

MULTIGRADE TOOLKIT

FOR
ECONOMIC AND MANAGEMENT SCIENCES
SENIOR PHASE



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



MULTIGRADE TOOLKIT
ECONOMIC AND MANAGEMENT SCIENCES
SENIOR PHASE



FOREWORD BY THE MINISTER OF BASIC EDUCATION TO THE MULTI-GRADE TOOLKIT AND TRAINING MANUALS

Initiatives to improve rural schooling need to extend beyond just fixing schools in rural areas, by also contributing to improving the quality of teaching and learning. The need to improve and advance the quality of education in all our schools, including all multi-grade schools, is articulated in the 27 national goals of *Action Plan TO 2014, Towards the Realisation of Schooling 2025*. This includes ensuring that the learner performance is drastically improved in all subjects.

Teachers in rural schools often face unique challenges and therefore have specific developmental needs, one of which is to deal effectively with multi-grade classrooms and a curriculum that is based on a single grade structure. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) highlights the fact that no specific training has been provided for teachers teaching multi-grade classes, and there is a lack of support and guidance for these teachers. Many teachers consequently have limited skills in managing different content at different levels and the implementation of the curriculum is therefore largely compromised in these schools.

A large number of children access education through multi-grade schools. In 2011 approximately 26% of schools were reported to have multi-grade classes. Multi-grade schools often have a negative impact on the quality of learning and teaching and learner performance due to the challenges that teachers encounter in the implementation of the curriculum. The Department has made a pledge that as long as multi-grade schools exist in the system focused dedicated service and support must be provided to these schools at all levels.

The Department has launched a number of initiatives in supporting multi-grade schools, such as the following:

- **The Training of Teachers in Multi-grade Teaching**

In 2010 the Department appointed the Centre for Multi-grade Education of the Cape Peninsula University of Technology to train teachers and subject advisors in multi-grade teaching. The training helped to capacitate a total of 679 teachers and subject advisors with the requisite skills and knowledge that they needed to effectively and efficiently manage multi-grade classes.

- **The Multi-Disciplinary Support Initiatives**

A multi-disciplinary Committee for multi-grade schools was established within the Department of Basic Education to provide a multi-disciplinary approach to effectively address the multi-faceted challenges that are experienced by multi-grade schools throughout the system. The purpose of this committee is to

leverage all initiatives and interventions that are aimed at improving the quality of teaching and learning to benefit all multi-grade schools.

- **Infrastructure Improvement**

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) is an ongoing programme to implement basic safety norms and standards in school infrastructure in the democratic and modern era of South Africa.

To date the programme has built and completed 99 schools; provided water to 381 schools for the first time; sanitation to 371 schools; connected 289 schools to electricity for the first time; and drew and approved prototypes of small, medium and large rural schools.

The Department of Basic Education has also, in its endeavour to support multi-grade teachers and strengthen the implementation of the curriculum in multi-grade schools, developed the following:

- Training manuals that will be used in the training of teachers in multi-grade teaching. The training will ensure that teachers are capacitated with the requisite skills and knowledge that will enable them to teach effectively and efficiently in multi-grade schools; and
- A multi-grade toolkit wherein General Education and Training curriculum in all subjects is repacked into a format that will be more user friendly to multi-grade teachers.

The multi-grade Toolkit will, amongst others:

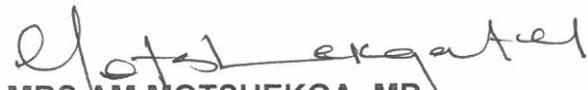
- Strengthen the implementation of the curriculum in multi-grade classes;
- Give guidance to teachers on how to approach curriculum delivery in multi-grade settings;
- Enable teachers to plan lessons with ease; and
- Provide teachers with exemplar lesson plans, formal and informal assessment tasks and worksheets in all subjects in the Foundation, Intermediate and Senior Phases.

With the envisaged training of teachers in multi-grade teaching and the implementation of the toolkit in multi-grade schools, improving learner performance in the schools that practice multi-grade teaching is the expected outcome.

Special recognition and acknowledgment is hereby given to all the national and provincial subject specialists and subject advisors who championed the process to develop the multi-grade toolkit and the training manuals.

I invite all provinces to support the multi-grade schools by:

- Training all teachers in multi-grade schools in multi-grade teaching;
- Orientating the teachers on the multi-grade toolkit;
- Implementing the multi-grade toolkit in multi-grade schools; and
- Monitoring the training of the teachers and the implementation of the multi-grade toolkit.



MRS AM MOTSHEKGA, MP

MINISTER

DATE: 12.04.2015

MULTIGRADE TOOLKIT

FOR

ECONOMIC AND MANAGEMENT
SCIENCES
(EMS)

SENIOR PHASE



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PREAMBLE:

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

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

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

Weighting of curriculum and Economic and Management Sciences

TOPIC

THE ECONOMY (weighting of 30%)

1. History of money
2. Need and wants
3. Goods and services
4. Inequality and poverty
5. The production process
6. Government
7. The National Budget
8. Standard of living
9. Markets
10. Economic systems
11. The circular flow
12. Price theory
13. Trade unions

FINANCIAL LITERACY (weighting of 40%)

1. Savings
2. Budgets
3. Income and expenditure
4. Accounting concepts
5. Accounting cycle
6. Source documents
7. Financial management and keeping of records

ENTREPRENEURSHIP (weighting of 30%)

1. Entrepreneurial skills and knowledge
2. Businesses
3. Factors of production
4. Forms of ownership
5. Sectors of the economy
6. Levels and functions of management
7. Functions of a business
8. Business plan

OVERVIEW OF CONTENT

An overview of the content of this subject entails the following:

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

CAPS & MULTI-GRADE ANNUAL TEACHING PLANS



**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 7**

TERM 1

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Weeks 1 – 3	The economy: History of money	Traditional societies; bartering; promissory notes; coins; paper money; electronic banking; the role of money	7.5%		
Weeks 4 – 5	The economy: Needs and wants	Basic needs of individuals, families, communities and countries; primary and secondary needs; unlimited wants; limited resources to satisfy needs and wants	12.5%		
Weeks 6 – 7	The economy: Goods and services	Goods and services; examples of goods and services; producers and consumers; the role of households as producers and consumers; using goods and services efficiently and effectively; how to recycle and reuse goods to satisfy needs and wants	17.5%		
Weeks 8 – 10	Entrepreneurship: Businesses	Formal and informal businesses; types of businesses (trading, manufacturing and service) that are both formal and informal; advantages and disadvantages of formal and informal businesses; the role of formal and informal businesses as producers and consumers; the effect of natural disasters and health epidemics on formal and informal businesses	25%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 7**

TERM 2

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the first term; give learners an overview of what will be taught during the second term	27.5%		
Weeks 2 – 3	Financial literacy: Accounting concepts	Capital; assets; liability; income; expenses; profit; losses; budgets; savings; banking; financial records; transactions	32.5%		
Weeks 4 – 6	Financial literacy: Income and expenses	Personal income; personal expenses; types of personal income; personal statement of net worth; types of income that businesses receive; types of expenses that businesses have; savings and investments in businesses	40%		
Weeks 7 – 8	Financial literacy: Budgets	Definition of a budget; income; expenditure; a personal budget; business budget	45%		
Weeks 9 - 10	Revision and Consolidation	Mid-year examination must be based on the work covered in terms 1 and 2	50%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 7**

TERM 3

Week (2 hours per week)	Topic	Content	Syllabus completion %	Date Completed	Comments
Week 1	Revision	Revise the work covered in the second term; give learners an overview of what will be taught during the third term	52.5%		
Week 2 – 3	Entrepreneurship: The entrepreneur	Definition of an entrepreneur; characteristics of an entrepreneur; skills of an entrepreneur; entrepreneurial actions of buying, selling, producing and making a profit	57.5%		
Week 4 – 5	Entrepreneurship: Starting a business	Needs and wants of consumers; analysis of strengths, weaknesses, opportunities, threats (SWOT); setting goals; achieving goals; the concept of advertising; media used in advertising; principles of advertising; budget for Entrepreneur's Day; use of recycled material; simple cost calculation – variable cost, fixed cost, selling price	62.5%		
Week 6 – 7	Entrepreneurship: Entrepreneur's Day	Hosting of Entrepreneur's Day; income and expenditure statement	67.5%		
Week 8 – 10	The economy: Inequality and poverty	Causes of socio-economic imbalances; inequality in South Africa; education and skills to fight inequality and injustice; urban and rural challenges; creating sustainable job opportunities	75%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 7**

TERM 4

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term	77.5%		
Weeks 2 – 4	The economy: The production process	Definition of production; inputs and outputs; sustainable use of resources; meaning of economic growth; meaning of productivity; the effect of productivity on the economic growth; technology in the production process; contribution of technology to improving productivity and economic growth	85%		
Weeks 5 – 7	Financial literacy: Savings	Personal savings; purpose of savings; history of banks; the role of banks; services offered by banks; opening a savings account at a bank; community savings schemes; financial organisations; financial institutions and organisations promoting entrepreneurship	92.5%		
Weeks 8 – 9	Examination preparations	Revise the work covered throughout the year; study techniques; examination writing skills	97.5%		
Week 10	Revision and Consolidation	The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4	100%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 8**

TERM 1

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision:	Revise Grade 7 work; give learners an overview of what will be taught during the first Term	2.5%		
Weeks 2 – 3	The economy: Government	Meaning of government; different levels of government; roles of the different levels of government in respect of households in the use of resources and services (both as consumer and producer); roles of the different levels of government in respect of businesses in the use of resources and services (both as consumer and producer)	7.5%		
Weeks 4 – 5	The economy: National Budget	Government revenue: direct tax, indirect tax; government expenditure on services such as education, health, housing, social grants, transport, security, etc.; the influence of the National Budget on growth and redressing of economic inequalities	12.5%		
Week 6	The economy: Standard of living	Lifestyles; self-sufficient societies; modern societies; rural societies; impact of development on the environment; unemployment; productive use of resources to promote a healthy environment	15%		
Weeks 7 – 8	Financial literacy: Accounting concepts	Sole trader; debit; credit; capital; owner's equity; income; expenses; profit; losses; transactions; liability; assets; banking; cash receipts; cash payments; subsidiary journals; accounting equation: assets = owner's equity + liability (A = OE + L)	20%		
Weeks 9 – 10	Financial literacy: Source documents	Receipts; deposit slips; cash register slips (till slips); cheques; cheque counter foils; bank statements; cash invoices	25%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 8**

TERM 2

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the first term; give learners an overview of what will be taught during the second term	27.5%		
Weeks 2 – 3	Financial literacy: Overview of the accounting cycle	Transactions; source documents; subsidiary journals; General Ledger; Trial Balance; Income Statement; Balance Sheet; introduction of the Cash Journals of a service business – their purpose and importance	32.5%		
Weeks 4, 5, 6, 7, 8 (1 hour per week on Financial Literacy)	Financial literacy: Cash Receipts Journal (services)	Concept of a Cash Receipts Journal (CRJ) of a service business; formats and uses of the columns in the CRJ; source documents used to complete the CRJ; entering of cash transactions in the CRJ; closing off the CRJ; effect of cash transactions on the accounting equation			
Weeks 4, 5, 6 (1 hour per week on Entreprene urship)	Entrepreneurship: Factors of production	Capital – borrowed and own capital; labour – unskilled, semi-skilled and skilled labour; role of workers in the business; fair employment practices; natural resources; entrepreneurship; remuneration of the factors of production			
Weeks 7, 8 (1 hour per week on The economy)	The economy: Markets	Types of markets – goods and services market; factor market (labour and financial markets)	45%		
Week 9 - 10	Revision and Consolidation	Mid-year examination must be based on the work covered in terms 1 and 2	50%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 8**

TERM 3

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the second term; give learners an overview of what will be taught during the third term	52.5%		
Weeks 2 – 3	Financial Literacy: Cash Receipts Journal (Service)	Entering of cash transactions in the Cash Receipts Journal (CRJ); closing off of the CRJ; effect of cash transactions on the accounting equation	57.5%		
Weeks 4, 5, 6, 7, 8, 9, 10 (1 hour per week on Financial Literacy)	Financial literacy: Cash Payments Journal (service)	Concept of a Cash Payments Journal (CPJ) of a service business; formats and uses of the columns in the CPJ; source documents used to complete a CPJ; entering of cash transactions in the CPJ; closing off of the CPJ; effect of cash transactions on the accounting equation; entering combined transactions in the CRJ and CPJ; closing off of CRJ and CPJ; effect of cash transactions on the accounting equation			
Weeks 4, 5, 6, 7, 8, 9, 10 (1 hour per week on Entrepren eurship)	Entrepreneurship: Forms of ownership	Sole traders; partnerships; close corporations; private and public companies; characteristics; advantages and disadvantages; their role in sustainable job creation; role in sustainable use of natural resources	75%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 8**

TERM 4

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term	77.5%		
Weeks 2-6 (1 hour per week on Entrepreneurship)	Entrepreneurship: Levels and functions of management	Different levels of management; management tasks such as planning, organising, leading, and controlling; characteristics of good management; different styles of management – autocratic style, permissive or free-reign style (laissez-fair), democratic or participatory style			
Weeks 2-9 (1 hour per week on Accounting)	Financial literacy: General Ledger and Trial Balance (service)	The double entry-principle; the “T” accounts; format of the General Ledger; sections within the General Ledger; opening accounts in the General Ledger; posting/recording of transactions from the CRJ and CPJ of the service business to the General Ledger, balancing of the General Ledger; preparing of a Trial Balance of a service business			
Weeks 7-9 (1 hour per week on exam prep)	Examination preparations	Revise the work covered throughout the year; study techniques; examination writing skills	97.5%		
Week 10	Revision and Consolidation	The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4	100%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 9**

TERM 1

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision:	Revise Grade 8 work; give learners an overview of what will be taught during the first term	2.5%		
Weeks 2, 3, 4 (1 hour per week for Accounting)	Financial literacy: Cash Receipts Journal and Cash Payments Journal (sole trader)	Cash transactions of a trading business; effect of cash transactions on the accounting equation			
Weeks 2, 3, 4 (1 hour per week for The economy)	The economy: Economic systems	The three major economic systems: a planned economy, market economy and mixed economy; origin of each system; advantages and disadvantages of each economic system; characteristics of each economic system; the global economy	10%		
Weeks 5- 10 (1 hour per week for Accounting)	Financial literacy: General Ledger and trial balance (sole trader)	Posting of cash transactions of a trading business from Cash Receipts Journal (CRJ) and Cash Payments Journal (CPJ) to General Ledger; preparing of a trial balance of a trading business			
Weeks 5- 10 (1 hour per week for The economy)	The economy: The circular flow	The participants in the circular flow of a closed economy; flow of goods and services, money and factors of production in the circular flow of a closed economy; illustrate by using a flow diagram	25%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 9**

TERM 2

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the first term; give learners an overview of what will be taught during the second term	27.5%		
Weeks 2-7 (1 hour per week for Accounting)	Financial literacy: Credit transactions – debtors	Credit sales; debtors; National Credit Act; debtors allowance; accounting cycle; recording of transactions to Debtors Journal (DJ); Debtors Allowance Journal (DAJ); recording of receipts from debtors in the Cash Receipts Journal (CRJ)			
Weeks 2-7 (1 hour per week for The economy)	The economy: Price theory	Law of demand, demand schedule and graphical illustration of the demand curve; law of supply, supply schedule and graphical illustration of the supply curve; equilibrium price and quantity; change in quantity demanded; change in quantity supplied; increase and decrease in demand; increase and decrease in supply; graphical illustration of the change in demand and the change in supply	42.5%		
Weeks 8 – 9	Entrepreneurship : Sectors of the economy	The primary sector, the secondary sector, the tertiary sector; types of businesses found in the three sectors; the interrelationship of the three sectors; sustainable use of resources in the three sectors; the role of the three sectors in the economy; types of skills required in each sector	47.5%		
Week 10	Revision and Consolidation	Mid-year examination must be based on the work covered in terms 1 and 2	50%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 9**

TERM 3

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the second term; give learners an overview of what will be taught during the third term	52.5%		
Weeks 2, 3, 4, 5 (1 hour per week for The economy)	The economy: Trade unions	Concept of trade unions; brief historical development of trade unions; the roles and responsibilities of trade unions in South Africa; effect of trade unions in businesses; contribution of trade unions to sustainable growth and development			
Weeks 2, 3, 4, 5 (1 hour per week for Accounting)	Financial literacy: Credit transactions – debtors	Posting to the Debtors Ledger and General Ledger; effect of credit transactions on the accounting equation	62.5%		
Weeks 6, 7, 8 (1 hour per week for Accounting)	Financial literacy: Credit transactions – creditors	Creditors; creditors allowance; accounting cycle; recording of transactions in the Creditors Journal (CJ) and Creditors Allowance Journal (CAJ)			
Weeks 6, 7, 8 (1 hour per week for Entrepreneur)	Entrepreneurship: Functions of a business	Functions of a business: administration, purchasing, marketing, finances, public relations, human resources, production, general management, and risk management; characteristics of the business functions; role and importance of the business functions	70%		
Weeks 9 – 10	Financial literacy: Credit transactions – creditors	Recording of payments to creditors in the Cash Payments Journal (CPJ); posting to the Creditors Ledger and General Ledger; effect of credit transactions on the accounting equation	75%		

