 5.2.1 Informal: (2 activities per week.)
 - 5.2.2 Formal: As per Annual Assessment programme.
 - 5.2.3 Framework for setting of quality controlled tests.
 - 5.3 Recording in EMS
 - Recording in both SA-SAMS and EMS recording sheet
 - 5.4 Moderation
 - School based moderation
 - District based moderation
6. Sampling of schools for analysis (November 2026)
7. Setting of Term 4 Final Examination 2026
8. Announcements and closure

ECONOMIC AND MANAGEMENT SCIENCES
2026 ANNUAL TEACHING PLAN: WORK SCHEDULE

GRADE 7

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Date Completed										
Caps Topic	Entrepreneurship The entrepreneur	Entrepreneurship The entrepreneur	Entrepreneurship The entrepreneur	Entrepreneurship The entrepreneur	Entrepreneurship Starting a business	Entrepreneurship Starting a business	Entrepreneurship Starting a business	Entrepreneurship Starting a business	Entrepreneurship Starting a business	Entrepreneurship Starting a business
Core Concepts, Skills and Values	Definition of an Entrepreneur Characteristics and skills of an entrepreneur	Entrepreneurial skills of buying and selling (making profit through trading)	Entrepreneurial actions of producing (making profit through manufacturing)	Formal and informal businesses Needs and wants	SWOT Analysis	Setting goals and achieving goals	The concept of advertising-Media used in Advertising	Principles of Advertising	Budget for Entrepreneur's Day:	Simple cost calculations Fixed costs Cost Price Variable costs
Requisite Pre-Knowledge	Different people who own businesses Characteristics of an entrepreneur	What is skilful buying?	What is profit?	Differentiate between needs and wants	A business is subjected to different challenges and opportunities which the owner must know.	What does the acronym SMART stand for?	Examples of advertisements and media used for advertising	Explain the acronym AIDA	What is a budget?	That a business must incur some costs before and during operation
Resources (other than textbook) to enhance learning.	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson plans	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson Plans	Grade 7 core notes Tips for teachers Lesson Plans

Informal Assessment	Discussions, activities, class test, case study	Discussions, activities, class test, case study	Discussions, activities, class test, case study	Discussions, activities, class tests, case study	Discussions, activities, class test, case study	Discussions, activities, class test, case study	Discussions, activities, class test, case study	Discussions, activities, class test, case study	Discussions, activities, class test, case study	Discussions, activities, class test, case study	Discussions, activities, class test, case study
SBA FORMAL ASSESSMENT	COGNITIVE LEVELS: FOR ALL TASKS:				PROJECT		CONTENT COVERED:			**Date Completed	
	LO- 30% MO- 50% HO- 20%				Marks: 50 Week: 9-10		- Term 3 work = 100% - Starting business + Entrepreneurship				

GRADE 7 MONITORING TOOL FOR CURRICULUM COVERAGE
TERM 3

Name of school		Expected week	
		Curriculum coverage	
Teacher's surname & initials		Actual week curriculum coverage	
Number of Gr 7 learners		Percentage week curriculum coverage	
Date and Term of visit		Week number of visit	
NB: Minimum of 2 informal activities per week			

TERM 3 TOPICS

Week	TOPICS AND CONTENT	TOPICS COMPLETED		EXPECTED/ACTUAL ACTIVITIES		QUALITY (All sub-topics and cognitive levels covered. Progression visible per topic e.g tasks per week from easier to more complex)
		Y	N	EXP	ACT	
	THE ENTREPRENEUR			[9]		
1	Baseline			1		
	Definition of an entrepreneur Characteristics and skills of entrepreneur			2		
2	Entrepreneurial skills of buying and selling (making profit through trading)			2		
3	Entrepreneurial actions of producing and making profit through manufacturing			2		
4	Formal and Informal businesses			1		
	Needs and wants			1		
	STARTING A BUSINESS			[11]		
5	SWOT Analysis			2		

6	Setting goals and achieving goals			2		
7	The concept of Advertising Media used in Advertising			2		
8	Principles of Advertising			2		
9	Budget for Entrepreneur’s Day			1		
10	Simple cost calculations: Fixed costs; Cost price; Variable costs			2		
TOTAL NUMBER OF ACTIVITIES				20		
USE OF EMS SUPPORT MATERIAL			YES	NO		
Glossary of terms						
Exemplary activities (Manual)						
Thuma Mina Resources						
FINDINGS/COMMENTS:						

	NAME	SIGNATURE	DATE
TEACHER			
PRINCIPAL/DH			
OFFICIAL			

SCHOOL STAMP

4. SUPPORT MATERIAL

4.1 TEACHING TIPS FOR TERM 3

TEACHING TIPS – TERM 3 - 2026

NO.	TEACHING TIPS	RESOURCES
1.	The sub topics; the definition, characteristics and skills of an entrepreneur can be dealt with in 1 week with a time table of 2 hours per week (as required by policy). The teacher can formulate the questions that learners can use in the interview with local business people, (the interview can be conducted telephonically/ virtually).	Interviews with local business people. Cell phones Prepared notes.
2.	The skill of using mind maps for idea generation need to be taught, it is important to sharpen cooperation, collaboration and communication skills. The goal of making profit as the ultimate goal of starting a business makes the calculation of profit very important. Make sure that it is mastered through informal activities. Let learners do it on the board.	White / chalk board
3.	Use a case study to assess the understanding of the SWOT Analysis, teaching the acronyms alone is not enough. Strengths and Weaknesses are internal factors (can be controlled) and Opportunities are external factors (out of the control of the business). Give examples that are close to reality for the learners' "own businesses"	Newspaper clips
4.	The use of charts/ management plans must be used as tools for setting and achieving goals.	Different kinds of charts, simple project management charts
5.	Guidelines and the rubric should be provided to the learners when assessing an advertising poster.	Rubric

6.	A revision of the calculation of profit can be done when teaching the simple cost calculation .	Projector and laptop

4.2 INFORMAL ACTIVITIES: TERM 3

Definition of an entrepreneur

Definition of an entrepreneur

- An entrepreneur is a person who owns his/her own business.
- They can either start a business or buy an existing business.
- Entrepreneurs work for themselves and create their own work.
- An entrepreneur takes a calculated risk by investing money in a business opportunity to make a profit.
- They are people who can identify opportunities and have the skills to turn an opportunity into a successful business.
- It takes certain skills and personal qualities to be a successful entrepreneur.
- Not everyone is cut out to be an entrepreneur.
- An entrepreneur must be able to live with uncertainty and be comfortable taking risks.
- Some people are more comfortable working for other people.
- They enjoy the security of earning a regular or fixed income at the end of each month.



Characteristics and skills of an entrepreneur

- To be a successful entrepreneur, a person needs certain personal qualities and skills.
- It is not enough to just have a good business idea.
- Entrepreneurs must have business knowledge, perseverance and determination.
- Entrepreneurs have many different characteristics, some of which are defined below:
- **Innovative** – Entrepreneurs must be able to think in a fresh way, have exciting ideas and solve problems creatively.
- **Dedicated** – Entrepreneurs need to focus on their work in order for their business to succeed.
- **Motivated and independent** – Entrepreneurs must be self-starters and make their own decisions.
- **Energetic** – Entrepreneurs must have the energy to work hard for long hours.
- **Risk taking** - Entrepreneurs must be willing to take calculated risks or they will not expand and move their businesses forward.
- **Brave and courageous** – Entrepreneurs should see the problems they will encounter as challenges, not obstacles.



ACTIVITY 1 THE ENTREPRENEUR

Star Chocolate



'ChocoBliss'

Sherly has a sweet tooth, she loves chocolates. No wonder she came up with a plan! She saw a gap in the market for homemade chocolates and decided to take the risk by opening the chocolate business. She used her little savings and her accounting knowledge to start the business. She also enrolled for a business management course to help her make the right decisions for her business.