**ECONOMIC AND MANAGEMENT SCIENCES
ANNUAL TEACHING PLAN
GRADE 9**

TERM 4

Week (2 hours per week)	Topic	Content	% Syllabus completion	Date Completed	Comments
Week 1	Revision	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term	77.5%		
Weeks 2-7 (1 hour per week for Financial literacy)	Financial literacy: Transactions – cash and credit	Recording of cash and credit transactions of a sole trader in the subsidiary journals; posting to the Debtors Journal (DJ), Debtors Allowance Journal (DAJ), Creditors Journal (CJ), Creditors Allowance Journal (CAJ) and General Ledger; preparing of a trial balance			
Weeks 2-7 (1 hour per week for Entrepreneurship)	Entrepreneurship: Business plan	Concept of a business plan; components of a business plan; format of a business plan [the front cover, table of contents, description of the product or services offered by the business, goals of the business, the business owner, production plan, marketing plan, management plan, SWOT (strengths, weaknesses, opportunities, threats) analysis and conclusion]; financial plan (fixed and variable costs, break-even points, mark-up on sales, profit percentage)	92.5%		
Weeks 8 – 9	Examination preparations	Revise the work covered throughout the year; study techniques; examination writing skills	97.5%		
Week 10	Revision and Consolidation		100%		

MULTI-GRADE ANNUAL TEACHING PLAN FOR ECONOMIC AND MANAGEMENT SCIENCES
SENIOR PHASE: 7 – 9
TERM 1

CONTENT		GRADE 7				GRADE 8		GRADE 9	
Week 2 Hrs per week		Economy: History of money • Traditional societies		Economy: History of money • Bartering		Economy: Government • Meaning of government		Economy: Government • Different levels of government	
Week 1		Economy: History of money • Traditional societies		Economy: History of money • Bartering		Economy: Government • Meaning of government		Economy: Government • Different levels of government	
Week 2		Economy: History of money • Promissory notes		Economy: History of money • Coins and paper money		Economy: Government • Role of the different levels of government in respect of households as consumers and producers.		Economy: Government • Role of the different levels of government in respect of households as consumers and producers.	
Week 3		Economy: History of money • Electronic banking.		Economy: History of money • The role of money.		Economy: Government • Role of government in the use of resources and services as consumers and producers.		Economy: Government • Role of government in the use of resources and services as consumers and producers.	
Week 4		Needs and wants • Basic needs of individuals, families and countries.		Needs and wants • Primary and secondary needs.		National Budget • Government revenue (Direct tax).		National Budget • Government revenue (Indirect tax).	
		Economy: Economic Systems • Planned; market and mixed economic systems.		Economy: Economic Systems • Advantages, disadvantages and characteristics of each economic system.		Economy: Economic Systems • Flow of goods and services (Illustrate by means of a graph).		Economy: Economic Systems • Flow of goods and services (Illustrate by means of a graph).	
		Economy: Economic Systems • Origin and history of each economic systems		Economy: Economic Systems • Global economy.		Circular Flow • Participants in a closed economy.		Circular Flow • Money and factors of production in the circular flow of a closed economy (Illustrate by means of a graph).	

Week 5	<ul style="list-style-type: none"> Unlimited wants <p>(ASSIGNMENT)</p>	Limited resources to satisfy needs and wants.	Government expenditure on services. (DATA RESPONSE)	Influence of national budget on growth.	Financial Literacy: Cash Receipts Journal and Cash Payments Journal CPJ of a sole trader
Week 6	Goods and services Examples of goods and services.	Goods and services Producers and consumers.	Influence of national budget on redressing inequalities.	Continue with redressing inequalities.	Financial Literacy: Cash Receipts Journal and Cash Payments Journal CRJ of a sole trader (ASSIGNMENT) CRJ and CPJ of a sole trader.
Week 7	The role of households as consumers.	The role of households as producers.	Markets Types of markets - goods market	Markets Types of markets – services markets	General Ledger Posting to the general ledger (CPJ)
Week 8	Using goods and services efficiently and effectively.	Recycle and reuse	Factor market (labour)	Factor market (financial markets)	Balancing the accounts in the general ledger.
Week 9	REVISION	REVISION	REVISION	REVISION	REVISION
Week 10	TEST	TEST	TEST	TEST	TEST
					Trial Balance Preparing a Trial Balance

MULTI-GRADE ANNUAL TEACHING PLAN FOR ECONOMIC AND MANAGEMENT SCIENCES
SENIOR PHASE: 7 – 9
TERM 2

	CONTENT					
	GRADE 7		GRADE 8		GRADE 9	
Week 1	Financial Literacy: • Accounting concepts	Financial Literacy: • Accounting concepts	Financial Literacy: • Accounting concepts	Financial Literacy • Accounting concepts (revision of gr. 7+8 work)	Financial Literacy Introduction to National Credit Act	Financial Literacy Introduction to National Credit Act
Week 2	Accounting concepts	Accounting concepts	Overview of Accounting cycle Accounting Cycle	Overview of Accounting cycle Accounting Cycle	Accounting cycle – posting from DJ to General Ledger	Accounting cycle – posting from DJ to General Ledger
Week 3	Income and expenses	Income and expenses	Source documents	Source documents	Introduction to DJ and first activity on the DJ	Introduction to DJ and first activity on the DJ
Week 4	Income and expenses	Income and expenses	Introduction to the Cash Receipts Journal	Cash Receipts Journal (format)	Debtors' allowances Explanation and notes (DAJ)	Recording transactions in the DJ, DAJ, CRJ (receipts from debtors)
Week 5	Statement of Net Worth	Statement of Net Worth	Cash Receipts Journal (example)	Recording cash receipts	Recording transactions in the DJ, DAJ, CRJ	Posting to the General Ledger from the DJ, DAJ, CRJ
Week 6	Statement of Net Worth	Statement of Net Worth	Recording cash receipts	Recording cash receipts	Posting of DJ, DAJ and CRJ to the Debtor's Ledger.	Effect of cash and credit transactions on the Accounting equation
Week 7	Budgets (Personal budget)	Budgets (Personal budget)	Accounting equation	Accounting equation	The economy: Price theory	The economy: Price theory
Week 8	The economy: Production process	The economy: Production process	Entrepreneurship: Factors of production	Entrepreneurship: Factors of production	Price theory	Price theory
Week 9	Production process	Production process	Factors of production • Importance of fair labour practices	Factors of production	Price theory	Price theory
Week	Mid-year exams	Mid-year exams	Mid-year exams	Mid-year exams	Mid-year exams	Mid-year exams

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MULTI-GRADE ANNUAL TEACHING PLAN FOR ECONOMIC AND MANAGEMENT SCIENCES SENIOR PHASE: 7 – 9

TERM 3

		GRADE 7		GRADE 8		GRADE 9	
Week 1	The economy: • Inequality and poverty	The economy: • Inequality and poverty	The economy: • Standard of living	The economy: • Standard of living	The economy: • Introduction to trade unions	The economy: • Introduction to trade unions	The economy: • Introduction to trade unions
Week 2	• Inequality and poverty	• Inequality and poverty	Financial Literacy: CPJ service enterprise • Introduction	Financial Literacy: CPJ service enterprise • Format	Trade unions	Trade unions	Trade unions
Week 3	• Inequality and poverty	• Inequality and poverty	• Source documents	• Source documents	Financial Literacy: Introduction to CJ	Financial Literacy: Recording credit purchases in CJ	Financial Literacy: Recording credit purchases in CJ
Week 4	Financial Literacy: • Savings	Financial Literacy: • Savings	CPJ service enterprise	CPJ service enterprise	CJ and CAJ	CJ, CAJ,	CJ, CAJ,
Week 5	• Savings	• Savings	CPJ service enterprise	CRJ and CPJ	Posting to the General Ledger from the CJ, CAJ, CPJ	Posting to the General Ledger and CL from the CJ, CAJ, CPJ	Posting to the General Ledger and CL from the CJ, CAJ, CPJ
Week 6	• Savings	• Savings	CRJ and CPJ	Accounting Equation • Effect on the Accounting equation – Cash transactions	Posting to the General Ledger and Creditors Ledger from the CJ, CAJ, CPJ	Accounting Equation • Effect of cash and credit transactions on the Accounting equation	Accounting Equation • Effect of cash and credit transactions on the Accounting equation
Week 7	Entrepreneurship • Characteristics of an entrepreneur	Entrepreneurship: Skills of an entrepreneur Entrepreneurial actions of buying, selling, producing and making a profit.	Accounting Equation • Effect on the Accounting equation	Accounting Equation • Effect on the Accounting equation	Entrepreneurship: Sectors of the economy: Primary Sector (Types of businesses and skills needed)	Entrepreneurship: Sectors of the economy: Secondary (Types of businesses and skills needed)	Entrepreneurship: Sectors of the economy: Secondary (Types of businesses and skills needed)

Week 8	<p>Starting a business Needs and wants SWOT analysis</p>	<p>Starting a business</p> <ul style="list-style-type: none"> • Setting goals • Advertising 	<p>Entrepreneurship: Levels of management</p> <ul style="list-style-type: none"> • Levels of management 	<p>Entrepreneurship: Functions of management:</p> <ul style="list-style-type: none"> • planning and organising 	<p>Entrepreneurship: Sectors of the economy:</p> <ul style="list-style-type: none"> • Tertiary (Types of businesses and skills needed) 	<p>Entrepreneurship: Sectors of the economy:</p> <ul style="list-style-type: none"> • Interrelationships, of resources in the three sectors • The role of each sector in the economy
Week 9	<p>Planning for Entrepreneurs Day</p> <ul style="list-style-type: none"> • (budget, fixed and variable costs, cost +selling price) 	<p>Entrepreneurs day</p> <ul style="list-style-type: none"> • Hosting • Preparing income and expenditure statements. 	<p>Functions of management:</p> <ul style="list-style-type: none"> • Leading and Control. • Characteristics of good management 	<p>Different management styles</p> <ul style="list-style-type: none"> • Democratic, autocratic and free rein 	<p>Functions of a business:</p> <ul style="list-style-type: none"> • Introduction, administration and purchasing function 	<p>Functions of a business:</p> <ul style="list-style-type: none"> • Marketing, financial, public relations, human resources function
Week 10	<p>Revision activities and test</p>	<p>Revision activities and test</p>	<p>Revision activities and test</p>	<p>Revision activities and test</p>	<p>Functions of a business:</p> <ul style="list-style-type: none"> • production, general role of functions 	<p>Test</p>

MULTI-GRADE ANNUAL TEACHING PLAN FOR ECONOMIC AND MANAGEMENT SCIENCES
SENIOR PHASE: 7 – 9
TERM 4

	GRADE 7		GRADE 8		GRADE 9	
Week 1	Financial Literacy: <ul style="list-style-type: none"> Budgets (Business budget) 	Financial Literacy: <ul style="list-style-type: none"> Double entry Principle T-accounts 	Financial Literacy: <ul style="list-style-type: none"> Double entry Principle T-accounts 	Financial Literacy: <ul style="list-style-type: none"> Recording of cash and credit transactions 	Financial Literacy: <ul style="list-style-type: none"> Posting of cash and credit transactions to the General Ledger and Creditors Ledger. 	
Week 2	Entrepreneurship: <ul style="list-style-type: none"> Budgets (business budget) 	<ul style="list-style-type: none"> General Ledger 	<ul style="list-style-type: none"> General Ledger 	<ul style="list-style-type: none"> Recording of cash and credit transactions 	<ul style="list-style-type: none"> Posting of cash and credit transaction to the General Ledger and Debtors Ledger. Prepare the Trial Balance 	
Week 3	Businesses <ul style="list-style-type: none"> Formal and informal businesses. 	<ul style="list-style-type: none"> Posting to the General Ledger Prepare the Trial Balance 	<ul style="list-style-type: none"> Prepare the Trial Balance 	Entrepreneurship: <ul style="list-style-type: none"> Business plan: <ul style="list-style-type: none"> Concepts Components and format 	Entrepreneurship: <ul style="list-style-type: none"> Business plan: <ul style="list-style-type: none"> Description of products/services Goals 	
Week 4	Businesses <ul style="list-style-type: none"> Service businesses 	Entrepreneurship: <ul style="list-style-type: none"> Forms of ownership <ul style="list-style-type: none"> Sole trader Partnership and Close corporation Characteristics Advantages and disadvantages Role in sustainable job creation Role in sustainable use of natural resources. 	<ul style="list-style-type: none"> Forms of ownership <ul style="list-style-type: none"> Partnership and Close corporation Characteristics Advantages and disadvantages Role in sustainable job creation Role in sustainable use of natural resources. 	Business plan: <ul style="list-style-type: none"> Production plan Marketing plan Management plan 	Business plan: <ul style="list-style-type: none"> SWOT-analysis Extra Case study on SWOT-analysis 	
Week 5	Businesses <ul style="list-style-type: none"> Impact of natural disasters and health epidemics on businesses. 	Forms of ownership <ul style="list-style-type: none"> Private and public companies. Characteristics Advantages and disadvantages Role in sustainable job creation 	Forms of ownership <ul style="list-style-type: none"> Private and public companies. Characteristics Advantages and disadvantages Role in sustainable job creation 	Financial plan <ul style="list-style-type: none"> Fixed and variable costs. Breakeven point. 	Financial plan <ul style="list-style-type: none"> Mark-up Cost price Selling price. 	

Week 6-10	REVISION FINAL EXAMINATION	REVISION FINAL EXAMINATION	-Role in sustainable use of natural resources.	REVISION FINAL EXAMINATION	REVISION FINAL EXAMINATION	REVISION FINAL EXAMINATION
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PROGRAMME OF ASSESSMENT TERM 1

	Grade 7		Grade 8		Grade 9	
Form of Assessment	Assignment	Controlled Test	Data Response	Controlled test	Assignment	Controlled test
Tool of assessment	Memo/Rubric	Memo	Memo/Rubric	Memo	Memo/Rubric	Memo
Total Marks	30 Marks	50 Marks	30 Marks	50 Marks	50 Marks	100 Marks
Date of completion	Week 5	Week 10	Week 5	Week 10	Week 5	Week 10
Time allocation		60 minutes		60 minutes		60 minutes

TERM 2

	Grade 7		Grade 8		Grade 9	
Form of Assessment	Case Study	Mid-year Exam	Project	Mid-year Exam	Class test	Mid-year Exam
Tool of assessment	Rubric/ Memo	Memo	Rubric/checklist	Memo	Memo	Memo
Total Marks	30 Marks	100 Marks	50 Marks	100 Marks	50 Marks	150 Marks
Date of completion	Week 6	Week 9	Week 6	Week 9	Week 7	Week 9
Time allocation		90 minutes		90 minutes		90 minutes

TERM 3

	Grade 7		Grade 8		Grade 9	
Form of Assessment	Project	Controlled test	Case Study	Controlled test	Project	Controlled test
Tool of assessment	Rubric / Checklist	Memo	Rubric/Memo	Memo	Rubric/ Memo	Memo
Total Marks	50 Marks	50 Marks	30 Marks	50 Marks	50 Marks	100 Marks
Date of completion	Week 6	Week 10	Week 7	Week 10	Week 5	Week 10
Time allocation		60 minutes		60 minutes		60 minutes

TERM 4

	Grade 7		Grade 8		Grade 9	
Form of Assessment	Final Examination					
Tool of assessment	Memo	Memo	Memo	Memo	Memo	Memo
Total Marks	150 Marks	150 Marks	150 Marks	150 Marks	200 Marks	200 Marks
Date of completion	Week 10					
Time allocation	120 minutes					

LESSON PLANS



Tool: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
EVIDENCE OF ASSESSMENT Teacher: Learners:		EVIDENCE OF ASSESSMENT Teacher: Learners:	
LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
Period 1:	Period 1:	Period 1:	Period 1:
Introduction:			
TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
Period 2:	Period 2:	Period 2:	Period 2:
Introduction:			
TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
Resources:		Resources:	
Teacher's comments / reflection:			
HOD's input: monitoring and support			

MULTI -GRADE PERIOD PLANNING TERM 1



ECONOMIC AND MANAGEMENT SCIENCES
MULTI GRADE PERIOD PLANNING

GRADE: 7 - 9

PERIOD PLANNING – TERM 1

GR. 7		GR. 8		GR. 9	
WEEKS					
WEEK 1	<p>Period 1 Economy: History of money</p> <ul style="list-style-type: none"> • Traditional societies 	<p>Period 2 Economy: History of money</p> <ul style="list-style-type: none"> • Bartering 	<p>Period 1 Economy:</p> <ul style="list-style-type: none"> • Meaning of government 	<p>Period 2 Economy:</p> <ul style="list-style-type: none"> • Different levels of government 	<p>Period 1 Economy:</p> <ul style="list-style-type: none"> • Planned; market and mixed economic systems. <p>Period 2 Economy:</p> <ul style="list-style-type: none"> • Origin and history of each economic systems
WEEK 2	<p>Period 3 Economy: History of money</p> <ul style="list-style-type: none"> • Promissory notes 	<p>Period 4 Economy: History of money</p> <ul style="list-style-type: none"> • Coins and paper money 	<p>Period 3 Economy:</p> <ul style="list-style-type: none"> • Role of the different levels of government in respect of households as consumers and producers. 	<p>Period 4 Economy:</p> <ul style="list-style-type: none"> • Role of the different levels of government in respect of households as consumers and producers. 	<p>Period 3 Economy:</p> <ul style="list-style-type: none"> • Advantages, disadvantages and characteristics of each economic system. <p>Period 4 Economy:</p> <ul style="list-style-type: none"> • Global economy.
WEEK 3	<p>Period 5 Economy: History of money</p> <ul style="list-style-type: none"> • Electronic banking. 	<p>Period 6 Economy: History of money</p> <ul style="list-style-type: none"> • The role of money. 	<p>Period 5 Economy:</p> <ul style="list-style-type: none"> • Role of government in the use of resources and services as consumers and producers. 	<p>Period 6 Economy:</p> <ul style="list-style-type: none"> • Role of government in the use of resources and services as consumers and producers. 	<p>Period 5 Economy:</p> <ul style="list-style-type: none"> • Circular flow of a closed economy. <p>Period 6 Economy:</p> <ul style="list-style-type: none"> • Participants in a closed economy..
WEEK 4	<p>Period 7 Economy:</p> <ul style="list-style-type: none"> • Basic needs of individuals, families and countries. 	<p>Period 8 Economy:</p> <ul style="list-style-type: none"> • Primary and secondary needs. 	<p>Period 7 Economy:</p> <ul style="list-style-type: none"> • Government revenue (Direct tax). 	<p>Period 8 Economy:</p> <ul style="list-style-type: none"> • Government revenue (Indirect tax). 	<p>Period 7 Economy:</p> <ul style="list-style-type: none"> • Flow of goods and services (Illustrate by means of a graph). <p>Period 8 Economy:</p> <ul style="list-style-type: none"> • Money and factors of production in the circular flow of a closed economy (Illustrate by means of a graph).

WEEK 5	Period 9 Economy: Unlimited wants (ASSIGNMENT)	Period 10 Economy: Limited resources to satisfy needs and wants.	Period 9 Economy: Government expenditure on services. (DATA RESPONSE)	Period 10 Economy: Influence of national budget on growth.	Period 9 Financial Literacy: CRJ of a sole trader (ASSIGNMENT)	Period 10 Financial Literacy: CPJ of a sole trader
WEEK 6	Period 11 Economy: Examples of goods and services.	Period 12 Economy: Producers and consumers.	Period 11 Economy: Influence of national budget on redressing inequalities.	Period 12 Economy: Continue with redressing inequalities.	Period 11 Financial Literacy: CRJ and CPJ of a sole trader.	Period 12 Financial Literacy: Effect of cash transactions on the accounting equation.
WEEK 7	Period 13 Economy: The role of households as consumers.	Period 14 Economy: The role of households as producers.	Period 13 Economy: Types of markets - goods market	Period 14 Economy: Types of markets – services markets	Period 13 Financial Literacy: Posting to the general ledger (CRJ)	Period 14 Financial Literacy Posting to the general ledger (CPJ)
WEEK 8	Period 15 The economy: Using goods and services efficiently and effectively.	Period 16 The economy: Recycle and reuse	Period 15 Economy: Factor market (labour)	Period 16 Economy: Factor market (financial markets)	Period 15 Financial Literacy: Posting from both CRJ and CPJ to the general ledger.	Period 16 Financial Literacy: Balancing the accounts in the general ledger.
WEEK 9	Period 17 REVISION	Period 18 REVISION	Period 17 REVISION	Period 18 REVISION	Period 17 Financial Literacy: Preparing a Trial Balance	Period 18 Revision
WEEK 10	Period 19 TEST	Period 20 TEST	Period 19 TEST	Period 20 TEST	Period 19 TEST	Period 20 TEST

TERM 1 LESSON PLANS



GR. 7-9 EMS MULTI-GRADE LESSON PLANS – TERM 1 LESSON PLAN 1

TERM 1: Week 1

GRADE 7 – 9

GRADE 7		GRADE 8		GRADE 9	
Topic: ECONOMY Sub-topic: History of money	Duration: 2 of 6 hours Start date: Completed date:	Topic: ECONOMY Sub-topic: The government	Duration: 2 of 6 hours Start date: Completed date:	Topic: ECONOMY Sub-topic: Economic systems	Duration: 2 of 4 hours Start date: Completed date:
Prior content knowledge: General knowledge on the use of money in the household	Link with next lesson: Needs and wants	Prior content knowledge: Basic needs of individuals, families, communities and countries	Link with next lesson: National budget	Prior content knowledge: The role of the different levels of government in respect of businesses in the use of resources.	Link with next lesson: Cash journals
Content: Period 1-6 <ul style="list-style-type: none"> • Traditional societies B • Bartering • Promissory notes • Coins and paper money • Electronic banking • The role of money 	Vocabulary/ Important Words: Period 1-6 <ul style="list-style-type: none"> • Traditional • Ancient • Khoisans • Money • bartering • Promissory note • Electronic banking 	Content: Period 1-6 <ul style="list-style-type: none"> • Meaning of government. • Different levels of government • Roles of the different levels of government in respect of households (as consumers and producers) • Role of government in respect of businesses in the use of resources and services (both as consumers and producers). 	Vocabulary/ Important Words: Period 1-6 <ul style="list-style-type: none"> • Government • Household • Resources. • Services. • Producer • Consumer • Municipality • Metropolitan 	Content: Period 1-4 <ul style="list-style-type: none"> • Planned market and mixed economic system • Origin and history of the economic system. • Advantage, disadvantage and characteristic of each economic system. • Global economy 	Vocabulary/ Important Words: Period 1-4 <ul style="list-style-type: none"> • Planned, origin, market economic systems. • Global, mixed economy, command economy • Market economy, productive resources

<ul style="list-style-type: none"> Exports, imports and globalization. 						
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <p>Period1-4</p> <ul style="list-style-type: none"> Distinguish between planned and mixed economy systems. Trace the origin and history of each economic system Understand the advantages, disadvantages and characteristics of each economic system Understand the concept of global economy. 		<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> Explain the concept 'government' in their own words. Identify the levels of government Understand the roles of the different levels of government in the society. Appreciate the role of government in respect of businesses in the use of resources and services. 		<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> Trace the history of money. Understand the importance of money in the economy. Differentiate between needs and wants. Understand the link between primary and secondary needs. Appreciate the limited resources to satisfy unlimited wants. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> Trace the history of money. Understand the importance of money in the economy. Differentiate between needs and wants. Understand the link between primary and secondary needs. Appreciate the limited resources to satisfy unlimited wants. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> Trace the history of money. Understand the importance of money in the economy. Differentiate between needs and wants. Understand the link between primary and secondary needs. Appreciate the limited resources to satisfy unlimited wants.
<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Create a BLANK form with columns for exports and imports clearly labeled. Learners complete the form by 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Learners compile lists of what they would like the government to do for them taking into consideration the limited resources in their locality. Ask learners to state the 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Learners compile lists of what they would like the government to do for them taking into consideration the limited resources in their locality. Ask learners to state the 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Learners compile lists of what they would like the government to do for them taking into consideration the limited resources in their locality. Ask learners to state the 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other:

	<p>flashcards. As the teacher calls out an item, learners must flash the card that correctly identifies it as a good or service.</p> <ul style="list-style-type: none"> Learners compile lists of services rendered by employed members of their respective households (sensitivity on the part of the teacher should be observed). 		<p>three levels of government and any four core responsibilities of each level.</p>	<p>populating it with ten exports from South Africa and ten imports to South Africa.</p> <ul style="list-style-type: none"> Learners prepare individual written presentations on the difference between the informal and formal economy.
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p>				
<p>Form of Assessment: Define vocabulary words</p>	<p>Form of Assessment: Glossary in textbook</p>	<p>Form of Assessment: Define vocabulary words</p>	<p>Form of Assessment: Glossary in textbook</p>	<p>Form of Assessment: Define all vocabulary words</p>
<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Activities are peer marked, corrected, signed and dated. Notes given by teacher are checked and teacher comments in the learners' books. <p>Learners:</p>	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p>	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

<ul style="list-style-type: none"> Notes and activities are completed by the learners in their exercise books. 	<ul style="list-style-type: none"> All work is marked and corrected by the learner and controlled by the teacher. 	<p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1: LEARNERS' ACTIVITIES</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1: LEARNERS' ACTIVITIES</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1: TEACHER'S ACTIVITIES</p>
<p>INTRODUCTION:</p> <ul style="list-style-type: none"> Explain that all nations, regardless of the type of economic system they may have, face the same basic economic problem of deciding how to use scarce resources to satisfy the wants of their citizens. Point out that this problem is universal and that no system can provide all the goods and services that its citizen desire. Discuss the learners' wishes and ask them to give more examples of everyday and long term wants that people have. Explain that goods are things that you can touch that are produced to satisfy needs and wants. Give examples. Explain the public policies a nation adopts to deal with issues related to this basic economic problem to reflect the importance a nation places on different broad social goals, including economic efficiency, equity, freedom, growth, security and stability. Explain that economic efficiency means an economy is using its limited resources to produce the most goods and services possible to satisfy people's wants and is also producing the kinds of goods and services that people want the most. Emphasize that to achieve economic efficiency decisions about the use of resources to produce additional goods and services must be made by analyzing the costs incurred and benefits received. It is within this context that the government, business and households come in to play very important roles. Explain that to enable individuals and society at large to benefit from the goods and services provided the exchange of money has to take place. Do not forget to mention that before the advent of money, goods and services were exchanged through a barter system. Allow learners' questions and discussions. 		
<p>History of money</p> <ul style="list-style-type: none"> Instruct learners to write any currencies they know on their exercise books and their respective countries. Explain to learners that the history of money dates back to the 	<p>The Government</p> <ul style="list-style-type: none"> Explain that "government" is the political control exercised over the actions of the members, citizens, or inhabitants of communities, societies and states. 	<p>History of money</p> <ul style="list-style-type: none"> Write down the currencies and their respective countries in their books.
<p>Economic Systems</p> <ul style="list-style-type: none"> Define an economic system as the way people decide to organize production, distribution and consumption. Explain that the decisions people must make on production, 	<p>The Government</p> <ul style="list-style-type: none"> Listen to the teacher when the new concepts are explained. Ask clarity seeking questions. 	<p>Economic Systems</p> <ul style="list-style-type: none"> Listen to the teacher and ask clarity seeking questions Answer questions posed by the teacher.

<p>beginning of human kind when people used the barter system to trade.</p> <ul style="list-style-type: none"> • Explain that this system had many short comings leading to the introduction of cowry 'money' in trade and then at around 1000 BC, the Chinese came up with a system of using metal tools as money. Silver, gold and bronze coins were then introduced by the Persian and Roman empires and soon after leather and paper money. • Indicate to learners that long ago people provided for their own needs. • Explain that long ago people were self-sufficient and lived on what was provided by nature. • Explain to the learners that there was no trade nor money, • Indicate to the learners that self-sufficient societies lived by hunting, gathering and cultivation. • Give learners Activity 7.1.1 on self-sufficient societies as homework. 	<ul style="list-style-type: none"> • Listen to the teacher's explanation. • Ask clarity seeking questions • Respond to the teacher's questions. • Write down notes in note books 	<ul style="list-style-type: none"> • Government is necessary to the existence of civilised society. 	<ul style="list-style-type: none"> • Discuss among themselves and explain to the teacher their understanding of the key concepts mentioned by the teacher • Write the concepts mentioned by the teacher and their meanings in their note books. 	<p>consumption and distribution are:</p> <ul style="list-style-type: none"> ➤ What to produce? ➤ How to produce? ➤ For whom? • Explain that there are different types of economic systems and each economic system answers these three questions. • Task learners to do the given activity on economic systems. 	<ul style="list-style-type: none"> • Do the activity at home.
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Period 2: TEACHER'S ACTIVITIES	Period 2: LEARNERS' ACTIVITIES	Period 2: TEACHER'S ACTIVITIES	Period 2: LEARNERS' ACTIVITIES	Period 2: TEACHER'S ACTIVITIES	Period 2: LEARNERS' ACTIVITIES
<p>History of money:</p> <ul style="list-style-type: none"> Mark the activity 7. 1.1 from period 1 with the learners. Explain that money did not always exist. Prior to money, bartering was the only way of trading. Indicate to learners that bartering was not very efficient, such as trading animals for maize meal. Assign learners to research ten countries that trade between themselves and write down the products they trade in (Activity 7.1.2). 	<p>History of money:</p> <ul style="list-style-type: none"> Learners mark their own books on activity 7.1.1 from period 1. Learners listen to the teacher's explanation and write down important information on their books. Do the research activity as home work. 	<p>The Government</p> <ul style="list-style-type: none"> Explain to learners that in South Africa the levels of government are: National, Provincial and Local. Mention that Provincial governments are managed by Premiers. Prompt learners to mention the provinces in South Africa and their respective Premiers as class work (Activity 8.1.2). 	<p>The Government</p> <ul style="list-style-type: none"> Listen to the teacher when he explains the new concepts on the levels of government. Listen to the teacher's explanation and ask clarity seeking questions. Do the activity on naming provinces and their premiers as class work. 	<p>Economic Systems:</p> <ul style="list-style-type: none"> Explain that when central authority, such as a government, makes the decisions about what, how and for whom to produce, the economic system is called command system. Explain that when the producers and consumers make decisions about what, how and for whom to produce, the society has a market economy Display the table on the economic systems and ask learners to complete it. 	<p>Economic Systems:</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on the command system and ask clarity seeking questions. Pay attention to new concepts and write down in their exercise books. Answer questions posed by the teacher and fill in the table in their exercise books.
<p>Resources:</p> <ul style="list-style-type: none"> Textbook Chalkboard and chalk 	<p>Resources:</p> <ul style="list-style-type: none"> Text book Chalkboard and chalk Other exemplar textbooks 	<p>Resources:</p> <p>Use any activities from any suitable CAPS textbook.</p> <ul style="list-style-type: none"> Text books Learners' exercise books etc. 	<p>Resources:</p> <p>Use any activities from any suitable CAPS textbook.</p> <ul style="list-style-type: none"> Text books Learners' exercise books etc. 	<p>Resources:</p> <p>Use any activities from any suitable CAPS textbook.</p> <ul style="list-style-type: none"> Text books Learners' exercise books etc. 	<p>Resources:</p> <p>Use any activities from any suitable CAPS textbook.</p> <ul style="list-style-type: none"> Text books Learners' exercise books etc.

Teacher's comments / reflection:
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HOD's input: monitoring and support
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LESSON PLAN 2

Economic and Management Sciences Week 2

GRADE 7 – 9

TERM 1:

GRADE 7	GRADE 8	GRADE 9	
<p>Topic: ECONOMY</p> <p>Sub-topic: History of money (Period 3+4)</p> <p>Duration: 2 of 4 hours</p> <p>Start date:</p> <p>Completed date:</p>	<p>Topic: ECONOMY</p> <p>Sub-topic: The Government (Period 3+4)</p> <p>Duration: 2 of 4 hours</p> <p>Start date:</p> <p>Completed date:</p>	<p>Topic: ECONOMY</p> <p>Sub-topic: Economic Systems (Period 3+4)</p> <p>Duration: 2 of 2 hours</p> <p>Start date:</p> <p>Completed date:</p>	<p>Link with next lesson:</p> <p>Needs and wants</p>
<p>Prior content knowledge:</p> <p>General knowledge on the use of money in the household</p>	<p>Prior content knowledge:</p> <p>Basic needs of individuals, families, communities and countries</p>	<p>Prior content knowledge:</p> <p>The role of the different levels of government in respect of businesses in the use of resources</p>	<p>Link with next lesson:</p> <p>Cash journals</p>
<p>Content:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> • Traditional societies • Bartering • Promissory notes • Coins and paper money • Electronic banking • The role of money 	<p>Content:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> • Meaning of government. • Different levels of government • Roles of the different levels of government in respect of households (as consumers and producers) • Role of government in respect of businesses in the use of resources and services (both as consumers and producers). 	<p>Content:</p> <p>Period 1-4</p> <ul style="list-style-type: none"> • Planned market and mixed economic system • Origin and history of the economic system. • Advantage, disadvantage and characteristic of each economic system. • Global economy 	<p>Vocabulary/ Important Words:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> • Government • Household • Resources. • Services. • Producer • Consumer • Municipality • Metropolitan
<p>Content:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> • Traditional societies • Bartering • Promissory notes • Coins and paper money • Electronic banking • The role of money 	<p>Vocabulary/ Important Words:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> • Government • Household • Resources. • Services. • Producer • Consumer • Municipality • Metropolitan 	<p>Vocabulary/ Important Words:</p> <p>Period 1-4</p> <ul style="list-style-type: none"> • Planned, origin, market economic systems. • Global, mixed economy, command economy • Market economy, productive resources • Exports, imports and globalization. 	<p>Vocabulary/ Important Words:</p> <p>Period 1-4</p> <ul style="list-style-type: none"> • Planned, origin, market economic systems. • Global, mixed economy, command economy • Market economy, productive resources • Exports, imports and globalization.

	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> Trace the history of money. Understand the importance of money in the economy. Differentiate between needs and wants. Understand the link between primary and secondary needs. Appreciate the limited resources to satisfy unlimited wants. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <p>Period 1-6</p> <ul style="list-style-type: none"> Explain the concept 'government' in their own words. Identify the levels of government Understand the roles of the different levels of government in the society. Appreciate the role of government in respect of businesses in the use of resources and services. 	
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples to illustrate the Accounting cycle. Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Activities are peer marked, corrected, signed and dated. Notes given by teacher are checked and teacher comments in the learners' books. <p>Learners:</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Activities are peer marked, corrected, signed and dated. Notes given by teacher are checked and teacher comments in the learners' books. <p>Learners:</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Activities are peer marked, corrected, signed and dated. Notes given by teacher are checked and teacher comments in the learners' books. <p>Learners:</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books.