After deciding how productive a chocolatier is, Sherly decided that her chocolates will be handmade by a chocolatier. She appointed a skilled chocolatier, but also learnt how chocolate are made. She likes spending time in the factory helping in making chocolates.

Many learners pass by Star Chocolate and buy Milky bar, dark chocolates, peanut clusters and fudge on their way to school as well as after school. Sherly has decided to put Gazebos and a table in all the four local schools because of the demand for her chocolates.

The Star Chocolate owner has opened a shop in her home town Groove Mall. The business has a total of 12 employees and her nutty and chocolate dipped ice cream cones is popular since the Equestria area is very hot. Sherly is a successful business woman.

1.1 Define what is an entrepreneur?

1.2. Sherly is a successful entrepreneur? Motivate your answer (2)

1.3. Mention 5 skills of a good entrepreneur. (5)

1.4. Mention any 5 characteristics of a good entrepreneur that you know of (5)

ACTIVITY 2: CHARACTERISTICS AND SKILLS OF AN ENTREPRENEUR

Match the description in column A with the correct word/words in column B. Copy the table in your workbook, but with the correct letter and answer next to each sentence.

Description of a characteristic or skill of an entrepreneur:	Matching word:	ANSWERS
2.1 Is not afraid of failure or challenges.	A Has people skills	
2.2 Believes in himself/herself.	B Patient	
2.3 Will not be discouraged by problems.	C Knowledgeable	
2.4 Is careful not to hurt other's feelings.	D Has experience	
2.5 Is true to himself and to others.	E Punctual	
2.6 Can get along with other people.	F Action orientated	
2.7 Can think of new ideas to satisfy needs.	G Confident	
2.8 Has a clear plan for his future.	H Energetic	
2.9 Knows a lot about business.	I Honest	
2.10 Want to do things instead of being passive.	J Tactful	
2.11 Is good at organizing things.	K Perseveres	
2.12 Has plenty of energy.	L Creative	
2.13 Stays calm and doesn't get angry.	M Risk taker	
2.14 Has done similar work before.	O Organised	
2.15 Is always on time.	P A visionary	

Entrepreneurial actions of buying, selling, producing and making a profit

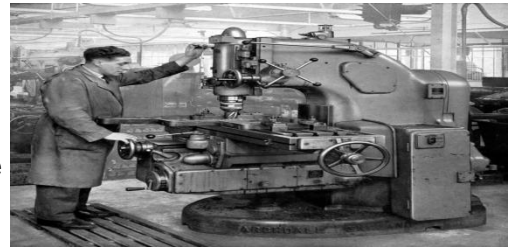
Entrepreneurial action of buying

- The first basic functions that an entrepreneur must perform is the purchase of equipment, raw materials and inventory.
- Different businesses need different types of equipment to run a business.
- A business may need furniture, computer equipment, machinery or vehicles.
- This equipment is known as capital items.



Entrepreneurial action of production

- The entrepreneurial action of production includes all those activities that provide the goods and services that consumers, businesses and the public sector want and are willing to pay for.
- Produce is the action of making the product.
- Manufacturing involves taking raw materials and turning them into something useful that can be sold to customers.
- Production is also referred to as manufacturing.
- Not all businesses produce goods.
- Some businesses sell a service without making any physical product. Businesses that produce products are known as manufacturing businesses.



Entrepreneurial action of selling

- Selling is the action of persuading customers to buy a product or service.
- Selling involves activities such as advertising and marketing of the product.
- It also involves talking to customers and explaining to them how the product works or the benefits of the products or services.
- It is important that customers are satisfied with what they buy so that they keep coming back.

Entrepreneurial action to make a profit

- The purpose of owning a business is to make a profit.
- A business that does not make a profit will have to close their doors.
- The entrepreneur will need to keep financial records to keep track of the income and expenses of the business.



ACTIVITY 3 (ENTREPRENEURIAL ACTIONS OF BUYING AND SELLING) REFER TO “STAR CHOCOLATE” CASE STUDY ABOVE

3.1 How will you describe the entrepreneurial actions of buying and selling? (4)

3.2 The production cost of one slab of chocolate is R8.00. **Star Chocolate** sells each slab of chocolate for R18.00. Calculate the profit they make on a slab Chocolate? (Show all calculations).

3.3 Define a retail business

3.4 You want to sell lolly pops at school. Why would you prefer to buy them from the wholesaler ?

3.5 What will happen If you buy the lollipop at R1, 00 and sell it for 95 cents?

FORMAL AND INFORMAL BUSINESSES

	Formal Business	Informal business
Characteristics	The business is registered with the government, normally have premises though others may do their business on line, it is registered to pay tax on its profits and may become large	The business is not registered, not paying tax, generally small and focus locally, rely on family for labour, little job security, low income and wages, owners have limited access to formal banking loans and insurance
Advantages	They create many jobs, They may grow and become large and provide many different goods and services, they pay tax which helps to run the	They have lower costs as they do not have costly premises, they help to reduce unemployment, they know exactly what their customers want and

	country, they are govern by regulations which makes their customers trust their products and services	provide it a a very reasonable price
Disadvantages	They are expensive to set and run, pay high tax, pay lot of money for premises	They often pay their staff very low wages, do not pay tax and this is illegal and means that they are using public services that they have not contributed towards, they are unregulated which makes them potentially dangerous and illegal.

ACTIVITY 4

4.1 From the list below classify the businesses accordingly

Spaza shop, Shoprite, Woolworths, loan shark, Absa bank, Fast-food caravan near a building site that sells food to the construction workers, AVBOB Assurance Society, a stall at the flea market , McDonald's fast foods

Formal business	Informal business
(4)	(4)

4.2 READ THE CASE STUDY BELOW AND ANSWER THE QUESTIONS

Pravin and Naledi happily shared their entrepreneur's day profit. Pravin bought some groceries and a beautiful air-fryer from a vendor at a very low reasonable price. Naledi bought a microwave and some cosmetics from Checkers.

Both appliances gave them problems. Naledi took the microwave together with her cash slip back to Checkers. The microwave was repaired quickly because it had guarantee. Pravin's air-fryer stopped working and the vendor was no where to be found . Pravins family complained of stomach cramps and discovered that most of the grocery items bought from the vendor had expired

4.2.1 Mention and classify the two businesses mentioned in the story (2)

4.2.2 Indicate one advantage mentioned in the story of buying from an informal business (1)

4.2.3 Identify two problems that were experienced by Pravin and his family by buying from the vendor (2)

4.2.4 .State one benefit that was enjoyed by Naledi by buying her items from Checkers (1)

4.2.5 State whether the following two statements are **true of false**

- 4.2.5.1 People's needs and wants can only be satisfied by formal businesses (1)
- 4.2.5.2 Both the formal and informal businesses assist to drop the unemployment rate by providing jobs(1)
- 4.2.6 Should you be given a chance to start a business, which one would you opt for and why? (2)

SWOT ANALYSIS

- This type of analysis, called SWOT analysis, will lead you to think about your own personal strengths and weaknesses (internal factors) which you have control over, as well as the opportunities and threats that the (external factors) environment presents to your business.
- SWOT stands for strengths, weaknesses, opportunities and threats.
- A SWOT analysis will be done to decide if a business idea has the ability to be successful.
- Before starting a business, an entrepreneur first identifies a need of consumers and then thinks of a business idea and then analyses the strengths, weaknesses, opportunities and threats of that business

ACTIVITY 5 (SWOT ANALYSIS).

Starting a business: SWOT analysis

AYANDA'S FAST FOOD

Ayanda started a Fast-Foods business. She sells to the learners and teachers in her school. She got enough money from her birthday party and had enough capital to start her business. She inherited a fast food caravan from her late grandfather, which she placed inside the school yard. Her business only operates during break time and lunch hour. Local people do not have access to buy from her caravan since it is inside the school premises. There are many learners who want to buy from Ayanda's caravan but the service is very slow because she is running the business alone. The school's tuckshop also sells food. A sporting activity will be taking place in the school on Saturday.