<p>Notes and activities are completed by the learners in their exercise books.</p>	<p>Notes and activities are completed by the learners in their exercise books</p>	<p>Notes and activities are completed by the learner and controlled by the teacher.</p>
LESSON, CLASS WORK AND HOMEWORK:		
LESSON, CLASS WORK AND HOMEWORK: Period 3: TEACHER'S ACTIVITIES	LESSON, CLASS WORK AND HOMEWORK: Period 3: LEARNERS' ACTIVITIES	LESSON, CLASS WORK AND HOMEWORK: Period 3: TEACHERS' ACTIVITIES
<p>History of money</p> <ul style="list-style-type: none"> Mark activity 7.1.2 given as homework together with the learners. Define and explain what promissory notes are. Indicate that it was not always possible to barter or to pay for goods and services immediately, hence people gave promissory notes. Task learners to copy the information that must be contained in the promissory note in their books. 	<p>History of money</p> <ul style="list-style-type: none"> Give answers and mark their own books. Listen to the explanation and ask clarity seeking questions. Make a summary of the vocabulary words in their workbooks. Write a summary on promissory notes in their exercise books. 	<p>The Government</p> <ul style="list-style-type: none"> Ask learners to give answers to the class work given in period 2. Ask learners in groups to discuss why governments are necessary by focusing on revenue collection, provision of education, services, establishment of laws, and regulation of the economy. Explain to learners that households as well as businesses sell services and goods to the government. In that sense the government is a consumer in respect of business.
<p>The Government</p> <ul style="list-style-type: none"> Respond to teacher's questions and mark their own books. Discuss among themselves and explain to the teacher their understanding of the roles of the government. Ask the teacher to explain aspects or information given by other learners to gain better clarity. Contribute to group discussions Participate actively in the class debate. 	<p>Economic Systems</p> <ul style="list-style-type: none"> Give learners answers to the table whilst supervising the marking. Discuss the advantages, disadvantages of the planned /command and market economic system. Give learners homework on the advantages and disadvantages of market economy. 	<p>Economic Systems</p> <ul style="list-style-type: none"> Listen and ask questions. Listen to the teacher's explanation, write down important information on their books and ask questions. Copy the homework activity in their books, start writing and complete at home.

		<ul style="list-style-type: none"> • Give other roles played by the three levels of government aside those mentioned by the teacher. • Listen to the teacher's explanation on how the government becomes a consumer. 			
		<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p>	<p style="text-align: center;">Period 4</p>		
		<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p>	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Listen to the teachers' explanation. • Write down new concepts and ask clarity seeking questions. 		
<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Provide learners with the information that through history, money has taken many different forms including scarce metals. • Go further to make learners aware that as it was becoming difficult to barter, people began to use coins to replace cowrie shells as coins had value. • Explain to learners that paper money was introduced as a result of the shortage of coins; 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Listen to the teachers' explanation. • Write down new concepts and ask clarity seeking questions. 	<p style="text-align: center;">Period 4</p>	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>The Government</p> <ul style="list-style-type: none"> • Give learners Activity 8.1.4 on the roles of government both as a consumer and a producer as class work. 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Listen to the teachers' explanation. • Write down new concepts and ask clarity seeking questions. 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Provide learners with the information that through history, money has taken many different forms including scarce metals. • Go further to make learners aware that as it was becoming difficult to barter, people began to use coins to replace cowrie shells as coins had value. • Explain to learners that paper money was introduced as a result of the shortage of coins;
<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Provide learners with the information that through history, money has taken many different forms including scarce metals. • Go further to make learners aware that as it was becoming difficult to barter, people began to use coins to replace cowrie shells as coins had value. • Explain to learners that paper money was introduced as a result of the shortage of coins; 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Listen to the teachers' explanation. • Write down new concepts and ask clarity seeking questions. 	<p style="text-align: center;">Period 4</p>	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>The Government</p> <ul style="list-style-type: none"> • Do Activity 8.1.4 on the roles of government both as a consumer and a producer. 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Listen to the teachers' explanation. • Write down new concepts and ask clarity seeking questions. 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Provide learners with the information that through history, money has taken many different forms including scarce metals. • Go further to make learners aware that as it was becoming difficult to barter, people began to use coins to replace cowrie shells as coins had value. • Explain to learners that paper money was introduced as a result of the shortage of coins;
<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Provide learners with the information that through history, money has taken many different forms including scarce metals. • Go further to make learners aware that as it was becoming difficult to barter, people began to use coins to replace cowrie shells as coins had value. • Explain to learners that paper money was introduced as a result of the shortage of coins; 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p> <p>History of money</p> <ul style="list-style-type: none"> • Listen to the teachers' explanation. • Write down new concepts and ask clarity seeking questions. 	<p style="text-align: center;">Period 4</p>	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>Economic Systems</p> <ul style="list-style-type: none"> • Discuss the advantages, disadvantages of the mixed economic system. • Explain what the global economy is. • Discuss the advantages and disadvantages of global economy. 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">LEARNERS' ACTIVITIES</p> <p>Economic Systems</p> <ul style="list-style-type: none"> • Participate in the discussion on the advantages and disadvantages of the mixed economic system. • Listen to the explanation on what global economy is. • Participate in the discussion on the advantages and disadvantages of the global economy. 	<p style="text-align: center;">Period 4:</p> <p style="text-align: center;">TEACHER'S ACTIVITIES</p> <p>Economic Systems</p> <ul style="list-style-type: none"> • Discuss the advantages, disadvantages of the mixed economic system. • Explain what the global economy is. • Discuss the advantages and disadvantages of global economy.

<p>hence the introduction of paper money.</p> <ul style="list-style-type: none"> Ask learners to do Activity 7.1.4 and draw/ paste pictures of coins and notes used in South Africa as homework 	<ul style="list-style-type: none"> Do the activity 7.1.4 at home. 					
<p>Resources:</p> <ul style="list-style-type: none"> Textbook Illustrations of different assets and liabilities Illustrations of source documents 	<p>Resources:</p> <ul style="list-style-type: none"> Textbook Illustration of Accounting cycle from any text book 					
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>						
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>						

LESSON PLAN 3

Economic and Management Sciences

GRADE 7 – 9

TERM

1: Week 3

GRADE 7		GRADE 8		GRADE 9	
Topic: ECONOMY: Sub-topic: History of money	Duration: 2 of 2 hours Start date: Completed date:	Topic: ECONOMY Sub-topic: The Government	Duration: 2 of 2 hours Start date: Completed date:	Topic: ECONOMY Sub-topic: The circular flow	Duration: 2 of 4 hours Start date: Completed date:
Prior content knowledge: General knowledge on the use of money in the household	Link with next lesson: Needs and wants	Prior content knowledge: Basic needs of individuals, families, communities and countries	Link with next lesson: National budget	Prior content knowledge: The role of the different levels of government in respect of businesses in the use of resources	Link with next lesson: Cash journals
Content: Period 1-6 <ul style="list-style-type: none"> • Traditional societies • Bartering • Promissory notes • Coins and paper money • Electronic banking • The role of money 	Vocabulary/ Important Words: Period 1-6 <ul style="list-style-type: none"> • Traditional • Ancient • Khoisans • Money • bartering • Promissory note • Electronic banking 	Content: Period 1-6 <ul style="list-style-type: none"> • Meaning of government. • Different levels of government • Roles of the different levels of government in respect of households (as consumers and producers) • Role of government in respect of businesses in the use of resources and 	Vocabulary/ Important Words: Period 1-6 <ul style="list-style-type: none"> • Government • Household • Resources. • Services. • Producer • Consumer • Municipality • Metropolitan 	Content: Period 1-4 <ul style="list-style-type: none"> • Planned market and mixed economic system • Origin and history of the economic system. • Advantage, disadvantage and characteristic of each economic system'. • Global economy 	Vocabulary/ Important Words: Period 1-4 <ul style="list-style-type: none"> • Planned, origin, market economic systems. • Global, mixed economy, command economy • Market economy, productive resources • Exports, imports and globalization.

	services (both as consumers and producers).		<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Be able to list different income and expenses ✓ Be able to give examples of income and expenses from local businesses. ✓ Understand that income – expenses = profit/loss
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Understand why businesses sell on credit ✓ Know which source documents are used for credit sales and who receive the original credit invoice. ✓ Record only credit transactions of a trading business in the DJ from given credit transactions. 		<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define the role of government in the use of resources both as consumer and producer 	
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer method • Demonstration • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstration • Group activities • Other:
<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate credit sales. • Make instructions simple to address the language barrier. • Illustrate all calculations on the blackboard. 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>
<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>
<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal</p> <p>Form of Assessment: Define vocabulary words</p> <p>Period 5: Activity</p>

Period 6: Activity	Period 6: Activity	Period 6: Activity
<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
LESSON, CLASS WORK AND HOMEWORK:		
<p>Period 5: TEACHER'S ACTIVITIES</p> <p><u>History of money:</u></p> <ul style="list-style-type: none"> Explain to learners that apart from the normal deposits and withdrawals that are made over the counter at the bank, there are other means of depositing, withdrawing and transferring money without physically 	<p>Period 5: TEACHER'S ACTIVITIES</p> <p><u>The role of government</u></p> <ul style="list-style-type: none"> Explain that the government plays different roles in respective businesses in the use of resources and provision of services. Give examples of some of the roles of government in relation to the use of resources and the provision of services. In this case the government 	<p>Period 5: TEACHER'S ACTIVITIES</p> <p><u>The role of government</u></p> <ul style="list-style-type: none"> Listen to the explanation on the different roles the use of resources and the provision of services. Listen to the examples given and write them in their exercise books. Write the summary on the roles and government assists industries in accessing goods and services.
<p>Period 5: LEARNERS' ACTIVITIES</p> <p><u>History of money:</u></p> <ul style="list-style-type: none"> Listen to the teacher's explanation on how money can be deposited, withdrawn and transferred to the bank by making use of electronic banking. Listen to the teacher mentioning the use of electronic gadgets in the depositing, withdrawing and transferring of money without going physically to the bank. 	<p>Period 5: LEARNERS' ACTIVITIES</p> <p><u>The role of government</u></p> <ul style="list-style-type: none"> Listen to the explanation on the different roles the use of resources and the provision of services. Listen to the examples given and write them in their exercise books. Write the summary on the roles and government assists industries in accessing goods and services. 	<p>Period 5: LEARNERS' ACTIVITIES</p> <p><u>Circular flow:</u></p> <ul style="list-style-type: none"> Ask learners to define market to serve as revision to the circular flow of a closed economy. Explain that a closed economy is an economy that does not trade with other countries and only trades within its own borders. Explain the concept of the circular flow. Ask learners to do an activity where they match the concepts to their meanings.
LESSON, CLASS WORK AND HOMEWORK:		
<p>Period 5: TEACHER'S ACTIVITIES</p> <p><u>History of money:</u></p> <ul style="list-style-type: none"> Explain to learners that apart from the normal deposits and withdrawals that are made over the counter at the bank, there are other means of depositing, withdrawing and transferring money without physically 	<p>Period 5: TEACHER'S ACTIVITIES</p> <p><u>The role of government</u></p> <ul style="list-style-type: none"> Explain that the government plays different roles in respective businesses in the use of resources and provision of services. Give examples of some of the roles of government in relation to the use of resources and the provision of services. In this case the government 	<p>Period 5: TEACHER'S ACTIVITIES</p> <p><u>Circular flow:</u></p> <ul style="list-style-type: none"> Ask learners to define market to serve as revision to the circular flow of a closed economy. Explain that a closed economy is an economy that does not trade with other countries and only trades within its own borders. Explain the concept of the circular flow. Ask learners to do an activity where they match the concepts to their meanings.

<p>going into the bank.</p> <ul style="list-style-type: none"> Mention that telecommunication and computers have changed how money can be transferred from one person to another through means such as ATM Automated Teller Machine (ATM), Electronic Fund Transfer (EFT) etc. Discuss the advantages and disadvantages of electronic banking. 	<ul style="list-style-type: none"> Participate in the discussions on the advantages and disadvantages of electronic banking. 	<p>becomes both as a consumer and a producer.</p> <ul style="list-style-type: none"> Give learners a summary on the roles and examples of how government assists industries in accessing goods and services such as water and electricity. 		
<p>Period 6: TEACHER'S ACTIVITIES</p>	<p>Period 6: LEARNERS' ACTIVITIES</p>	<p>Period 6: TEACHER'S ACTIVITIES</p>	<p>Period 6: LEARNERS' ACTIVITIES</p>	<p>Period 6: LEARNERS' ACTIVITIES</p>

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HOD's input: monitoring and support

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LESSON PLAN 4

GRADE 7 – 9

Economic and Management Sciences

Week 4

TERM 1:

GRADE 7		GRADE 8		GRADE 9	
Topic: Economy	Duration: 2 of 6 hours	Topic: Economy Sub-topic: Government revenue	Duration: 2 hours	Topic: Economy Sub-topic: Flow of goods and services (Period 7+8)	Duration: 2 of 2 hours
Sub-topic: Basic needs	Start date: Completed date:		Start date: Completed date:		Start date: Completed date:
Prior content knowledge: History of money	Link with next lesson: Needs and wants	Prior content knowledge: Role of government	Link with next lesson: Government revenue	Prior content knowledge: Circular flow of a closed economy	Link with next lesson: Cash transactions

<p>Content:</p> <ul style="list-style-type: none"> • Basic needs of individuals; families and countries • Primary and secondary needs unlimited wants • Unlimited wants • Limited resources to satisfy needs and wants 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Basic • Needs • Primary • Limited • Resources • Secondary • Households • Consumers • Efficiently • Effectively 	<p>Content:</p> <ul style="list-style-type: none"> • Government revenue • Direct • Indirect tax • Government expenditure • Influence of national Budget • Redressing of economic inequalities 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Revenue • Social grants • National budget • Government departments • Government expenditure • Redress of economic inequalities 	<p>Content:</p> <ul style="list-style-type: none"> • Circular flow diagram • Goods market • Factor market and services market. 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Closed economy • Households • Factor markets
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between needs and wants ✓ Determine primary and secondary needs ✓ Define limited resources to satisfy needs and wants 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Find out about government revenue ✓ Explore direct and indirect tax ✓ Research government expenditure on services such as education, health etc. ✓ Discover the influence of the national budget on growth and development ✓ Redressing economic inequalities 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Find out about government revenue ✓ Explore direct and indirect tax ✓ Research government expenditure on services such as education, health etc. ✓ Discover the influence of the national budget on growth and development ✓ Redressing economic inequalities 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know draw a circular flow of a closed economy. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know draw a circular flow of a closed economy. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know draw a circular flow of a closed economy.
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to explain debtors' allowances.

<ul style="list-style-type: none"> • Question and answer demonstrations • Group activities • Other: 	<ul style="list-style-type: none"> • Other: 	<p>address the language barrier</p>	<ul style="list-style-type: none"> • Make instructions simple to address the language barrier 																								
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Assessment Tool:</p> <table border="1"> <tr> <td>Define vocabulary words</td> <td>Glossary in textbook</td> </tr> <tr> <td>Period 7: Activity</td> <td></td> </tr> <tr> <td>Period 8: Activity</td> <td></td> </tr> </table>	Define vocabulary words	Glossary in textbook	Period 7: Activity		Period 8: Activity		<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <table border="1"> <tr> <td>Define vocabulary words</td> <td>Glossary in textbook</td> </tr> <tr> <td>Period 7: Activity</td> <td></td> </tr> <tr> <td>Period 8: Activity</td> <td></td> </tr> </table>	Define vocabulary words	Glossary in textbook	Period 7: Activity		Period 8: Activity		<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <table border="1"> <tr> <td>Define vocabulary words</td> <td>Glossary in textbook</td> </tr> <tr> <td>Period 7: Activity</td> <td></td> </tr> <tr> <td>Period 8: Activity</td> <td></td> </tr> </table>	Define vocabulary words	Glossary in textbook	Period 7: Activity		Period 8: Activity		<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <table border="1"> <tr> <td>Define vocabulary words</td> <td>Glossary in textbook</td> </tr> <tr> <td>Period 7: Activity</td> <td></td> </tr> <tr> <td>Period 8: Activity</td> <td></td> </tr> </table>	Define vocabulary words	Glossary in textbook	Period 7: Activity		Period 8: Activity	
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<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 																								

LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
Period 7:	Period 7:	Period 7:	Period 7:
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Introduction: The teacher explains to the learners that each person has things/goods that he or she would like to have. These things/goods are either needs or wants depending on their importance to the person. People do not have the same needs and wants. Government provides services like education, health etc. from government revenue. The minister of finance in the national budget determines the allocation on funds to each government department to provide services. Government provides social grants and pensions to redress inequalities.</p>			
<p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Ask learners to individually write down a list of twenty things they would like to have in their class work books. Explain to the learners that their needs can be categorized according to the priorities namely: Basic or primary needs, Secondary needs and Tertiary needs Ask learners to categorize their list of 	<p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> List twenty items they would like to have in their class work books as individuals Listen to the teacher's explanation and take notes. Categorizes their list of needs as individuals according to the various priorities. Listen to the teacher's explanation 	<p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Revise the roles that government plays in providing services. Explain to the learners what government revenue is. Explain how the national budget works. Explain to the learners how government provides social assistance that is given to the poor in the forms of social grants and pensions. 	<p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Participate in the revision on the roles of government in providing services. Listen to the teacher's explanation and ask clarity seeking questions.
<p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Draw the flow diagram of a closed economy indicating the markets. Ask learners to differentiate between a goods market and a factor market. Use a diagram to explain to learners that the clockwise flow is for goods and services as well as factors of production. Give learners an activity on the circular flow and the flow of goods and services as well as the factors of production as class work. 	<p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Draw the flow diagram of a closed economy indicating the markets in their exercise books. Ask clarity seeking questions. Listen to the teacher's explanation on the clockwise flow for goods and services as well as factors of production. Do an activity on the circular flow and the flow of goods and services as well as the factors of production as class work. 		

<p>needs according to the three categories.</p> <ul style="list-style-type: none"> • Explain to the learners that families and countries do have needs. • Task learners to do Activity 7.1.5 for homework. <p>(CREATE YOUR OWN ACTIVITY OR TAKE FROM ANY EMS TEXT BOOK)</p>	<ul style="list-style-type: none"> • Learners do Activity 7.1.5 for homework. 	<ul style="list-style-type: none"> • Explain: direct tax, real property tax, personal property tax and taxes on assets. • Give learners notes. 	<ul style="list-style-type: none"> • Write the notes given by the teacher in their note books. 	
<p>Period 8: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> • Provide the correct solution for Activity 7.1.5 and check that learners correct their mistakes. • Explain to the learners the difference between primary and secondary needs. • Task learners to do Activity 	<p>Period 8: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> • Learners mark Activity 7.1.5 and correct their mistakes. • Listen to the teacher as the teacher explains the difference between the primary and secondary needs. • Do Activity 7.1.6 as home work 	<p>Period 8: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> • Ask learners question on direct tax. • Explain indirect tax to the learners. • Provide learners with examples of indirect tax. • Give learners an activity to do as class work. • Give learners the correct answers on the activity. 	<p>Period 8: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> • Answer questions on direct tax. • Listen to the teacher's explanation on indirect tax and examples of indirect tax. • Complete activity on direct and indirect tax. • Mark the activity in class. 	<p>Period 8: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> • Redraw the flow diagram of a closed economy indicating the markets in their exercise books. • Ask clarity seeking questions. • Listen to the teacher's explanation on the anti-clockwise flow of money in the circular flow diagram. • Do an activity on the flow of money and income in the circular flow
<p>Period 8: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> • Redraw the flow diagram of a closed economy indicating the markets on the board. • Use a diagram to explain to learners that the anti-clockwise flow is for money and income in the circular flow diagram. • Give learners an activity on the flow of money and income in the circular flow 	<p>Period 8: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> • Redraw the flow diagram of a closed economy indicating the markets on the board. • Use a diagram to explain to learners that the anti-clockwise flow is for money and income in the circular flow diagram. • Give learners an activity on the flow of money and income in the circular flow 	<p>Period 8: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> • Redraw the flow diagram of a closed economy indicating the markets in their exercise books. • Ask clarity seeking questions. • Listen to the teacher's explanation on the anti-clockwise flow of money in the circular flow diagram. • Do an activity on the flow of money and income in the circular flow 	<p>Period 8: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> • Redraw the flow diagram of a closed economy indicating the markets in their exercise books. • Ask clarity seeking questions. • Listen to the teacher's explanation on the anti-clockwise flow of money in the circular flow diagram. • Do an activity on the flow of money and income in the circular flow 	<p>Period 8: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> • Redraw the flow diagram of a closed economy indicating the markets in their exercise books. • Ask clarity seeking questions. • Listen to the teacher's explanation on the anti-clockwise flow of money in the circular flow diagram. • Do an activity on the flow of money and income in the circular flow

7.1.6 for homework.				diagram as class work.	circular flow diagram as class work.
Resources: <ul style="list-style-type: none"> • Textbook • Blackboard and chalk and calculators 	Resources: <ul style="list-style-type: none"> • Textbook • Blackboard and chalk 			Resources: <ul style="list-style-type: none"> • Any CAPS textbook with an illustration and explanation. • Gr. 9 EMS Multi-grade toolkit • Blackboard and chalk and calculators. 	
Teacher's comments / reflection:					
HOD's input: monitoring and support					

Economic and Management Sciences
1: Week 5

LESSON PLAN 5
GRADE 7 – 9

TERM

GRADE 7		GRADE 8		GRADE 9	
Topic: Economy	Duration: 2 of 6 hours Start date: Completed date:	Topic: The Economy Sub-topic: National budget	Duration: 2 of 5 hours Start date: Completed date:	Topic: Financial Literacy Sub-topic: CRJ and CPJ	Duration: 2 hours Start date: Completed date:
Sub-topic: Unlimited wants	Link with next lesson:	Prior content knowledge:	Link with next lesson:	Prior content knowledge:	Link with next lesson:
Prior content knowledge:					

<p>Content:</p> <ul style="list-style-type: none"> • Basic needs of individuals; families and countries • Primary and secondary needs unlimited wants • Unlimited wants • Limited resources to satisfy needs and wants 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Basic • Needs • Primary • Limited • Resources • Secondary • Households • Consumers • Efficiently • Effectively 	<p>Direct and indirect tax</p>	<p>Content:</p> <ul style="list-style-type: none"> • Government expenditure • Influence of National budget • Redressing of economic inequalities 	<p>Influence of national budget on redressing inequalities.</p> <p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Revenue • Social grants • National budget • Government departments • Government expenditure • Redress of economic inequalities 	<p>Own general knowledge/experience of buying and selling for cash.</p> <p>Content:</p> <ul style="list-style-type: none"> • Recording cash sales transactions • Recording of cash payments transactions. 	<p>Posting of CRJ and CPJ to the ledger.</p> <p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Purchase • Cost of sales • Gross profit • Profit mark-up
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between needs and wants ✓ Determine primary and secondary needs ✓ Define limited resources to satisfy needs and wants 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer method • Question and answer • Demonstration ns 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate different transactions. • Make instructions simple to address the language barrier 		
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Find out about government revenue ✓ Explore direct and indirect tax ✓ Research government expenditure on services such as education, health etc. ✓ Discover the influence of the national budget on growth and development ✓ Redressing economic inequalities 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate different transactions. • Make instructions simple to address the language barrier 		
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different cash transactions. ✓ Distinguish between cash sales and cash payments. ✓ Know in which journal to record different transactions. 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate different transactions. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate different transactions. • Make instructions simple to address the language barrier 		

<ul style="list-style-type: none"> • Group activities • Other: 					
ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/>		ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/>		ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/>	
Form of Assessment:		Form of Assessment:		Form of Assessment:	
Tool: Define vocabulary words		Tool: Define vocabulary words		Tool: Define vocabulary words	
Period 9: ASSIGNMENT		Period 9: DATA RESPONSE		Period 9: ASSIGNMENT	
Period 10: Activity		Period 10: Activity		Period 10: Activity	
EVIDENCE OF ASSESSMENT		EVIDENCE OF ASSESSMENT		EVIDENCE OF ASSESSMENT	
Teacher:		Teacher:		Teacher:	
<ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 		<ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 		<ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	
Learners:		Learners:		Learners:	
<ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 		<ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 		<ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	
LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
Introduction:					
Period 9: TEACHER'S ACTIVITIES		Period 9: TEACHER'S ACTIVITIES		Period 9: TEACHER'S ACTIVITIES	
<ul style="list-style-type: none"> • Ask learners to define the term goods and services. • Listen to the learners explanations of the terms 		<ul style="list-style-type: none"> • Ask learners to define: Direct and indirect tax. • Explain government expenditure on services like 		<ul style="list-style-type: none"> • Ask learners to explain what a sole trader is. • Explain the difference between the CRJ of a service business and a trading business. 	
<ul style="list-style-type: none"> • Define the terms goods and services • Follow the example of a statement of net worth on the blackboard. 		<ul style="list-style-type: none"> • Answer questions on direct and indirect taxes. • Listen to teacher's explanation on government expenditure on 		<ul style="list-style-type: none"> • Explain what a sole trader is. • Listen to the teacher's explanation on the difference between the CRJ of a service business and a trading business. 	

<p>and correct the misconceptions about the terms.</p> <ul style="list-style-type: none"> Explain to the learners what is meant by limited resources to satisfy needs and wants. Also explain unlimited needs and wants. Give learners notes Give learners activity as a class work to do. 	<p>education, health etc.</p> <ul style="list-style-type: none"> Explain government expenditure in the national, provincial and local government and the give examples of each. Give learners notes in their notebooks. 	<p>services like education, health etc.</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on government expenditure on the national, provincial and local government and the examples. Write notes in their notebooks. 	<ul style="list-style-type: none"> Draw the format of the CRJ of a trading business on the board. Give examples and ask learners to copy the format into their exercise books. 	<ul style="list-style-type: none"> Copy the format of the CRJ of a trading business drawn on the board into their exercise books. Listen and copy the examples given by the teacher and copy the format into their exercise books.
<p>Period 10: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Tell the learners what resources are and that people use resources to satisfy their needs. The resources with which we satisfy our needs and wants are 	<p>Period 10: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Ask learners question on the minister finance (term in office, national budget speech). Explain economic growth and development. Explain the influence on the national budget in economic growth and in redressing 	<p>Period 10: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Answer questions on the minister of finance Listen to teacher's explanation on economic growth and development. 	<p>Period 10: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Explain the difference between the CPJ of a service business and a trading business. Draw the format of the CPJ of a trading business on the board. Give examples and ask learners to copy the 	<p>Period 10: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on the difference between the CPJ of a service business and a trading business. Copy the format of the CPJ of a trading business drawn on the board into their exercise books. Listen and copy the examples given by the teacher and copy the

<p>limited or not enough.</p> <ul style="list-style-type: none"> Give learners an activity to do in class. <p>(CREATE YOUR OWN OR REFER TO ANY EMS TEXTBOOK</p>		<p>economic inequalities.</p> <ul style="list-style-type: none"> Give learners notes on the influence of the national budget on economic growth. 	<ul style="list-style-type: none"> Write notes in their note books. 	<p>format into their exercise books.</p>	<p>format into their exercise books.</p>
<p>Resources:</p> <ul style="list-style-type: none"> Textbook 		<p>Resources:</p> <ul style="list-style-type: none"> Text book Chalkboard and chalk 		<p>Resources:</p> <ul style="list-style-type: none"> Gr. 9 EMS Multi-grade toolkit. Text book. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

LESSON PLAN 6

Economic and Management Sciences GRADE 7 – 9 TERM 1: Week 6

GRADE 7		GRADE 8		GRADE 9	
<p>Topic: The Economy</p> <p>Sub-topic: Goods and services</p>	<p>Duration: 2 of 4 hours</p> <p>Start date:</p> <p>Completed date:</p>	<p>Topic: The Economy</p> <p>Sub-topic: National Budget</p>	<p>Duration: 2 of 5 hours</p> <p>Start date:</p> <p>Completed date:</p>	<p>Topic: Financial Literacy</p> <p>Sub-topic: CRJ and CPJ as well as effect on equation</p>	<p>Duration: 2 hours</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge:</p>	<p>Link with next lesson:</p>	<p>Prior content knowledge: Direct and indirect tax expenditure Influence of national budget</p>	<p>Link with next lesson: Role of households as producers and consumers.</p>	<p>Prior content knowledge: Own general knowledge/experience on buying and selling on credit.</p>	<p>Link with next lesson: Posting to the general ledger</p>
<p>Content:</p> <ul style="list-style-type: none"> • Basic needs of individuals; families and countries • Primary and secondary needs unlimited wants • Unlimited wants • Limited resources to satisfy needs and wants 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Basic • Needs • Primary • Limited • Resources • Secondary • Households • Consumers • Efficiently • Effectively 	<p>Content:</p> <ul style="list-style-type: none"> • Government expenditure • Influence of National budget • Influence of government in redressing of economic inequalities, 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Revenue • Social grants • National budget • Government departments • Government expenditure • Redress of economic inequalities 	<p>Content:</p> <ul style="list-style-type: none"> • Recording of cash sales transactions in the CRJ and calculations of Cost of sales. • Recording of cash payments transactions in the CPJ. • Recording of cash transactions on both CRJ and CPJ. • Effects of cash transactions on the equation. 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Balancing • Accounting equation • Asset accounts • Owner's equity accounts (including expenses and income) • Liabilities

<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Explain the basic needs of the individuals, families and countries. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Find out about government revenue ✓ Explore direct and indirect tax ✓ Research government expenditure on services such as education, health etc. ✓ Discover the influence of the national budget on growth and development ✓ Redressing economic inequalities 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Analyze the effect of cash transactions on the Accounting equation.
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer method • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other:
<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate the effect of transactions on the Acc. equation. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Define vocabulary words Period 11: Activity Period 12: Activity</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Define vocabulary words Period 11: Activity Period 12: Activity</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Define vocabulary words Period 11: Activity Period 12: Activity</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p>

<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 11: _____ Period 11: _____ Period 11: _____</p>		
<p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Explain to the learners the meaning of the words – goods and-services. Give them the difference between goods and services. Give them an activity on identifying goods and services from any EMS text book. 	<p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Listen to teacher's explanation and write down new words on their books. Listen to the teacher's explanation. Write the activity as homework. 	<p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Explain Economic inequalities and give examples Explain how the national budget can address these economic inequalities in South Africa. Give learners notes on economic inequalities and give examples.
<p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Listen to teacher's explanation on economic inequalities. Listen how the national budget can redress economic inequalities. Write notes in their notebooks. 	<p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Write transactions based on recordings to be made in both the CRJ and the CPJ and ask learners to do them in their exercise books. Ask the learners to do an activity based on recordings in the CRJ and the CPJ as class work. <p>(CREATE YOUR OWN OR REFER TO ANY EMS TEXT BOOK)</p>	<p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Record the transactions written on the board by the teacher in the CRJ and the CPJ. Do activity based on the recording of CRJ and CPJ as class work.
<p>Period 12: _____ Period 12: _____ Period 12: _____</p>		
<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>
<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>
<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>
<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>
<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>
<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>

<ul style="list-style-type: none"> Provide the solution to the activity. Check that learners correct their mistakes. 	<ul style="list-style-type: none"> Mark Activity and correct their mistakes. Do any other revision activity in the classroom. 	<ul style="list-style-type: none"> Ask learners questions on direct and indirect tax, governments' revenue and expenditure and how government addresses economic inequalities. Give learners an activity on the national budget as class work. 	<ul style="list-style-type: none"> Answer questions on direct and indirect tax, governments' revenue and expenditure and how government addresses economic inequalities. Complete activity in their exercise books as class work. 	<ul style="list-style-type: none"> Show the effect of the recordings made in the CRJ and the CPJ of the previous activity on the accounting equation. Give the learners homework based on recording in the CRJ and the CPJ and showing the effect on the accounting equation. 	<ul style="list-style-type: none"> Work together with the teacher to show the effect of recordings made in the CRJ and the CPJ on the accounting equation. Do home work based on recording in the CRJ and the CPJ and showing the effect on the accounting equation.
<p>Resources:</p> <ul style="list-style-type: none"> Textbook Multi-grade toolkit 		<p>Resources:</p> <ul style="list-style-type: none"> Textbook Chalkboard 		<p>Resources:</p> <ul style="list-style-type: none"> Gr. 9 EMS Multi-grade activities for Fin. Lit. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

LESSON PLAN 7

Economic and Management Sciences GRADE 7 – 9 TERM 1: Week 7

GRADE 7		GRADE 8		GRADE 9	
Topic: The Economy Sub-topic: Role of households as consumers	Duration: 2 of 4 hours Start date: Completed date:	Topic: The Economy Sub-topic: Types of markets	Duration: 2 hours only Start date: Completed date:	Topic: Financial Literacy Sub-topic: Posting CRJ and CPJ to the ledger	Duration: 2 of 6 hours Start date: Completed date:
Prior content knowledge: Content covered in week 6.	Link with next lesson: Role of households as producers	Prior content knowledge: National budget	Link with next lesson:	Prior content knowledge: Knowledge on recordings of CRJ and CPJ.	Link with next lesson: Preparing a Trial Balance
Content: <ul style="list-style-type: none"> • Basic needs of individuals; families and countries • Primary and secondary needs unlimited wants • Unlimited wants • Limited resources to satisfy needs and wants 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Basic • Needs • Primary • Limited • Resources • Secondary • Households • Consumers • Efficiently • Effectively 	Content: <ul style="list-style-type: none"> • Nature of markets • Types of markets: goods and services and characteristics of markets. • Demand and Supply • Development in markets 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Markets • Good and services • Factor market • Labour market • Finance market • Demand and supply • Markets development 	Content: <ul style="list-style-type: none"> • Debit. • Credit • Nominal Section • Balance Sheet Section 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Double entry rule • Balancing
Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Examine the different types of markets – good and services markets ✓ Find out about factor markets – labour and financial markets. 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts

<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstration • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment:</p> <p>Define vocabulary words</p> <p>Period 13:</p> <p>Period 14:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment:</p> <p>Define vocabulary words</p> <p>Period 13: Activity</p> <p>Period 14: Activity</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment:</p> <p>Define vocabulary words</p> <p>Period 13:</p> <p>Period 14:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment:</p> <p>Define vocabulary words</p> <p>Period 13:</p> <p>Period 14:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment:</p> <p>Define vocabulary words</p> <p>Period 13:</p> <p>Period 14:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment:</p> <p>Define vocabulary words</p> <p>Period 13:</p> <p>Period 14:</p>
<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher.

LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
Period 13: TEACHER'S ACTIVITIES	Period 13: LEARNERS' ACTIVITIES	Period 13: TEACHER'S ACTIVITIES	Period 13: LEARNERS' ACTIVITIES	Period 13: TEACHER'S ACTIVITIES	Period 13: LEARNERS' ACTIVITIES
<ul style="list-style-type: none"> Ask learners to define the term "household" in their own words Listen to the teacher's explanation and ask clarity seeking questions. Write notes in their notebooks Give learners notes on the role of households as consumers. 	<ul style="list-style-type: none"> Define the term "household" in their own words Listen to the teacher's explanation and ask clarity seeking questions. Write notes in their notebooks 	<ul style="list-style-type: none"> Ask learners to define the term "market". Listens to learners' responses and give the correct answer. Explain the nature of markets, demand and supply. Give learners notes on the nature of markets and demand and supply. 	<ul style="list-style-type: none"> Answer questions by defining what a market is. Listen to teacher's explanation and ask clarity seeking questions. Listen to the nature of markets and the concepts of demand and supply. Write notes in their note books. 	<ul style="list-style-type: none"> Give learners an example of a completed CRJ and ask them to post the recorded information to the General Ledger. Ask learners to do an activity based on posting recordings from the CRJ to the General Ledger as class work. 	<ul style="list-style-type: none"> Work together with the teacher to post recordings in a completed CRJ to the General Ledger. Do activity as class work.
<ul style="list-style-type: none"> Explain the role of households as producers Give learners notes on the role of households as consumers 	<ul style="list-style-type: none"> Listen to the teacher and ask clarity seeking questions Write notes in their notebooks Do the activity as class work in their exercise books Mark their own work and do corrections Give learners correct answers of Activity 	<ul style="list-style-type: none"> Ask learners questions on the nature of markets and on demand and supply. Explain the different types of markets: <ul style="list-style-type: none"> retail wholesale Internet Auction Stock markets International currency Commodity 	<ul style="list-style-type: none"> Answer questions on the nature of markets and on demand and supply. Listen to teacher's explanation on the different types of markets and examples. Complete activity in their exercise books as class work. 	<ul style="list-style-type: none"> Give learners an example of a completed CPJ and ask them to post the recorded information to the General Ledger. Ask learners to do an activity based on posting recordings from the CPJ to the General Ledger as class work. 	<ul style="list-style-type: none"> Work together with the teacher to post recordings in a completed CPJ to the General Ledger. Do Activity 9.1.14 based on posting recordings from the CPJ to the General Ledger as class work.
<ul style="list-style-type: none"> Period 14: TEACHER'S ACTIVITIES 	<ul style="list-style-type: none"> Period 14: LEARNERS' ACTIVITIES 	<ul style="list-style-type: none"> Period 14: TEACHER'S ACTIVITIES 	<ul style="list-style-type: none"> Period 14: LEARNERS' ACTIVITIES 	<ul style="list-style-type: none"> Period 14: TEACHER'S ACTIVITIES 	<ul style="list-style-type: none"> Period 14: LEARNERS' ACTIVITIES

<ul style="list-style-type: none"> Give examples on each type of market and give learners an activity 	<p>Resources:</p> <ul style="list-style-type: none"> Any CAPS approved textbook Multi-grade activities Teacher's Guide for term 2 	<p>Resources:</p> <ul style="list-style-type: none"> Any CAPS approved textbook Multi-grade activities Teacher's Guide 	<p>Resources:</p> <ul style="list-style-type: none"> Any CAPS approved textbook Multi-grade activities Teacher's Guide for term 2 	
<p>Resources:</p> <ul style="list-style-type: none"> Any revision activities on of Term 1 Questions from old exam papers. Revision test from any textbook. 				
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>				
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>				

CLASS ACTIVITIES



TERM 1
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 7

WEEK 1 PERIOD 1

ACTIVITY 7.1.1

Self sufficiency

QUESTION 1

Say whether the following statements are **True** or **False**

- (a) Self-sufficient societies had a traditional system with a chief and warriors
- (b) Self-sufficient societies bought all of their goods from Checkers
- (c) Self-sufficient societies had very few possessions
- (d) Self-sufficient societies consumed a lot to satisfy their basic needs
- (e) Traditional societies used either human or animal energy for transport
- (f) Traditional societies had limited but nutritious diet.

QUESTION 2

Give one word/concept for the following definitions (Choose from the words given below)

- 1. Societies which were / are self-sufficient and did/do not use money
- 2. Farmers who provided for their own needs and do not need to buy things with money
- 3. People or societies that provide for all their own needs
- 4. Extra produce, more than is needed

Self-sufficient, subsistence farmers, surplus, traditional societies

MARKING GUIDE

QUESTION 1

- (a) True
- (b) False
- (c) True
- (d) False
- (e) True
- (f) True

QUESTION 2

- 1. Traditional societies
- 2. Subsistence farmers
- 3. Surplus
- 4. Self - sufficient

WEEK 1 PERIOD 2

HOMEWORK

ACTIVITY 7.1.2

Write ten countries that trade between themselves and also write down the products they trade in

Countries	Product
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

WEEK 2 PERIOD 4

ACTIVITY 7.1.4

Draw or paste notes and coins

Notes – Drawings of pictures	Coins - Drawings of pictures

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WEEK 3 PERIOD 6

ACTIVITY 7.1.6

Role of money

Name and discuss the four roles of money in the communities using the guide below

1. Role of money:

Discussion:

2. Role of money:

Discussion:

3. Role of money:

Discussion:

4. Role of money:

Discussion:

MARKING GUIDE
ACTIVITY 7.1.6

Role of money

1. Role of money: *Medium of exchange*

Discussion:

2. Role of money: *Unit of account*

Discussion:

3. Role of money: *Store of value*

Discussion:

4. Role of money: *Standard of future payment*

Discussion:

TERM 1
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 8

WEEK 1 PERIOD 1

ACTIVITY 8.1.2

Class work

Complete the following table

Province	Premier

MARKING GUIDE

ACTIVITY 8.1.1

Province	Premier
1. Eastern Cape	Phumulo Masualle
2. Free State	Ace Magashule
3. Gauteng	David Makura
4. Mpumalanga	David Mabuza
5. North West	Supra Mahumapelo
6. Northern Cape	Sylvia Lucas
7. Limpopo	Stanley Mathabatha
8. Kwazulu Natal	Senzo Mchunu
9. Western Cape	Helen Zille

WEEK 2 PERIOD 4

ACTIVITY 8.1.4

Role of government both as consumer and producer

Write an essay on the role of government in South Africa both as consumer and producer.

The essay should be an A4 page long. The marking grid is attached.

Economic and Management Sciences

MULTI-GRADE ACTIVITIES FOR GRADE 9

WEEK 1 PERIOD 1

ACTIVITY 9. 1.1

Explain the following concepts in your own words.

1.1 Economy

1.2 System

1.3 Economic system

1.4 Planned economy

1.5 Market economy

1.6 Mixed economy

1.7 Global

1.8 Global economy

MARKING GUIDE

ACTIVITY 9. 1.1

1.1 An **economy** is an environment where there are consumers and producers working together to either satisfy their needs and wants, or to provide goods and services.

1.2 A **system** is a collection of elements or components that are organised for a common purpose.

1.3 An **Economic system** describes the way a society decides what goods to produce, in what quantities, who to produce for and how to produce them.

1.4 The **planned economy** refers to the economy where the government owns most resources. The government owns all the factors of production and sets output targets for each area.

1.5 The **market economy** works according to the principle of individual freedom. The driving force behind a market economy is profit.

1.6 The mixed economy has portions of both a planned and a market economy.

1.7 Global refers to that affecting or relating to the entire earth/world, pertaining to the entire globe rather than a specific region or country.

1.8 Global economy refers to an economy where countries throughout the world are involved.

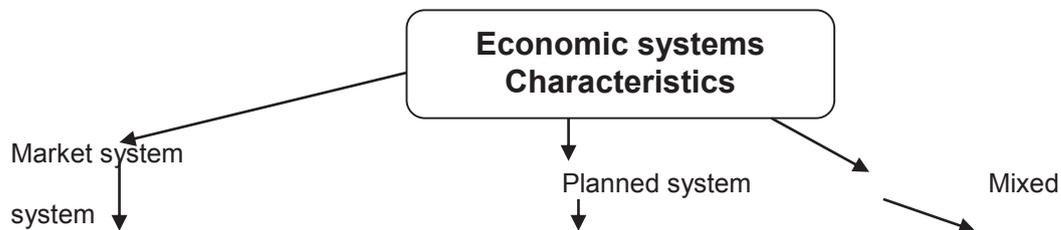
WEEK 1 PERIOD 2

ACTIVITY 9.1.2

Table the characteristics of each economic system by using a mind map.

MARKING GUIDE

ACTIVITY 9.1.2



Minimum interference from state ✓	State has full control of the economy - Dictatorship ✓	Economic decisions made by state and private individuals ✓
Factors of production owned by private businesses and private people ✓	No private ownership of factors of production ✓	Factors of production owned by the state and private individuals ✓
Resources are supplied according to supply and demand ✓	Government controls the supply of good and services ✓	Resources distributed according to supply and demand ✓
Distribution of goods and services motivated by profits ✓	Prices set by government. – goods and services rationed ✓	Distribution of goods and services motivated by profits and needs of people ✓

WEEK 2 PERIOD 3

ACTIVITY 9.1.3

ADVANTAGES AND DISADVANTAGES OF ECONOMIC SYSTEMS

1. Evaluate the characteristics in order to identify the advantages and disadvantages of each system.

1 MARKET ECONOMIC SYSTEM.

ADVANTAGES	DISADVANTAGES

2 PLANNED ECONOMIC SYSTEM.

ADVANTAGES	DISADVANTAGES

.3 MIXED ECONOMIC SYSTEM.

ADVANTAGES	DISADVANTAGES

MARKING GUIDE

ACTIVITY 9.1.3

.1 MARKET ECONOMIC SYSTEM.

ADVANTAGES	DISADVANTAGES
High rate of productivity	Workers are treated unfairly
Variety of goods and services	Not everyone can afford to buy the goods and services.
Development of skills increase	Job losses for those without skills

.2 PLANNED ECONOMIC SYSTEM.

ADVANTAGES	DISADVANTAGES
Many jobs available	Workers are treated unfairly
Factors of production are based on basic needs.	Wants of consumers are not addressed.
Prices set by government - Consumer benefit	No private ownership of factors of productions

.3 MIXED ECONOMIC SYSTEM.

ADVANTAGES	DISADVANTAGES
Tax money is used for subsidies and pensions	Taxes paid by the working class is high in order to accommodate the poor
Workers have rights	Nationalization can have a negative impact on investors
Tax money is used to improve infrastructure	Tolling of roads as well as the privatization thereof impacts negatively on transport.

WEEK 2 PERIOD 4

ACTIVITY 9.1.4

Read the following statements and indicate whether each statement is true (T) or false (F).

1. ---- An economic system is the way in which people decide to organise the production, distribution and consumption of goods and services
2. ---- What, how and for whom to produce are the basic economic questions that every society must answer.
3. ---- All societies answer the three basic questions in the same way.
4. ---- In a command economy, a central authority makes the decisions regarding what, how and for whom to produce.
5. ---- The three basic economic questions are: What to produce? How to divide labour in Production? And who owns the productive resources?
6. ---- In a market economy, only the government decides what goods and services are produced.
7. ---- In a command economy, consumer purchasing decisions determine what will be produced.
8. ---- In a command economy, the government decides how the goods and services that are produced will be distributed.
9. ---- in a market economy, decisions regarding production and consumption result from the interaction of consumers and producers.

MARKING GUIDE

ACTIVITY9.1.4

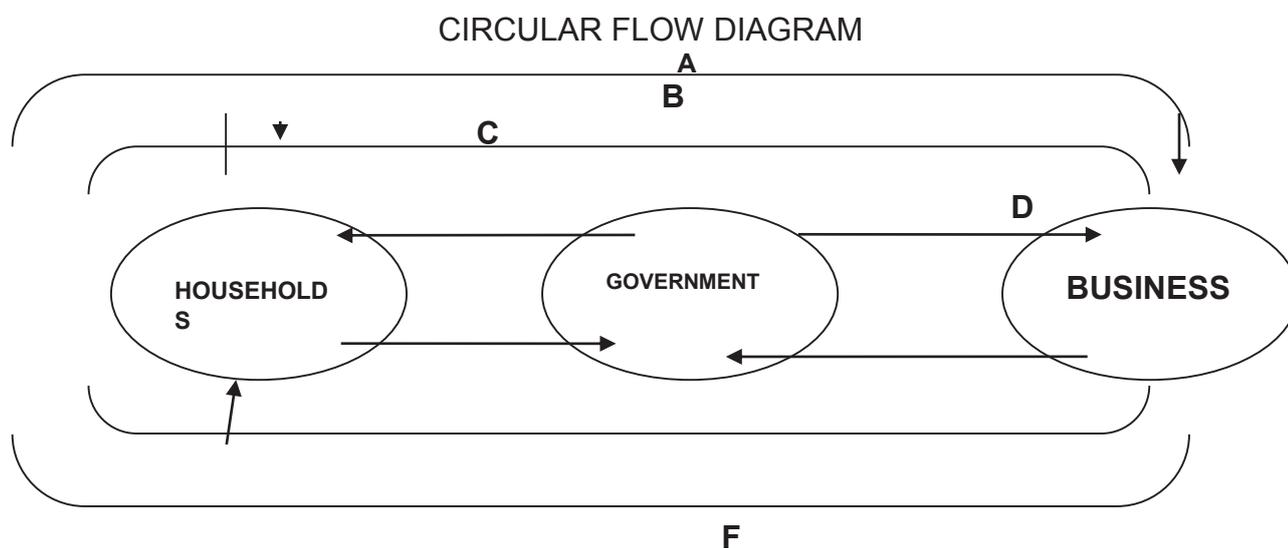
1. False
2. True
3. False
4. True
5. False
6. False
7. False
8. True
9. True

WEEK 3 PERIOD 5

ACTIVITY 9.1.5

1. List the three participants in a closed economy

Study the Circular flow diagram (economic flow) below and answer the questions that follow.



2. Explain every line represented by A to F on the diagram above.
3. Differentiate between the following terms: imports and exports.

4. What are the remunerations for the following factors of production?
- A. Natural resources/land
 - B. Capital
 - C. Entrepreneur
 - D. Labour

MARKING GUIDE

ACTIVITY 9.1.5

1. Consumers
Producers
Government
2. A Households supply factors of production to business.
B Business pays rewards for factors of production to households.
C Government provides goods and services to households/public goods/essential services.
D Business pays taxes to government.
E Households spend money on goods and services/ Payment for goods and services.
F Business provides goods and services to households.
3. Differentiate between the following terms: imports and exports
Imports – goods or services brought into one country that have been bought from another country.
Exports – goods or services that are produced in one country and sold for use in another country.
4. A. Natural resources/land _Rent
B. Capital _Iterest
C. Entrepreneur _Profit
D. Labour _Wage

**FORMAL ASSESSMENT
ACTIVITIES
GRADE 7:
ASSIGNMENT
GRADE 8:
DATA RESPONSE
GRADE 9:
ASSIGNMENT**

**FORMAL ASSESSMENT ACTIVITIES
GRADE 7: ASSIGNMENT
ECONOMIC AND MANAGEMENT SCIENCES**

Formal Assessment Task Grade 7 Term 1 - Assignment

TERM 1: WEEK 5 ASSIGNMENT MARKS: 30 TIME: 1 HOUR

NB: To be completed by learners on framework given.

Write paragraphs on needs and wants of ancient communities and how they exchanged their goods. Your answer must include the following aspects:

- Introduction
- Information on needs and wants of the ancient communities.
- Information on system practiced in exchanging their goods;
- Logical arrangement of facts;
- Conclusion.