5.1 Use the SWOT analysis form, and fill in two strengths, two weaknesses, one opportunity and one threat of the Ayandas Fast-Foods (6)

SWOT ANALYSIS OF AYANDA'S FAST FOOD	
Inside the business (internal factors)	
Strengths	Weaknesses
Outside the business (external factors)	
Opportunities	Threats

ACTIVITY 6: SWOT ANALYSIS

6. Read the following case study and answer the questions that follow: (24)

Marry Smith lives in the rural town of Blinkpan. She obtained her grade 12 certificate in 2025, with level 7 in CAT and she can type very fast. There are no job opportunities in Blinkpan and her only way of generating an income for herself is by starting her own business "Typing made easier for you". Her business will type documents for people in the local community, even small businesses who can't afford to employ a full-time typist. Her dad knows many small business owners and he promised to ask them to make use of her services.

She can use her dad's computer at home, and does not need much start-up capital. The only items she needs to buy, are a new cartridge for her dad's printer and paper to print on. Her dad is willing to lend her R600 as start-up capital and she can pay him back over 4 months.

In the past she typed notes and assignments for the teachers at her school. She also and earned a lot of extra money from her fellow students who asked her to type CVs that they needed to apply for jobs. There is only one business in Blinkpan that are rendering this kind of service, and people complain that they take up to four days to complete a few pages. If she advertises in the local newspaper, she will get enough work to pay back her dad and to even buy her own computer and printer.

Marry Smith is a very shy girl and has no knowledge of Accounting and costing. There are some of her previous classmates who can also type and they might copy her business idea. She will have to buy new computer programs that will enable her to design business cards, certificates for schools, wedding invitations, etc. to stay ahead of possible competitors. She might even consider to employ one of her friends who can type just as fast.

Typing made easier for you!

- Business documents
- School assignments
- Student assignments
- Curriculum Vitae

Printing: Black and Colour

Contact number: Brenda at 086 000000

Answer the following questions on folio paper:

- 6.1 Identify **FOUR** of Marry's strengths that will help her making her business a success. (8)
- 6.2 Mention **TWO** of her weaknesses. (4)
- 6.3 List **THREE** opportunities which will be good for her business in the future. (6)
- 6.4 Choose **ONE** threat and explain how she plans to overcome this threat. (4)
- 6.5 Describe her target market. (2)

ACTIVITY 7 (ADVERTISING)

Peter, the successful businessman uses SA FM to advertise his fresh vegetables.

7.1 Define the meaning of advertising.

--

7.2 Mention any **THREE** other advertising media that Peter can use to reach his customers. (3)

7.2.1	7.2.2	7.2.3
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7.3 Mention **FOUR** requirements of a good advert. (4)

7.4 Mention any **THREE** principles of advertising. (3)

(10)

ACTIVITY 8 (SIMPLE COST CALCULATIONS)

CASE STUDY

Bokamoso and Tshego plan to sell sandwiches on the Entrepreneur's day. They want to make a profit of R300 so that they can buy their mother a birthday gift. They have calculated that it will cost them R200 to make 40 sandwiches.

8.1 Describe the difference between the Variable Costs and Fixed Costs.(4)

8.2 Calculate the cost of making **ONE** sandwich. (3)

8.3 Calculate the selling price of each sandwich. (3)

8.4 How much profit will they receive after selling all their 40 sandwiches?
(3)

8.1 Fixed Costs
Variable costs
8.2 Cost price of making ONE sandwich.
8.3 Selling Price of selling ONE sandwich.
8.4 Profit

MARKING GUIDELINES FOR TERM 3 ACTIVITIES

THE ENTREPRENEUR

ACTIVITY 1

1.1 Someone who identifies a need and takes a risk to start a business with the aim of making profit. ✓

1.2 She has a business idea ✓ she took a calculated risk ✓ she used her savings (capital) and started the business

1.3

*Course in Business management ✓

* Accounting knowledge ✓

* Attended a Chocolate making course ✓

* Good organizer ✓

* Able to plan the business ✓

* Management skills

* Good knowledge of the product

(Any other logical and correct skills. Any 5 for 2 marks each)

1.4.

* Risk taking ✓

* Ambition to achieve ✓

* Disciplined ✓

* Optimistic ✓

* Confident ✓

* Remain calm

* Passion

* Persistent

* Decision maker

* Competitive

ACTIVITY 2 (CHARACTERISTICS OF AN ENTREPRENEUR)

Match the description in column A with the correct word/words in column B. Copy the table in your workbook, but with the correct letter and answer next to each sentence.

2.1. M ✓

2.2. G ✓

2.3. K ✓

2.4. J ✓

2.5. I ✓

2.6. A ✓

2.7. L ✓

2.8. P ✓

2.9. C ✓

2.10. F ✓

2.11. O ✓

2.12. H ✓

2.13. B ✓

2.14.D ✓

2.15.E ✓

ACTIVITY 3 (ENTREPRENEURIAL ACTIONS OF BUYING AND SELLING)

3.1

BUYING:

- Sherly had to buy the correct equipment when she started the business ✓
- She must find a supplier for all the raw materials she will need to produce the chocolates and truffles ✓

SELLING

- She must persuade customers to **buy her product** ✓
- It involves explaining the product to the customer and what the benefits will be if he/she buys it ✓

3.2. The production cost of a slab chocolate costs R8.00. Star Chocolate Sells each slab of chocolate for R18.00. Calculate the profit they make on a slab Chocolate? (Show all calculations) (3)

- Selling Price – Cost Price = profit ✓
- R18.00 – R8.00 = R10.00 ✓✓

3.3 It's a type of a business that buys goods with the intention of selling them at a higher price for profit ✓✓

3.4 Wholesalers sell their good at cheaper prices ✓✓

3.5 The business will run at a loss ✓✓ any answer suggesting a loss

ACTIVITY 4 (FORMAL AND INFORMAL BUSINESSES)

4.1

Formal business	Informal business
Shoprite Absa bank, Woolworths, McDonald's fast foods, AVBOB Assurance Society (4)	Spaza shop, loan shark, Fast-food caravan near a building site that sells food to the construction workers (4) any 4

4.2

4.2.1 Vendor ✓/- informal business ✓

Checkers ✓/- formal business ✓

4.2.2 They bought the goods at a very low reasonable price ✓

4.2.3 Pravin's air-fryer stopped working ✓ Pravin's family complained of stomach cramps and discovered that most of the grocery items bought from the vendor had expired ✓

4.2.4 The item she bought had guarantee ✓

4.2.5.1 False ✓

4.2.5.2 True ✓

ACTIVITY 5 (SWOT ANALYSIS)

SWOT ANALYSIS OF AYANDA'S FAST FOOD	
Inside the business (internal factors)	
Strengths	Weaknesses
-She got enough money from her birthday party and had enough capital to start her business -She inherited a fast food caravan from her late grandfather✓✓	-Her business only operates during break time and lunch hour -There are many learners who want to buy from Ayanda's caravan but the service is very slow because she is running the business alone✓✓
Outside the business (external factors)	
Opportunities	Threats
A sporting activity will be taking place in the school on Saturday.✓	The school's tuckshop also sells food✓

ACTIVITY 6 (SWOT ANALYSIS)

- Read the following case study and answer the questions that follow: (24)
- 6.1 List **FOUR** of Mary Smith's strengths that will help her making her business a success. (8)
- She has computer skills. ✓✓
 - She can type very fast. ✓✓
 - She can operate the business from home and need not hire a building. ✓✓
 - She is brave enough to borrow R600 as start-up capital which she strongly believes can be paid back over four months. ✓✓
- 6.2 List **TWO** of her weaknesses. (4)
- She has no knowledge of Accounting and costing. ✓✓
 - She is very shy and does not have people skills. ✓✓
- 6.3 List **THREE** opportunities which will be good for her business in the future. (6)
- Her dad knows many small business owners and will ask them to make use of her business. ✓✓