Assessment Tool: Rating scale

Criteria	Marks	Learner's marks
<p>Introduction Excellent: 4 The introduction well considered and clearly outlines the entire discussion including defining of the main concepts Good: 3 The introduction is well/ relatively considered and has a slight/ substantial relation with the topic under discussion Average: 2 The introduction reasonably considered and has a slight relation with the topic under discussion Poor: 1 Introduction has no relation with the topic under discussion</p>	4	
<p>Information on needs and wants of the ancient communities. Excellent: 7 – 9 Detailed, accurate, relevant; key points highlighted. Good: 5 – 6 Detailed, accurate, relevant. Average: 3 – 4 Generally accurate and relevant, but perhaps some gaps and/or irrelevant material. Poor: 0 – 2 Very limited, with many errors and gaps.</p>	9	
<p>Information on system practiced in exchanging their goods; Excellent: 7 – 9 Detailed, accurate, relevant; key points highlighted. Good: 5 – 6 Detailed, accurate, relevant. Average: 3 – 4</p>	9	

Generally accurate and relevant, but perhaps some gaps and/or irrelevant material. Poor: 0 – 2 Very limited, with many errors and gaps.		
Logical arrangement of facts; Excellent: 4 – 5 Clear, lively, imaginative; excellent use of illustrations (if appropriate); exemplary application of a range of punctuations Good: 3 Generally clear, lively; use of appropriate visual aids; good evidence of application of punctuations. Average: 2 Some presentational glitches but generally competent, limited range of punctuations but those employed used to acceptable standard. Poor: 0 – 1 Disjointed, difficult to follow, very poor linkage of text and illustrations; very poor use of punctuations	5	
Conclusion Excellent: 3 Concluding remarks given show in-depth understanding of the needs, wants and the system practiced in the exchange of goods. Good: 2 Concluding remarks given show substantially accurate understanding of the needs, wants and the system practiced in the exchange of goods. Average: 1 Concluding remarks given show reasonably accurate understanding of the needs, wants and the system practiced in the exchange of goods. Poor: 0 Concluding remarks given show no or little understanding of the needs, wants and the system practiced in the exchange of goods.	3	
TOTAL	30	

FRAMEWORK FOR COMPLETING ASSIGNMENT

TERM 1: WEEK 5 ASSIGNMENT MARKS: 30

Name of Learner: _____

Grade 7: _____

Criteria		Mark
Introduction		

Information on needs and wants of the ancient communities.		
Information on system practiced in exchanging their goods;		
Conclusion.		
Logical arrangement of facts		
	Mark obtained by Learner:	/ 30

**GRADE 8: DATA RESPONSE
ECONOMIC AND MANAGEMENT SCIENCES**

**Formal Assessment Task Grade 8
Term 1 – Data Response**

TERM 1: WEEK 5

DATA RESPONSE

MARKS: 30

TIME: 1 HOUR

INSTRUCTIONS:

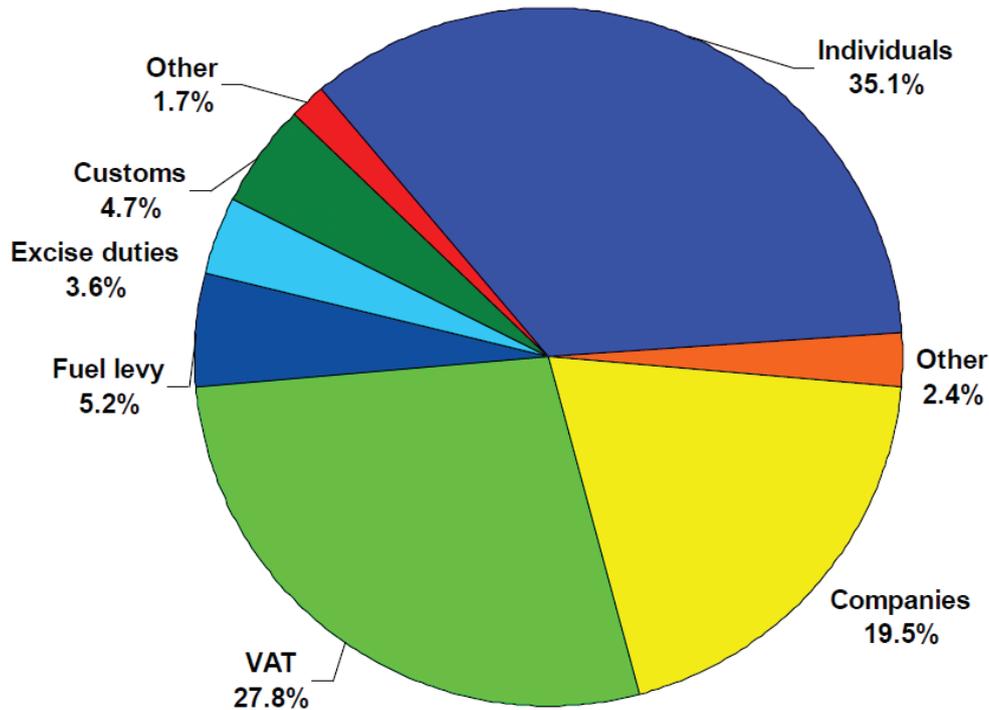


- Answer **ALL** the questions.
- Number your questions correctly.
- Write neatly and legibly.

QUESTION 1 (10 Marks)

Study the following pie chart on the tax revenue breakdown of the National Budget and answer the question listed below.

Breakdown of SA tax revenue (2013/2014)



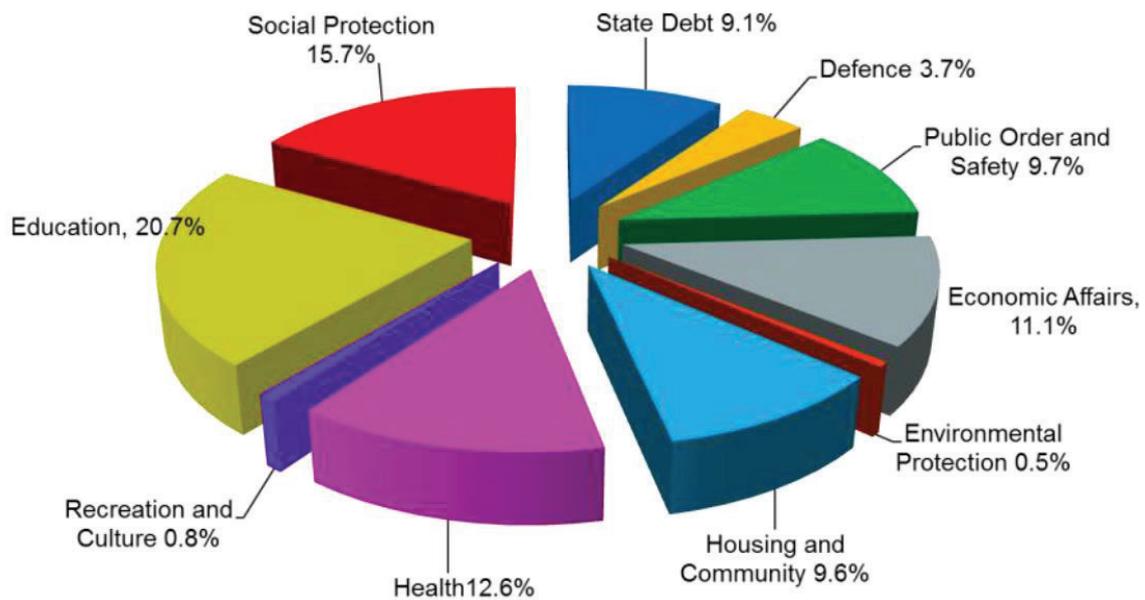
QUESTIONS

1. What are the five major sources of revenue for the government? [5]
2. Which sources of revenue contribute more on the national budget? [1]
3. Which source of revenue contributes less on the national budget? [1]
4. What is the effect of fuel levy on the price of products? [2]
5. What is the meaning of excise duty? [1]

QUESTION 2 (20 Marks)

Study the following chart on the National Budget and answer the question listed underneath.

Breakdown of expenditure (including interest) 2013/2014



QUESTIONS:

1. According to the pie chart, which department has been allocated more money, and why? [6]
2. Which department has the second largest allocation? [2]
3. Which department has the least allocation from the budget? [2]
4. Explain what the 9.1% state debt refers to. [6]
5. The total expenditure is R1 149 390bn, calculate the total amount allocated to the Department of Health? [4]

ECONOMIC AND MANAGEMENT SCIENCES

MEMORANDUM

QUESTION 1

(10 Marks)

1. Individuals (personal) tax; ✓ Company (Corporate) tax; ✓ Value Added Tax (VAT); ✓ Customs duty; ✓ and Fuel levy ✓. [5]
2. Individuals (personal) tax. ✓ [1]
3. Others refer to the other forms of taxes not mentioned in the pie chart, e.g. Capital Gains Tax, transfer duty. ✓ [1]
4. It increases input costs ✓ resulting in the increase of prices of the products. ✓ [2]
5. A tax levied on locally manufactured goods such as alcoholic drinks or tobacco products.
A tax levied on the sale of locally produced goods such as alcoholic drinks or tobacco products.
A tax levied to discourage the use of locally produced goods such as alcoholic drinks or tobacco products.
Excise duty sometimes referred to as “sin tax” ✓
(any relevant answer) [any 1 x 1]

QUESTION 2

(20 Marks)

1. Education ✓✓
Large number of population involved in education ✓✓
Key in the alleviation poverty ✓✓
Large amounts of money allocated for the improvement of educational infrastructure ✓✓
Education provide people with skills and knowledge to access the labour market ✓✓
Any other relevant answer ✓✓ (any 3 reasons) [6]
2. Social protection ✓✓ [2]
3. Environmental protection ✓✓ [2]
4. Money which is due or owed by the government, state or nation ✓✓ to institutions or other governments ✓✓. The 9.1% state debt refers to the percentage of state expenditure allocated to service the money due or owed by the government, state or a nation ✓✓. [6]
5. Total amount allocated for the Department of Health: [4]

$$= \frac{12.6}{100} \times R1\,149\,390\text{bn} \checkmark \checkmark$$

$$= R144\,823\text{bn} \checkmark \checkmark$$

Cognitive level of questions analysis grid

Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.1.		5				
1.2		1				
1.3		1				
1.4					2	
1.5		1				
2.1	2			4		
2.2		2				
2.3		2				
2.4		2		4		
2.5			4			
Totals	2	14	4	8	2	
% of Totals	7%	47%	13%	27%	6%	

GRADE 9: ASSIGNMENT ECONOMIC AND MANAGEMENT SCIENCES

Formal Assessment Task Grade 9

Term 1 - Assignment

TERM 1: WEEK 5 ASSIGNMENT MARKS: 50 TIME: 90 Minutes

INSTRUCTIONS:

- Answer **ALL** the questions.
- Number your questions correctly.
- Write neatly and legibly.
- Answer only what is required.

QUESTION 1

[5]

Choose the correct answer and write only the letter (A - D) next to the question number (1.1.1 – 1.1.5).

1.1.1 In the following economic system, the government owns all the land and capital and decides which goods and services to produce.

- A Free market system
- B Mixed economic system
- C Capitalistic system
- D Centrally planned economic system (1)

1.1.2 A.....is an economic system in which the government does not play an active role in providing goods and services.

- A It is a mixture of a free market system and centrally planned economic system.
- B All land and capital are owned and controlled by the government and the government decides what goods and services to produce.
- C Free market economic system.
- D Mixture of centrally economy and communism. (1)

1.1.3 All trade in the world happens in the irrespective of the type of economies countries have.

- A Global economy
- B Only in the Chinese economy
- C Only in the United States economy
- D Due to first world economies (1)

1.1.4 Assets increases with an entry on the and decreases with an entry on the

- A Credit side and debit side
- B Debit side and credit side
- C Credit side and credit side
- D Debit side and debit side (1)

1.1.5 Cash received for services rendered and cash sales in a business are recorded in the

- A Debtors journal
- B Creditors journal
- C Cash receipts journal
- D Cash payments journal (1)

QUESTION 2

[35]

H. Radebe started a business called Free State Stores. Use the information given below to record the transactions in the following subsidiary books:

1. Cash Receipts Journal- with columns for: Analysis of Receipts; Bank; Sales; Cost of Sales and Sundry Accounts.
2. Cash Payments Journal – with columns for: Bank; Trading Stock; Wages and Sundry Accounts.
3. You don't have to close off the subsidiary journals at the end of the month.
4. Analyze the following transactions **June 4, 17, 22**, only as per the columns given,
5. **DO NOT SHOW THE AMOUNT, INDICATE ONLY THE EFFECT, i. SHOW THE AMOUNT** i.e. show an increase with a (+) and a decrease with a (–)

Transactions: June 2013:

1. H. Radebe started a business with R150 000 which was deposited into the business' bank account, receipt 01 was issued to him.
4. Issued cheque; X01 to AIDA Properties for rental, R2 300
15. Bought a new Cash register from GAME and paid by cheque X02, R1 500.
17. Cash sales of merchandise as per cash register roll, R6 700 (cost of sales, R5 500).
22. Bought Trading stock from Max Suppliers by cheque, R4 300, cheque X03.
26. Paid the weekly wages by cheque X04, R4 800.
27. Rent out part of our building to Limekhaya Photographic and received the monthly rental from them, R2500. Receipt 02 was issued.

QUESTION 3**[10]**

Compare the role of each economic system with regard to each characteristic mentioned in the table below.

Characteristic	Planned Economy	Market Economy	Mixed Economy
Government control		No control	
Profit Motive		Yes-the driving force	
Ownership of factors of production	Government		
Allocation of resource			Government has key industries for whole economy. Provincial incentive schemes.
Prices		Competition checks price	

TOTAL: 50

MEMORANDUM

TERM 1 - WEEK 10 ASSIGNMENTS

GRADE 9

TOTAL: 50 Marks

QUESTION 1

1.1.1	D✓
1.1.2	C✓
1.1.3	A✓
1.1.4	B✓
1.1.5	C✓
	5

QUESTION 2

Transaction analysis

Day	Account debited	Account credited	Effect on the Accounting equation		
			A	OE	L
4	Rent Expenses✓	Bank✓	-✓	-✓	0
17	Bank✓	Sales✓	+✓	+✓	0
	Cost of sales✓	Trading Stock✓	-✓	-✓	
22	Trading Stock✓	Bank✓	+✓ ; -✓	0	0
					16 Marks

CASH RECEIPTS JOURNAL OF FREE STATE STORES-JUNE 2013
CRJ 1

Doc No.	Day	Details	Fol	Analysis of receipts	Bank	Sales	Cost of sales	Sundry accounts		Details
								Amount	Fol	
01	1	H. Radebe		150 000	150 000				✓	Capital
CRR	3	Sales		6 700	6 700	6 700	5 500		✓	
02	27	Limekhaya Photos		2 500	2 500			2 500	✓	Rent Income
										11 Marks

CASH PAYMENTS JOURNAL OF FREE STATE STORES-JUNE 2013
CPJ 1

Doc No.	Day	Name of payee	Fol	Bank	Trading stock	Wages	Sundry accounts		Details	
							Amount	Fol		
X01	4	AIDA Properties		2 300	✓			2 300	✓	Rent expense
X02	15	GAME		1 500	✓			1 500	✓	Equipment
X03	22	Max Suppliers		4 300	✓					
X04	26	Cash		2 400	✓	2 400	✓			
										8 Marks

QUESTION 3

Characteristic	Planned economy	Market economy	Mixed economy
Government control	Central✓	No control	Semi-control✓
Profit Motive	No✓	Yes-the driving force	Yes – the driving force✓
Ownership of factors of production	Government	Private✓	Private✓
Allocation of resources	Government decides what the production targets are and allocates resources accordingly✓	Consumers determine how resources are allocated✓	Government has key industries for whole economy. Provincial incentive schemes.
Prices	Fixed – set by government✓	Competition checks price	Competition determine prices✓
			10 Marks

TOTAL: 50



ANSWER BOOK

TERM 1 - WEEK 5

ASSIGNMENT

TOTAL: 50 marks

Name of Learner:

Grade 9

Q1	Q2	Q3	Mark obtained by Learner

QUESTION 1

1.1.1	
1.1.2	
1.1.3	
1.1.4	
1.1.5	
5	

QUESTION 2

Transaction analysis

Day	Account debited	Account credited	Effect on the Accounting equation		
			A	OE	L
4					
17					
22					
					16 Marks

QUESTION 3

Characteristic	Planned economy	Market economy	Mixed economy
Government control		No control	
Profit Motive		Yes-the driving force	
Ownership of factors of production	Government		
Allocation of resources			Government has key industries for whole economy. Provincial incentive schemes.
Prices		Competition checks price	
			15 Marks

TOTAL: 50

MULTI GRADE PERIOD PLANNING TERM 2



PERIOD PLANNING – TERM 2

	GRADE 7			GRADE 8			GRADE 9		
WEEK 1	Period 1 Financial Literacy: <ul style="list-style-type: none"> Accounting concepts 	Period 2 Financial Literacy: <ul style="list-style-type: none"> Accounting concepts 	Period 1 Financial Literacy: <ul style="list-style-type: none"> Accounting concepts 	Period 2 Financial Literacy: <ul style="list-style-type: none"> Accounting concepts 	Period 1 Financial Literacy: <ul style="list-style-type: none"> Accounting concepts (revision of gr. 7+8 work) 	Period 2 Financial Literacy: <ul style="list-style-type: none"> National credit act 			
WEEK 2	Period 3 Financial Literacy: <ul style="list-style-type: none"> Accounting concepts 	Period 4 Financial Literacy: <ul style="list-style-type: none"> Accounting concepts 	Period 3 Financial Literacy: Overview of Accounting cycle	Period 4 Financial Literacy: Overview of Accounting cycle.	Period 3 Financial Literacy: Accounting cycle.	Period 4 Financial Literacy: Accounting cycle.			
WEEK 3	Period 5 Financial Literacy: Income and expenses	Period 6 Financial Literacy: Income and expenses	Period 5 Financial Literacy: Source documents	Period 6 Financial Literacy: Source documents	Period 5 Financial Literacy: Introduction of credit transactions	Period 6 Financial Literacy: Introduction to DJ and first activity on the DJ			
WEEK 4	Period 7 Financial Literacy: Income and expenses	Period 8 Financial Literacy: Income and expenses	Period 7 Financial Literacy: Introduction to the Cash Receipts Journal	Period 8 Financial Literacy: Cash Receipts Journal (5h) (format)	Period 7 Financial Literacy: Debtors' allowances Explanation and notes (DAJ)	Period 8 Financial Literacy: Recording transactions in the DJ, DAJ, CRJ (receipts from debtors)			
WEEK 5	Period 9 Financial Literacy: Income and expenses	Period 10 Financial Literacy: Income and expenses	Period 9 Financial Literacy: Cash Receipts Journal (example)	Period 10 Financial Literacy: Recording cash receipts	Period 9 Financial Literacy: Recording transactions in the DJ, DAJ, CRJ	Period 10 Financial Literacy: Posting to the General Ledger from the DJ, DAJ, CRJ			

WEEK 6	Period 11 Financial Literacy: Income and Expenses	Period 12 Financial Literacy: Income and expenses (CASE STUDY)	Period 11 Financial Literacy: Recording cash receipts	Period 12 Financial Literacy: Recording cash receipts (PROJECT)	Period 11 Financial Literacy: Posting of DJ, DAJ and CRJ to the Debtor's Ledger.	Period 12 Financial Literacy: Effect of credit transactions on the Accounting equation
WEEK 7	Period 13 Financial Literacy: Budgets (Personal budget)	Period 14 Financial Literacy: Budgets (Personal budget)	Period 13 Financial Literacy: Accounting equation	Period 14 Financial Literacy: Accounting equation	Period 13 The economy: Price theory	Period 14 The economy: Price theory
WEEK 8	Period 15 The economy: Production process	Period 16 The economy: Production process	Period 15 Entrepreneurship: Factors of production	Period 16 Entrepreneurship: Factors of production	Period 15 (CLASS TEST)	Period 16 The economy: Price theory
WEEK 9	Period 17 Mid-year exams	Period 18 Mid-year exams	Period 17 Mid-year exams	Period 18 Mid-year exams	Period 17 The economy: Price theory	Period 18 The economy: Price theory
WEEK 10	Period 19 Mid-year exams	Period 20 Mid-year exams	Period 19 Mid-year exams	Period 20 Mid-year exams	Period 19 Mid-year exams	Period 20 Mid-year exams