- She plans to buy extra computer programs that will allow her to create business cards, wedding invitations, certificates for schools, etc. ✓✓
 - She will advertise in the local newspaper and people will know where to find her. ✓✓
- 6.4 List **ONE** threat and explain how she plans to overcome this threat. (4)
- Some of her previous classmates can also decide to do typing for an extra income. ✓✓
 - She plans to employ one of her friends that could be competition in future. ✓✓
- 6.5 Describe her target market. (2)
- Teachers at school, learners at school, students who need CVs and assignments typed, small businesses. ✓✓

ACTIVITY 7 : Advertising

7.1 Advertising- Refers to the means of promoting a business, its products or services to the public

7.2

Television ✓	Radio ✓	Flyers ✓	Newspaper	Billboards
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7.3

A – Attention; must be attractive to attract the attention of consumers through color, wording or illustration. ✓
I – Interest; the advert must stir the interest of the consumer, to want to know more about the product or service. ✓
D – Desire; must move the consumer to purchase or own the product ✓
A – Action; advertisement should create a desire for the consumer to buy the product. ✓

7.4

No advertising should be offensive ✓
Advertisements should not attack or discredit other products, services, advertiser or advertisements ✓
Tell the truth, be relevant, keep it simple and stand out. ✓

ACTIVITY 8 (SIMPLE COST CALCULATIONS)

8.1 Fixed Costs

Expenses paid every month irrespective of the number of articles produced E.g. Rent, Insurance and salaries of managers ✓✓

Variable Costs

Costs that change depending on the work done. E.g. Material, wages

Example: Day one: 20 articles were produced

Day two: 15 articles were produced – less material used so material cost is less and less wages been paid ✓✓

8.2 Cost price of ONE sandwich

Total Costs ÷ Number of units

$$200 \div 40 = R5 \quad \checkmark\checkmark\checkmark$$

8.3 Selling Price of each sandwich

They want to get total profit of R300

Therefore: $300 \div 40 = R7.50 \quad \checkmark\checkmark\checkmark$

8.4 Profit for 40 sandwiches

Selling Price – Cost Price = Profit

$$300 \quad - \quad 200 \quad = \quad 100 \quad \checkmark\checkmark\checkmark$$

4. ASSESSMENT

4.1 2026 Formal Assessment Tasks in the GET related to the revised ATPs

SENIOR PHASE EMS GRADE 7

Number of tasks	Brief description of task e.g. test/ assignment/project/ Practical etc.	Allocated Term	Marks	Weighting		Planned date
1	Case study/Assignment with rubric/memo Topics include; • The History of money • Needs and wants	1	50	17%	10	
2	Controlled Test It should cover work from week 6-9. Cognitive levels • LO=30% • MO=50% • HO=20%	1	50	17%	10	
3	Mid-Year Controlled Test Content covered Term 1 work = 30% Term 2 work = 70%	2	100	33%	20	
4	Project: Starting a business and Entrepreneur's Day Rubric/marking grid	3	50	33%	20	SBA 60%
End of Year Examination						
5	Final Examination Paper 1: Financial Literacy 25%	4	100	40%	40	Exam 40%

	Paper 2: The Economy: 25% Entrepreneurship 50%					
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GLOSSARY TERM 3

GR. 7: EMS CAPS GLOSSARY TERM 3

1.	Entrepreneur	Someone who identifies a need and takes a risk to start a business with the aim of making profit.
2.	Skills	The ability to do something well, to be an expert. E.g. typing skills, driving skills.
3.	Market research	Finding out from possible customers their needs/preferences, and whether they will be willing to buy the product or service at the proposed price.
4.	Marketing strategy	Different ways that are used to inform customers about the product/service.
5.	Target Market	A specific group of people with certain characteristics at which an entrepreneur aims to sell his product or service.
6.	Strengths	Internal factors that the business is good at and can increase the profits of a business, over which the business has control e.g. enough capital available, equipment, skilled and productive workers, good managers, etc.
7.	Weaknesses	Internal factors that the business is not good at and that can harm the business e.g insufficient capital, unskilled workers, lack of management skills, etc.
8.	Opportunities	External factors that can increase the profit of a business, over which the business has no control, e.g. competitors moving out of the market, decrease in taxes, a decrease in the price of petrol or raw material, etc.
9.	Threats	External factors that can harm the business, over which the business has no control, e.g. actions of competitors, increase in the price of electricity, high crime rate in the area.
10.	Advertising	The means of promoting a business, its products or services.
11.	Logo	A symbol or design used by a company to identify and promote itself and its products or services.
12.	Slogan	A short, catchy phrase used by a business to identify and promote itself and its products or service.
13.	Variable costs	Costs of a production process that do not remain the same; they increase when more goods are produced and decrease when less goods are produced. E.g. water and electricity.

14.	Fixed costs	Costs that remain the same, even if the business produces nothing. E.g. rent paid for the building.
15.	Selling price	The cost of a product + a mark-up (or profit) = selling price.
16.	Income	The money a business generates through the selling of goods/the rendering of services.
17.	Expenses	All the costs involved in a business over a specific period

6.1 BLOOM'S TAXONOMY

COGNITIVE LEVELS

COGNITIVE LEVEL	DESCRIPTOR	PERCENTAGE (%)
Lower order	Assessing knowledge and remembering	30%
Middle order	Assessing understanding	50%
Higher order	Analysing, evaluating and creating	20%

6.2 QUESTION ANALYSIS GRID

Question No.	Level of Question						Total Marks allocated to Question	Time allocated to Question
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
TOTALS								
% of total								

6.3 GUIDELINES FOR A PROJECT

Dear Parents/Guardians of grade 7 learners

Re: Notification about the forthcoming ENTREPRENEUR'S DAY

Date: _____

Kindly note that grade 7 learners will participate in a project known as the Entrepreneur's Day where they will be either selling goods or rendering services to the rest of the school community. Other members of the community like parents or any interested individuals may come and buy when the principal allows them to be part of this activity. The aim is to prove that EMS is a living subject and may be used to solve serious problems that affect our economy, like unemployment.

The intention is to make this project to be as realistic as possible. Learners are encouraged to manufacture their own goods or render services that are not available at the school currently and are needed by many consumers. This requires a great deal of creativity from the side of the learners. Learners are discouraged from buying sweets and selling them as there is no creativity there. Learners may work with partners or in groups the sizes of which will be decided by their EMS teacher/s. Parents will not be allowed to assist learners on the day of the fair except to help with setting up stalls or preparing stage. The fair will be held within the school premises on (date) _____ 2026 from _____ to _____

Your child is expected to come up with an excellent idea of what s/he will sell or service s/he will render. Feel free to assist with good business ideas.

Your child may also draw up a 'loan agreement' with you or approach you to be their banker and legal representative. Terms of repayments will be left up to you. Learners will have to be aware of all the costs involved in setting up a business. They will be responsible for marketing and advertising their ideas before the event. Take note that utilisation of recycled material to manufacture goods to be sold is highly recommended.

Dangerous items shown on the billboard at the gate will not be allowed into the school premises.

Your faithful
PRINCIPAL

REPLY SLIP

I _____ parent/guardian of _____ do hereby
acknowledge receipt of the letter and furthermore give assurance that my child will participate
in the fair.

PARENTS'S SIGNATURE: _____

DATE: _____

PLANNING FOR THE ENTREPRENEUR'S DAY

- The teacher should decide on a suitable day for the Entrepreneur's Day.
- Request permission from the principal to proceed with the project.
- Divide learners into groups of 5/6 (depending on the size of the class).
- If there are too many learners in grade 7, it is advisable for them to be 2 in one role.
- Every group member should be given a different task to perform for the group.
- The teacher must make sure that different groups do not sell the same product/render the same service.
- Learners will have to contribute a small amount of money/ingredients towards their product/service.
- Utilisation of recycled material to manufacture goods to be sold is highly recommended.
- The teacher is duty-bound to create hype as a way of making learners interested in the project.

EVIDENCE TO BE PRESENTED BY EACH GROUP BEFORE THE ENTREPRENEUR'S DAY

- Group's market research and findings.
- A list of the group members.
- Evidence of the group's planning of furniture, equipment, tools and products to be used on the day of the fair.
- A poster advertising the products or services each group will see/render.
- A budget of how much cash is needed for the project and who will provide the cash.
- Estimates of the expected expenses
- Estimates of expected income to determine whether the business stands a chance of making a profit.

RESEARCH/SURVEY TO DETERMINE THE GOOD/S OR SERVICES FOR THE PROJECT

Name: _____

Grade: _____

Answer the following questions:

1. Market research is conducted after the market day . Is it true or false (1)
2. Why is it important to conduct a market research? (2)

3. After conducting a market research what were the 3 products which the learners were willing to buy on the market day(3)

4. Mention any 2 services that the learners can be interested to provide during the entrepreneurs day?(2)

RESEARCH/SURVEY TO DETERMINE THE GOOD/S OR SERVICES FOR THE PROJECT

***MARKING GUIDELINE

1. False✓
2. To identify the needs of the people✓✓
3. Any 3 products of their choice will be marked correct✓✓✓
4. Car wash for the teachers, face painting, etc✓✓

(8)

CHECKLIST TO BE USED BY LEARNERS BEFORE THE DAY OF THE FAIR

Check whether each of the items below meets requirements:

1. Letter parents/guardian signed and returned to EMS teacher	
2. Research/survey questions answered	
3. Table cloth(if necessary)	
4. Extension cord (if necessary)	
5. Bag for safe-keeping of money	
6. Float for change	
7. Cleaning materials	
8. Wrapping and packaging to cover goods(if applicable)	
9. Sold out sign	

AFTER THE MARKET DAY:

Name of the Learner-----

Date-----

Activity: EMS Statement of Income and Expenses

The motive for all business is profit. An entrepreneur starts a business in order to earn income and make a profit. An entrepreneur must make sure that the money s/he spends in running his/her business is less than the money that comes into the business. Complete the following Statement of Income and Expenses to indicate the profit/loss that was made during the Entrepreneur's Day.

Statement of Income and Expenses _____ **on** _____ **20** _____

Income	R
Total Income	(2)
Expenses	
Total Expenses	(2)
Profit/Loss	(3)

Briefly indicate where income will be coming from. Give 3 marks for any reasonable answer.
(Give 2 marks for any incomes and 2 marks for any expenses) (10)

ECONOMIC AND MANAGEMENT SCIENCES ENTREPRENEUR'S DAY: ADVERTISEMENT MARKING RUBRIC

Group Activity: Instruction to learners:

Advertise your product by drawing up an A4, A3, A2 or A1 size poster advertisement. Your advert must reflect the important aspects of your product. (Teacher must decide on size of poster depending on context of the school).

Name of Learner(s) or group: _____ Grade: ____ Date _____ 20__

Teacher Assessment Rubric: Advertisement

Assessment Criteria	Level Descriptors				
	Not Achieved 0	Partially Achieved 1	Achieved 2	Outstanding Achievement 3	Learner's Mark
Attracts attention by the effective use of colour, headings, pictures and layout	Attracts little/no attention	Attracts attention but has shortcomings	Attracts attention	Is colourful and has a lot of attention through the use of colour, headings and pictures	Max=3
Creates desire for product and convinces customers to buy	Benefits not clearly depicted	Only one or two benefits depicted/ Stated	Three or more benefits depicted/stated	A wide variety of benefits depicted/ Stated	Max=3
Originality and creativity	Not original or interesting and neither text nor picture is relevant	Only 1 text or picture is relevant	Good work, but based on existing ideas or copied from other examples	Unique piece of work of extremely high quality. All text and pictures are effective	Max=3
Lettering (size, prices or legibility)	No compliance with basic requirements, very little effort	Work has shortcomings e.g illegible or no clear layout	Good final product. Enough information given, without confusing the reader/target market	Proof of pride and hard work evident. All relevant information given with clear understanding by the reader/target market	Max=3
	TOTAL:				12

ECONOMIC AND MANAGEMENT SCIENCES ENTREPRENEUR'S DAY RUBRIC

Group Activity: Instruction to learners:

This rubric will be used by your teacher to assess every aspect of your planning, market research, product or service, budget, cost calculations, advertising, setting up of stall, teamwork, selling on entrepreneur's day, income and expenditure statement (profit/loss)

	Assessment Criteria	Not Achieved (0-1)	Partially Achieved (2)	Achieved (3)	Outstanding Achieved (4)	TOTAL MARKS
1.	Planning of stall • Layout • Appearance • Accessibility	None (0) Little attention paid to layout, access and appearance (1)	Some attention paid to layout, appearance and accessibility (2)	A fair amount of attention paid to layout, access and appearance (3)	Considerable amount of attention paid to layout, appearance and accessibility (4)	Max=4
2.	Group organisation	Group roles and skills not defined (0) Not clearly defined and/or not completely adhered to (1)	Group roles and skills defined but not completely adhered to (2)	Group roles and skills defined and used to a large extent in the entrepreneurial activity (3)	Group roles and skills clearly defined, understood and utilised. Group roles effectively utilised in the entrepreneurial activity. (4)	Max=4
3.	Ability to draw up a statement of income and expenditure and determine final profit made	Did not calculate profit (0) Not able to calculate profit, but made an attempt (1)	Able to calculate profit, but made many mistakes and/or did not include expenditure (2)	Able to calculate profit, but made mistakes and/or did not include all proof of expenditure (3)	Able to calculate profit accurately And had proof of all expenses in the form of source documents (4)	Max=4
4.	Achievement of group's objectives	None of the defined objectives, if any, were achieved (0) One objective achieved, but made loss (1)	Few of the defined objectives were achieved (very small profit was made) (2)	Some of the defined objectives were achieved (reasonable profit was made) (3)	All defined objectives were achieved And a substantial large profit was made (4)	Max=4
5.	Selling of goods/services	Good/services sold were not popular at all (0-1)	Some of the goods/services were sold, but not all (2)	Most of the goods sold, or services utilised to great extent (3)	All goods/services fully utilised and were very popular (4)	Max=4

GRADE 7 MONITORING TOOL FOR CONTENT COVERAGE
TERM 4

Name of school		Expected week	
		Curriculum coverage	
Teacher's surname & initials		Actual week curriculum coverage	
Number of Gr 7 learners		Percentage week curriculum coverage	
Date and Term of visit		Week number of visit	
NB: Minimum of 2 informal activities per week			

TERM 4 TOPICS

Week	TOPICS AND CONTENT	TOPICS COMPLETED		EXPECTED/ACTUAL ACTIVITIES		QUALITY (All sub-topics and cognitive levels covered. Progression visible per topic e.g tasks per week from easier to more complex)
		Y	N	EXP	ACT	
	Economy: The Production Process			[2]		
1	Definition of production; inputs and outputs			2		
	Economy: The production process			[2]		
2	Sustainable use of resources; meaning of economic growth; meaning of productivity			2		
	Economy: The production process			[2]		
3	Technology in the production process			2		
	Financial Literacy: Savings			[2]		

4	Personal savings; purposes of savings			2		
	Financial Literacy: Savings			[4]		
5	The role of banks; services offered by banks			2		
	Financial Literacy: Savings			[2]		
6	Opening a savings account at a bank; community scheme.			2		
7 – 8	Revision *INFORMAL TEST					
9 - 10	Final Controlled Test					
TOTAL NUMBER OF ACTIVITIES				12		
	FINDINGS/COMMENTS:					

	NAME	SIGNATURE	DATE
TEACHER			
PRINCIPAL/ DH			
MODERATOR			

SCHOOL STAMP

ECONOMIC AND MANAGEMENT SCIENCES
TEACHING TIPS – TERM 4 – 2026

NO.	TEACHING TIPS	RESOURCES
1.	Use charts to show the production process and ask learners to produce a simple item (that can be produced in class using A4 papers). The same lesson can be used to introduce the lesson, define production, inputs and outputs.	A4 papers Charts Pictures on charts/ from the internet Projector & laptop
2.	Pictures and short video clips can be used to teach unsustainable and sustainable use of resources and the consequences.	The internet: video clips and pictures.
3.	A simple demonstration can be used to show the use of simple tools/ technology in the production process. These can be scissors and mathematical instruments.	Scissors Mathematical instruments
4.	Pictures taken from bank ATMs can be shown as some of the services of banks.	Pictures Brochures
5.	Learners can be asked to give own examples of community savings schemes.	Pictures

GRADE 7

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPIC	Economy: The Production Process	Economy: The Production Process	Economy: The Production Process	Financial Literacy: Savings	Financial Literacy: Savings	Financial Literacy: Savings	N.B. Revision must be conducted before the paper is written Guidelines for FINAL EXAMINATION 100 MARKS Duration : 90 minutes Mark distribution : Financial Literacy: 25 Marks The Economy: 25 Marks Entrepreneurship: 50 Marks			
Core Concepts, Skills and Values	Definition of production; inputs and outputs	Sustainable use of resources; meaning of economic growth; meaning of productivity	Technology in the production process	Personal savings; purpose of savings	The role of banks; services offered by banks	Opening a savings account at a bank; community savings schemes				
Requisite Pre-Knowledge	Term 1 Work	Terminology from learners' background	Terminology from learners' background	Capital; Assets; Liability; Income; Expenses; Profit	Concepts; Losses; Budgets; Savings; Banking; Financial Records; Transactions	Concepts; Losses; Budgets; Savings; Banking; Financial Records; Transactions				
Resources (other than textbook) to enhance learning.	Practical demonstrations, Posters, Magazines, newspapers & video lessons	Practical demonstrations, Posters, Magazines, newspapers & video lessons	Practical demonstrations, Posters & video lessons	Practical demonstrations, Posters, Magazines, newspapers & video lessons	Practical demonstrations, Posters, Magazines, newspapers & video lessons	Practical demonstrations, Posters, Magazines, newspapers & video lessons				
Informal Assessment	Classwork/ Case Study/Poster, activities, and oral discussions	Classwork/ Case Study/Poster, activities, and oral discussions	Classwork/ Case Study/Poster, activities, and oral discussions	Classwork/ Case Study/Poster, activities, and oral discussions	Classwork/ Case Study/Poster, activities, and oral discussions	Classwork/ Case Study/Poster, activities, and oral discussions				
SBA FORMAL ASSESSMENT			Cognitive levels: For all tasks LO: 30% MO: 50% HO: 20%			Year-end Exam Marks: 100 Week:7-8 Duration: 90 mins	Content Covered: All work			

			covered in Terms 3&4
			Date Completed:

EMS TERM 4 ACTIVITIES

The Production Process

- The process of making goods or providing services is known as production.
- Production is the process of taking raw materials and turning them into useful goods and services.
- The raw materials used in the production process are also known as resources or factors of production.
- Production is the conversion by a business of raw materials into finished goods or services to satisfy wants and needs

Input and Output

Inputs (the factors of production)

- The raw materials and other resources used to make a product or service are called inputs.
- These raw materials and resources are grouped into four different categories and are called the factors of production.
- These resources are used in the production process to make goods and services.
- There are four groups of factors of production:
 1. Natural resources (land)
 2. Labour
 3. Capital
 4. Entrepreneur

Outputs (goods and services)

The outputs of the production process refer to the products that the company produces. There are two types of outputs: goods and services.

Goods

Goods are all physical products made and sold by businesses.

We say that goods are tangible because they can be touched or possessed.

Services

Services are all the non-tangible products that are produced by businesses and then sold. For example, a haircut is a service.

SUSTAINABLE USE OF RESOURCES

Renewable and non-renewable resources

- A renewable resource is a natural resource with the ability to replace itself through some biological or natural process.
- Renewable resources can be replenished in time.
- Examples include water, oxygen, wood, fruit and vegetables and meat from animals.
- There is an endless supply of renewable resources such as solar energy, wind energy and geothermal pressure.
- Other renewable resources such as wood, oxygen and fish require time or effort to restore them.
- Most precious metals are also considered renewable, even though they are not naturally replaced.
- However, they can be recycled because they are not destroyed during their extraction and use.
- A non-renewable resource is a natural resource that cannot be replaced.

Examples of non-renewable resources

- Include: Fossil fuels such as coal, oil and gas. Minerals such as copper.
- Once a non-renewable natural resource is exhausted, it means that there is no more available for future needs

TECHNOLOGY IN THE PRODUCTION PROCESS

- Technology plays an important role in the process of production.
- Technology refers to the inventions (tools, machines and equipment) that make the production process easier.
- It is the application of scientific knowledge for practical purposes.
- Technology ranges from simple to complex.
- Information and communication technology is a form of complex technology used to find, use, share, communicate and store information.

What is technology?

- The word technology is used to describe machinery, equipment or tools developed with scientific knowledge.
- Examples of technology used in the business environment include computers, smartphones and electronic devices.
- Technology has a significant effect on the way people interact and control their environment.
- As scientific discoveries are made, new technologies develop, and people have more power to change their living conditions.
- Technology has a huge influence on the way people communicate and do business.
- Technology also has an impact on the production process and changes the way goods and services are produced.

Benefits of using technology in the production process

- Many forms of technology can be used in the production process. With technology, machinery can be designed to do the work of humans more efficiently and effectively.
- Using technology, it is therefore possible to produce more goods and services.
- Technology improves the production of the other factors of productivity.

SAVINGS

Personal savings and investments

- People can either spend all the money they earn, or they can keep some of it to spend at a later stage.
- Personal savings refers to the money a person keeps, instead of spending it all.
- Investing is using money you save to earn more money.
- Investment is buying property or shares, or it can be money saved in the bank to earn more money.
- Saving and investing are important to help people, families and businesses have a better life in the future.
- Some people find it difficult to save, especially unemployed people, families with children or people who have just started working, as their living expenses often exceed their income.

BANKS

- Banks are businesses that act as intermediaries between people who want to save or keep their money safe, and people who want to borrow money. Banks that do this are known as commercial banks.
- In South Africa the top four banks are: ABSA bank, Standard bank, First National Bank and Nedbank.
- An investment bank is a bank that, instead of lending money directly to a person or a business, helps businesses get other businesses to invest in them or lend them money.

The role of banks

- Because money is used in the exchange of goods and services, it must constantly pass between consumers and producers.
- The more money flows, the more successful the economy will be.
- The role of a bank is to help keep the money flowing.
- The flow is between people and businesses saving and investing money; people and businesses who need money and between those who earn the money and those who produce goods and services

TERM 4

ACTIVITY 1

20 MARKS

1. Define the following concepts:

1.1. Production (2)

1.2. Inputs (2)

1.3. Outputs (2)

2. List **FOUR** factors of production (4)

3. Study the Pictures below and list the raw materials (inputs) used to produce each product (10)

3.1	3.5	3.9. Cotton thread
3.2	3.6	3.10
3.3	3.7	
3.4	3.8	
BREAD 	WOODEN TABLE 	WOOLLEN JACKET 

ACTIVITY 2

The Production Process

1. Name three of South Africa's main mineral resources and three of its main agricultural products.
2. Choose any product. Name the production process from the raw material to finish product.

Use the headings below.

Input	Transformation	Output

3. Explain capital. How can you tell whether the money is capital?
4. Describe an entrepreneur.

ACTIVITY 3

3.1. Define the following concepts:

3.1.1. Renewable resources

3.1.2. Non-renewable resources

3.1.3. Sustainable (6)

3.2. In a table form, list **TWO** examples of renewable resources and **TWO** examples of non-renewable resources. (4)

Renewable Resources	Non-Renewable resources
3.2.1.	3.2.1.
3.2.2.	3.2.2.

(4)

3.3. Mention ANY **FOUR** ways of using resources in a sustainable way (8)

ACTIVITY 4

4.1 Mention three examples of technology that have made a big difference to the production process

4.2 List three areas where technology has helped to improve productivity

4.3 Name two examples that technology has a negative impact on the environment

(18)

ACTIVITY 5

5.1 Give a brief definition of the following concepts

5.1.1 Savings

5.1.2 Bank charges

5.1.3 Grocery clubs

5.1.4 Stockvel

5.1.5 Funeral schemes



ABSA bank is a bank that was started in 1986. Absa bank offers banking solutions for a wide range of income levels., Their offerings include accounts and services for individuals earning between R4,000 and R25,000 per month, up to premium banking for those earning R25,000 to R62,500, and private banking for those earning R62,500 and above.

5.2.1. Mention 5 services offered by the bank.

5.3 Write the following acronyms in full.

5.3.1. EFT

5.3.2 ATM

5.3.3 BEE

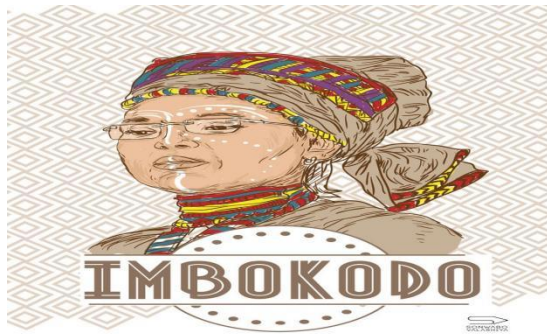
5.3.4. ABSA

ACTIVITY 6

6.1 Give **FIVE** reasons why people save money

6.2 Name **TWO** documents that are needed to open a bank account.

6.3 If you wanted to open a bank account, what factors would you consider when making choosing the bank? Name and explain **THREE**.



IMBOKODVO STOKVEL

A group of 10 women came together and saw the difficulty that they will face during the Christmas holidays when hosting relatives family friends and in January when schools reopens. These women are not rich but know that holidays can be tough if not properly planned for and do not want to run into debt while supporting their families. They then started an organization to start saving money for this, on 26 April 2026 they registered a scheme to save money.

Answer the following questions based on the above;

Write a short paragraph about any community saving scheme that you know of, include the name, place, meeting dates, joining fees, monthly contributions and dates of payments of contributions, sharing of contributions and the purpose of the group.

(10)

MARKING GUIDELINES ACTIVITY1

20 MARKS

1.

1.1. **Production** – is when inputs are transformed into out outputs. ✓✓

1.2. **Inputs** – are resources a business needs to produce goods or services. ✓✓

1.3. **Output** – goods and services a business produces for consumers. ✓✓

2 FOUR factors of production (4)

- Land ✓
- Labour
- Capital✓
- Entrepreneurship✓

3. Raw materials used (10)

BREAD	TABLE	JACKET
1.3.1.Water	1.3.5. Wood	1.3.9.Wool
1.3.2. Salt	1.3.6. Glue	1.3.10. cotton thread
1.3.3. Oil	1.3.7. Nails	
1.3.4. Sugar	1.3.8. varnish	

ACTIVITY 2

- 2.1. Examples of **minerals** are gold, diamond, platinum, coal, iron ore✓✓✓
Examples of **main agricultural products** are: maize, fruit, wine, vegetables, wool✓✓✓
- 2.2. Make sure the learners have the following in each column.

Input	Transformation	Output
All the raw materials, money, capital goods and labour needed to make the final product✓	All the inputs are combined in a factory and used to change raw materials into a final product✓	The finished product that will now be sold to the consumer✓

- 2.3. **Capital** is the money used to start the business. It is the initial amount used to purchase stock, equipment and pay the initial expenses in starting a business.✓
- 2.4. **An entrepreneur** is a businessperson who starts and organise a business, takes risks, sees an opportunity for gaining profit and takes advantage of it, plans, often manages he business and receives profit if the business is successful. ✓

ACTIVITY 3

26 MARKS

- 3.1.1. **Renewable resources** – resources that can be replaced. (2)
- 3.1.2. **Non-renewable resources** – resources that cannot be replaced. (2)
- 3.1.3. **Sustainable** – to be maintained at a certain rate or level. (2)
- 3.2 **THREE** Examples of Renewable and Non-Renewable resources. (6)

Renewable resources	Non –renewable resources
cotton	Gold
wood	Iron
paper	Coal
Fish	Oil
Animals	Diamond
Oranges	Silver

3.3 Sustainable use of resources.

- Use resources that cause less harm to the environment✓
- Use renewable resources like wind and solar energy✓

- Recycle and reuse natural resources and non-renewable resources✓
- Use and produce machinery and equipment that use less water and electricity✓
- Find ways to use fewer resources to produce goods and materials in production process✓

ACTIVITY 4

4.1.

- manufacturing – many different types of machines are used in factories to increase and speed up production✓
- transporting goods – cars, trucks, trains, airplanes and ships are all forms of technology that are used to move resources and products from sellers to buyers.✓
- communication – telephones, computers, fax machines, scanners and cellular phones are essential items in almost all businesses these days✓
- advertising – which is also a form of communication, makes use of all of the above technology as well as television, radio and film✓
- packaging – most products are packaged and much of this is done using machines✓
- primary activities – farmers, fishers, miners and foresters all use machines and other forms of technology to make work easier and more efficient. ✓

4.2.

- electronic banking has speeded up banking processes ✓
- faster transport means goods are delivered quicker✓
- internet and electronic communications make international trade easier✓
- robots make assembly line production quicker and more reliable✓
- greater output of goods or services can be achieved.✓
- production has become cleaner and safer – ‘green technology’ produces less waste and uses less fossil fuels. ✓

4.3. River pollution ✓, air pollution ✓, noise pollution ✓.

ACTIVITY 5

5.1

5.1.1 When money is not used but set aside for future use or for a purchase of a more expensive item.✓

5.1.2 The money charged by banks for handling of funds for people.✓

5.1.3 When a group of people save money during the year in order to buy groceries at the end of the year.✓

5.1.4 It is an informal savings club that allows people who cannot afford to open bank accounts to save money together based on trust.✓

5.1.5 This is a way of putting money aside for funeral costs by belonging to a society.✓

5.2

5.2.1 To accept money deposited and keep it safe.✓

5.2.2 To provide loans.✓

5.2.3 To provide safe deposit boxes / vaults for safe storage of money and valuables.✓

5.2.4 Banks provide insurance and investment products ✓

5.2.5 To enable customers to make payments and receive money through ATMs, EFT and telephonic banking. ✓

5.3

5.3.1 Electronic Funds Transfer ✓

5.3.2 Automatic Teller Machine ✓

5.3.3 Black Economic Empowerment ✓

ACTIVITY 6

6.1.1 Reasons why people save

6.1.2 People save in order to buy items that they want but cannot afford them. ✓

6.1.3 To achieve life goals that they have set for themselves. ✓

6.1.4 To pay for unexpected events that have not been planned for. ✓

6.1.5 To pay for expenses that cannot be covered when prices increase. ✓

6.1.6 For further education. ✓

6.1.7 For retirement. ✓

6.2 An Identity card/ document ✓; proof of residence. ✓(if above the age of 16)

6.3

6.3.1. Accessibility ✓: it must be easy to reach/ close to your place of residence. ✓

6.3.2. Services offered ✓: the types of services that the bank offers/ better than others. ✓

6.3.3. Customer services ✓: if the bank offers the best customer care/ service. ✓

6.3.4. Interest rates ✓: if they pay/ demand higher/ lower interest rates. ✓

6.3.5. Bank charges ✓: If their bank charges are lower than others. ✓

ACTIVITY 7

All relevant information about the scheme to show that the learners understand Community Saving Scheme. (10)

GR. 7: EMS CAPS GLOSSARY –TERM 4

1.	Production	When businesses use raw materials (inputs) in a process to produce goods (outputs) that the market needs.
2.	Inputs	All the resources used to produce products.
3.	Outputs	Final goods and services a business produces for consumers.
4.	Resources	Things that are available for people/businesses to use e.g. water, coal, and people's skills.
5.	Capital	Money or goods such as machinery that is used to generate income or make other products.
6.	Natural resources	All the items obtainable from nature e.g water, trees, fish and minerals.
7.	Labour	All human effort (mental and physical), used in the process of

		production for a reward (wage).
8.	Factors of production	Inputs used during production, e.g. capital, labour, natural resources and entrepreneurship.
9.	Gross domestic product (GDP)	The Total value of all final goods and services produced within the borders of a country in a year.
10.	Recession	A general decline in the economic activity of a country at a specific time.
11.	Productivity	A measurement of how efficiently a business uses its resources (inputs) to create an output.
12.	Division of labour	Breaking down of the production process into a number of tasks instead of each worker producing the whole product.
13.	Sustainable	Something that lasts for a long time.
14.	Bank	Financial institution where people/business/institutions can deposit/withdraw money.
15.	Bank account	An account in a financial institution that allows regular daily transactions such as deposits, withdrawals, etc.
16.	Financial organizations	Institutions that collect money from the public or other organizations and invest or manage it in various ways.
17.	Entrepreneurship	The process of setting up a business and taking risks, to make a profit.

GRADE 7 GUIDELINES FOR SETTING END OF YEAR CONTROLLED TEST 2026

QUESTION	SECTION A SHORT QUESTIONS	MARKS (15)	TOPIC
1.	Match column A and column B	5 Marks	Concepts on Economy, Financial literacy and Entrepreneurship.
2.	True or false	5 Marks	Concepts on Economy, Financial Literacy and Entrepreneurship.
3.	Multiple choice or fill in the correct	5 Marks	Concepts on Economy, Financial Literacy and Entrepreneurship.
	SECTION B: FINANCIAL LITERACY	(15)	Must include:

4.	TERM 4 TOPICS	12 Marks	Savings • Personal Savings • Purpose of Savings (Middle and Higher order questions)
5.		08 Marks	The role of banks
	SECTION C: THE ECONOMY	(20)	Must include:
6.	TERM 4 TOPIC	14 Marks	The Production Process (Lower, Middle and Higher order questions)
7.		06 Marks	The impact of productivity on the economy
	SECTION D ENTREPRENEURSHIP	(45)	Must include:
8.	TERM 3 TOPICS	16 Marks	The entrepreneur • Characteristics and skills • Formal and informal business • Needs and wants (Middle and Higher order questions)
9.		12 Marks	Starting a business • Setting goals • Advertising
10.		12 Marks	SWOT Analysis (Must include a case study)
11.		05 Marks	Cost calculations (Must include at least 1 cost calculation)
TOTAL		100	

N.B Section A: 5 Marks for each theme (Financial Literacy, The Economy and entrepreneurship)

1.	Final Controlled Test should consist of the following: Term 3 and Term 4 content only. One paper of 100 marks should be administered. In Section A allocate 5 marks to Financial Literacy content done in Term 4 (Savings), 5 marks to The Economy content done in Term 4(The Production Process) and 5 marks to Entrepreneurship content done in Term 3 (The Entrepreneurship)
2	Start with Section B, C and D (mainly Middle order and High order questions) first. Then only fill the gaps with short questions that you could not properly cover in Section B, C and D. If you start with Section A , you are going to duplicate the same question in Section B, C and D without noticing it.
3.	Complete all questions (Section B, C and D) and short questions in Section A) on a specific topic (e.g. Savings) before starting with the next topic (The Production Process). This way your paper will be balanced.
4.	If you give learners a text to read and questions to answer on the text, the text should not be longer than 12 lines. NOT MORE THAN 1 CASE STUDY IN THE TEST.
5.	Use the correct numbering. E.g. 1.1, 1.2, 1.3, and 1.1.1, 1.1.2 for sub-questions. DO NOT USE a, b and c or roman figures.

6.	Each question should have a total. In Section B, C and D you should indicate the sub-totals of 4.1, 4.2, 4.3, etc. SECTION B (2 MARKS PER SENTENCE) (1 MARK EACH FOR LISTING BRIEFLY) If you only allocate 1 mark for a whole sentence, you are lowering the standard of the paper and learners might not finish a 100 mark paper within the time allocated; () for the total and [] for the grand total.
7.	Indicate the totals per section and the grand total at the end of the paper.
8.	Make sure that the subject, grade, duration, “FINAL CONTROLLED TEST – NOVEMBER 2025”, examiner, moderator and total appear on the front page, learners’ name, class and school if they are answering on the question paper.
9.	Insert a 3-column table initially, and type in the columns, to keep question numbers neatly on the left and mark allocation on the right. Then delete the lines at the end, by going to “borders” and highlight the specific lines/frames you want to delete.
10.	You can use questions from previous papers. Study the format of previous papers to have a paper that looks professional! E.g. SECTION A, B AND C and D SHOULD BE IN CAPITAL LETTERS AND BOLDED.

COGNITIVE LEVELS

COGNITIVE LEVEL	DESCRIPTOR	PERCENTAGE (%)
Lower order	Assessing knowledge and remembering	30%
Middle order	Assessing understanding	50%
Higher order	Analysing, evaluating and creating	20%

QUESTION ANALYSIS GRID

[illegible]

ANALYSIS OF LEARNERS' PERFORMANCE PER QUESTION/TOPIC
GRADE 7: NOVEMBER 2026

SCHOOL:

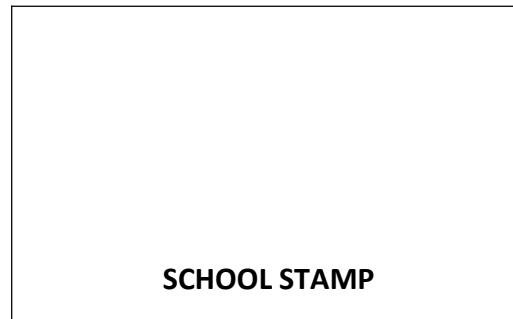
EDUCATOR:.....

	SURNAME AND NAMES OF LEARNERS	SECTION A (15)			SECTION B (20)		SECTION C (20)		SECTION D (45)				Learner's total	Moderated mark
		1.Match	2.T/F	3.Multi/Fill in	4. Personal + Purpose	5.Bank Roles + Services	6. Production Process	7.Impact of productivity	8. Characteristics formal &	9. Starting a business	10.SWOT	11. Cost calculations		
	TOTAL PER QUESTION	5	5	5	12	08	14	06	16	12	12	5	100	100
Above average														
Average														
Below average														
	Total per question													
	AVE MARK PER QUESTION													
	AV % PER QUESTION													

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

SIGNATURE OF EDUCATOR:..... **SUBJECT ADVISOR:**.....

SIGNATURE OF PRINCIPAL:..... **DATE:**.....



ECONOMIC AND MANAGEMENT SCIENCES
SUBJECT PERFORMANCE IMPROVEMENT PLAN: GRADE 7 FORMAT

NO.	CHALLENGING TOPIC: TERM: 1 & 2	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.									Comment: Signature Date
3.									Comment:

								 Date	 Signature
4.								 Date	Comment: Signature

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

SCHOOL:.....

TEACHER:

Number	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	Term 4
		Task 1	Task 2	Task 3	Task 4	Task 5	
		10%	10%	20%	20%	40%	100%
	Surname and Initials (in alphabetical order)	Assignment /Case Study	Controlled Test	Mid- year Controlled test	Project	Final Controlled Test	Final Mark= Term 1-3 Weighting converted to 60%+40%=100%
		50	50	100	50	100	100
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
	TOTALS:						
	AVERAGES:						