TERM 2 LESSON PLANS



GR. 7-9 EMS MULTI-GRADE LESSON PLANS – TERM 2 (WEEK 1-7)
FINANCIAL LITERACY ONLY - (PERIOD 1-14)
LESSON PLAN 1

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 1

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Accounting concepts (Introduction) (Period 1+2)	Duration: 4 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Accounting concepts (Period 1+2)	Duration: 2 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Revision term 1 Accounting + Nat. credit act (Period 1+2)	Duration: 2 hours Start date: Completed date:
Prior content knowledge: General knowledge of Accounting concepts	Link with next lesson: Income and expenses	Prior content knowledge: Own knowledge of term 1 Accounting concepts.	Link with next lesson: Overview of the Accounting Cycle.	Prior content knowledge: Prior knowledge of the classification of accounts and accounting equation.	Link with next lesson: Credit transactions of a trading enterprise – Debtors
Content: Period 1: <ul style="list-style-type: none"> • Accounting concepts ➤ Capital, assets and liabilities 	Vocabulary/ Important Words: Period 1: <ul style="list-style-type: none"> • Examples of capital, assets and liabilities 	Content: Period 1: <ul style="list-style-type: none"> • Accounting equation • Assets • Owner's equity • Liabilities 	Vocabulary/ Important Words: Period 1: <ul style="list-style-type: none"> • Current assets and non-current assets • Current liabilities and non-current liabilities • Owner's equity • Equation 	Content: Period 1: <ul style="list-style-type: none"> • Owner's equity • Assets • Liabilities • Accounting house • Expenses • Income 	Vocabulary/ Important Words: Period 1: <ul style="list-style-type: none"> • Assets • Non-current assets • Current assets • Owner's equity • Capital • Income • Liabilities • Non-current liabilities • Current liabilities

<p>Period 2:</p> <ul style="list-style-type: none"> Income Expenses Profit Losses Budgets 	<p>Period 2:</p> <ul style="list-style-type: none"> Accountant Bookkeeper Financial data Recording Accounting books 	<p>Period 2:</p> <p>Accounting concepts</p> <ul style="list-style-type: none"> Debit and credit Income and expense Profit and losses Transaction 	<p>Period 2:</p> <ul style="list-style-type: none"> Debit side Credit side Income and Profit Expense and losses 	<p>Period 2:</p> <ul style="list-style-type: none"> National credit act Reasons for credit act Advantages of credit act for the consumer Advantages of credit act for the shop owner / credit provider. 	<p>Period 2:</p> <ul style="list-style-type: none"> National credit act Debtors Credit check on account Credit worthy. credit agreement, debt review, credit providers.
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List all the non-current assets ✓ List all the current assets ✓ List all the non-current liabilities ✓ List all the current liabilities 	<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the concept equation and its purpose. 	<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Revised the classification of accounts ✓ Revised the Accounting equation ✓ Analyze cash transactions in a table format. ✓ Understand the purpose and advantages of the National Credit Act for consumers + credit providers. 	<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Revised the classification of accounts ✓ Revised the Accounting equation ✓ Analyze cash transactions in a table format. ✓ Understand the purpose and advantages of the National Credit Act for consumers + credit providers. 	<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Revised the classification of accounts ✓ Revised the Accounting equation ✓ Analyze cash transactions in a table format. ✓ Understand the purpose and advantages of the National Credit Act for consumers + credit providers. 	<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Revised the classification of accounts ✓ Revised the Accounting equation ✓ Analyze cash transactions in a table format. ✓ Understand the purpose and advantages of the National Credit Act for consumers + credit providers.
<p>Teaching Methods:</p> <p><u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. 	<p>Teaching Methods:</p> <p><u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. 	<p>Teaching Methods:</p> <p><u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples to illustrate the most

<ul style="list-style-type: none"> Group activities Other: 	<ul style="list-style-type: none"> Make instructions simple to address the language barrier 	<ul style="list-style-type: none"> Question and answer Demonstrations Group activities Other: 	<ul style="list-style-type: none"> Make instructions simple to address the language barrier 	<ul style="list-style-type: none"> Group activities Other: 	<p>common transactions and procedures in the Accounting cycle.</p> <ul style="list-style-type: none"> Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p>					
<p>Form of Assessment: Assessment</p>					
<p>Tool:</p>					
<p>Define vocabulary words</p>	<p>Glossary in textbook</p>	<p>Define vocabulary words</p>	<p>Glossary in textbook</p>	<p>Define all vocabulary words</p>	<p>Glossary in textbook</p>
<p>Period 1: Activity 2.1 Class/homework</p>	<p>Period 1: Activity Revision exercise on the definitions of Accounting concepts</p>	<p>Period 1: Activity Revision exercise on the definitions of Accounting concepts</p>	<p>Memorandum</p>	<p>Period 1: Activity 2.1 Revision exercise on the classification of accounts and/or the Accounting equation</p>	<p>Memorandum</p>
<p>Period 2: Activity 2.2 Class test on Accounting concepts. Learners must be able to define concepts.</p>	<p>Period 2: Activity Give an activity on different formulas for equation</p>	<p>Period 2: Activity Give an activity on different formulas for equation</p>	<p>Memorandum</p>	<p>Period 2: Activity 2.2 Activity on National Credit Act</p>	<p>Memorandum</p>
<p>Enrichment activity:</p>					
<p>Research Individual learners can be tasked to visit a local business and make a list of their income + expenses.</p>					
<p>Rubric for research</p>					
<p>EVIDENCE OF ASSESSMENT</p>					
<p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 					
<p>Learners:</p>					
<p>EVIDENCE OF ASSESSMENT</p>					
<p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 					
<p>Learners:</p>					

<ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>comments in the learners' exercise books.</p> <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p>		
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1:</p> <p>TEACHER'S ACTIVITIES</p>	<p>Period 1:</p> <p>LEARNERS' ACTIVITIES</p>	<p>Period 1:</p> <p>LEARNERS' ACTIVITIES</p>
<p>INTRODUCTION: Ask learners to define the words Accounting and Bookkeeping.</p> <ul style="list-style-type: none"> • Write down the responses from the three grades on the board. • Read through the meanings and give the correct answers. • Explain the difference between an Accountant and a Bookkeeper 		
<p>Accounting concepts:</p> <ul style="list-style-type: none"> • Explain the concepts capital, assets and liabilities. Give practical examples. • Explain the concepts cash register, money 	<p>Accounting concepts:</p> <ul style="list-style-type: none"> • Listen, ask clarity seeking questions and respond to the teacher's questions. 	<p>Accounting Concepts:</p> <p>Owner's Equity</p> <ul style="list-style-type: none"> • Write the word "owner's equity" on the board and ask learners to define it. Facilitate a

<p>in the bank, machinery, own money, loan and land & buildings, where possible use pictures to illustrate these concepts.</p> <ul style="list-style-type: none"> • Categorise these concepts into assets, capital or liability. Activity 7.2.1 	<ul style="list-style-type: none"> • Identify, paste and label pictures of examples of assets, liabilities and capital in the exercise books. • Learners do Activity 7.2.1 	<p>accounting equation</p> <ul style="list-style-type: none"> • Explain to the learners the purpose of an accounting equation • Give learners the formulae for accounting equation which is $A = OE + L$ (Assets = Owner's equity + Liabilities) • Task learners to do Activity 8.2.1 on the different formulae of the equation 	<p>definition of the term equation.</p> <ul style="list-style-type: none"> • Define the term accounting equation and participate in the discussion on the definition of the term accounting equation • Listen to the explanation of the purpose of accounting equation and ask clarity seeking questions. • Write down the formulae of the accounting equation in their exercise books • Do Activity 8.2.1 on the formulae of equation 	<p>discussion on the definition of owner's equity.</p> <ul style="list-style-type: none"> • Explain that income and expenses are both indirect owners' equity, because they decrease or increase the profit. <p>Assets:</p> <ul style="list-style-type: none"> • Write the words 'assets, non-current assets and current assets' and ask learners to define these terms as you facilitate and rectify learners' responses. • Let learners give examples of non-current assets and continue to manage and rectify their responses. <p>Liabilities:</p> <ul style="list-style-type: none"> • Write the terms 'liabilities, non-current liabilities, current liabilities' and 	<p>respond to the teacher's questions.</p> <p>Assets:</p> <ul style="list-style-type: none"> • Define the terms 'assets, non-current asset' in their own words. • Give examples of current and non-current assets. <p>Liabilities:</p> <ul style="list-style-type: none"> • Define the terms: 'liabilities, non-current liabilities and current liabilities' in their own words. • Give examples of current and non-current assets.
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				<p>ask learners to they understand the terms: 'liabilities, non-current liabilities, current liabilities'. Facilitate the discussion and rectify learners' responses.</p> <ul style="list-style-type: none"> Let learners give examples of non-current liabilities and current liabilities and continue to rectify learners' responses. Task learners to do any revision exercise from their textbook as a homework and to revise the Accounting equation. 	<ul style="list-style-type: none"> Do any revisions exercise from any textbook for homework, to revise the Accounting equation.
<p>Period 2: TEACHER'S ACTIVITIES</p>	<p>Period 2: LEARNERS' ACTIVITIES</p>	<p>Period 2: TEACHER'S ACTIVITIES</p>	<p>Period 2: LEARNERS' ACTIVITIES</p>	<p>Period 2: TEACHER'S ACTIVITIES</p>	<p>Period 2: LEARNERS' ACTIVITIES</p>

<p>Definition of concepts</p> <ul style="list-style-type: none"> • Write the word “transaction” on the board and ask learners to define it. • Explain the following accounting concepts: Income; Expenses; Profit; losses and budgets. • Ask learners to summarise all the new concepts in their exercise books. 	<ul style="list-style-type: none"> • Listen to the teacher’s explanation, ask clarity seeking questions and respond to the teacher’s questions. • Summarise all the new concepts in their exercise books. 	<p>Definition of concepts</p> <ul style="list-style-type: none"> • Write the word “transaction” on the board and ask learners to define it. • Explain that each time a transaction takes place; there is debit and credit entry. • Explain the concepts debit and credit in full and with examples. • Ask learners to define income and expense and support the discussion with examples • Ask learners to define profit and loss and support the discussion with practical illustrations • Explain to the learners the differences 	<p>Definition of concepts</p> <ul style="list-style-type: none"> • Give different meanings of transaction • Ask questions and write down the explanation of the concepts in their exercise books • Define the terms in their own words • Write down the definitions in their books • Ask clarity seeking questions and write down important definitions in their books. • Give examples of income accounts and examples of expense accounts • Do Activity 8.2.2 as homework 	<p>National Credit Act(NCA) :</p> <ul style="list-style-type: none"> • Explain the purpose of the Act and the advantages for the consumer as well as the shop owner. • Task learners to make a summary of the purpose and advantages of the NCA in their exercise books. • Task learners to do any activity on the National credit Act from the textbook for homework. 	<p>National Credit Act:</p> <ul style="list-style-type: none"> • Listen to the teacher’s explanation and ask clarity seeking questions. • Make a summary of the purpose and advantages in their exercise books. • Do activity on the National Credit Act from the textbook for homework.
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		<p>between profit and income as well as expense and los, with practical examples.</p> <ul style="list-style-type: none"> • Ask learners to give examples of income accounts and expense accounts. • Give learners Activity 8.2.2 on the definitions of concepts from their text book as homework 			
<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Chalkboard and chalk 		<p>Resources:</p> <ul style="list-style-type: none"> • Text book • Chalkboard and chalk • Other exemplar textbooks 		<p>Resources: Use any 2 activities from any suitable CAPS text book.</p> <ul style="list-style-type: none"> • Chalkboard and chalk. • Pictures of assets, liabilities, expenses and income. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>HOD's input: monitoring and support</p> <p>.....</p>					

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LESSON PLAN 2

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 2

GR. 7		GR. 8		GR. 9	
Topic: FINANCIAL LITERACY Sub-topic: Accounting concepts (Period 3+4)	Duration: 4 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Accounting cycle (Period 3+4)	Duration: 2 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Accounting cycle: (Period 3+4)	Duration: 2 hours Start date: Completed date:
Prior content knowledge: Knowledge acquired so far on Accounting concepts.	Link with next lesson: Income and expense	Prior content knowledge: Definition of transaction and their own knowledge of source documents	Link with next lesson: Recording of transactions in the Cash Receipts Journal	Prior content knowledge: Own general knowledge/experience of the bookkeeping of trading businesses.	Link with next lesson: Credit sales and debtors.
Content: <ul style="list-style-type: none"> financial records 	Vocabulary/ Important Words:	Content: <ul style="list-style-type: none"> Reasons for recording process 			

<ul style="list-style-type: none"> • Different assets or fixed assets or non-current assets, current assets, equipment, vehicles, buildings, bank • Different liabilities non-current liabilities, current liabilities, Banking, bank account, savings account, • Class test on Accounting concepts. 	<ul style="list-style-type: none"> • financial records • Different assets or fixed assets or non-current assets, current assets, equipment, vehicles, buildings, bank • Different liabilities non-current liabilities, current liabilities, Banking, bank account, savings account, 	<ul style="list-style-type: none"> • Daily recording process • Monthly recordings • Recordings at the end of financial year • Diagram of the Accounting cycle <p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Transaction • Subsidiary journals, Cash Receipts and Cash payments journals • Source documents, receipt, bank statement and deposit slip • Income statement and Balance sheet
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between different types of assets ✓ Be able to list current and non-current assets ✓ Distinguish between assets and liabilities ✓ Give examples of liabilities ✓ Understand the different concepts related to banking. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different transactions ✓ Understand the definitions of the concepts of steps in the Accounting cycle ✓ Explain the Accounting cycle in their own words ✓ Know which Accounting processes happen daily, monthly and annually. ✓ Know the correct sequence of procedures in the Accounting cycle. 	<p>Teaching Methods: Tick the applicable teaching method:</p>
<p>Teaching Methods:</p>	<p>Differentiation (Enrichment)</p>	<p>Differentiation (Enrichment opportunities / addressing barriers):</p>

<p><u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Use practical examples to illustrate the Accounting cycle.</p> <ul style="list-style-type: none"> • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 9.2.3</p> <p>Period 4: Activity 9.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <p>Define vocabulary words</p> <p>Period 3: Activity 8.2.3</p> <p>Summary of the reasons for recording transactions</p> <p>Period 4: Activity 8.2.4</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

<p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.</p> <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK: GR. 8 + 9 SIMULTANEOUSLY</p>		
<p>Period 3:</p>		
<p>TEACHER'S ACTIVITIES</p>	<p>LEARNERS' ACTIVITIES</p>	<p>TEACHER'S ACTIVITIES</p>
<ul style="list-style-type: none"> • Explain the term financial records • Explain the concept savings. • Explain banking, bank account and savings account and give practical examples • Task learners to do <u>Activity 7. 2.3</u> (should be on periods 1 & 2 work) 	<ul style="list-style-type: none"> • Listen to the explanation and ask clarity seeking questions. • Write notes of the accounting concepts in their note books. • Do <u>Activity 7. 2.3</u> as class work 	<p>Accounting Cycle with specific reference to cash transactions – Grade 8 and credit transactions Grade 9</p> <ul style="list-style-type: none"> • Ask learners to explain why an entrepreneur should record all transactions? • Rectify learners responses through a discussion • Give learners notes on the summary of reasons why an entrepreneur should record all transactions. • Draw the accounting cycle on the board <p>Recording process (Daily and Monthly)</p> <ul style="list-style-type: none"> • Discuss the recording process in connection with monies received and paid.
<p>LEARNERS' ACTIVITIES</p>	<p>Accounting Cycle with specific reference to cash transactions – Grade 8 and credit transactions Grade 9</p> <ul style="list-style-type: none"> • Give explanation of why transactions should be recorded • Listen and ask clarity seeking questions. • Write the summary of the reasons in their exercise books. • Draw the accounting cycle in their exercise books. • Listen and ask questions 	

<ul style="list-style-type: none"> • Prepare a class test memorandum on the Accounting concepts covered in periods 1, 2 & 3. 	<p style="text-align: center;">Period 4:</p> <p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> • Mark activity 7.2.3 and correct wrong items. <p>Class test on Accounting concepts:</p> <ul style="list-style-type: none"> • Do Activity 7.2.4 as an informal class test on 	<ul style="list-style-type: none"> • Use a practical example to explain the recording process. • Clearly illustrate the recording process by using any transaction between 2 of the learners. (e.g. Tshidi bought stationery from Sipho for R200) • Explain the importance of source documents in the recording process and give examples of source documents. • Explain what subsidiary books are. • Mention the different types of subsidiary journals used • Task learners to do Activity 8. 2.3/9.2.3 	<p style="text-align: center;">Period 4:</p> <p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> • Listen to the explanations given, ask questions for clarity and be able to explain the flow of the accounting cycle n their own words.
<p style="text-align: center;">Period 4:</p> <p>TEACHER'S ACTIVITIES</p>	<p style="text-align: center;">Period 4:</p> <p>TEACHER'S ACTIVITIES</p>	<p style="text-align: center;">Period 4:</p> <p>TEACHER'S ACTIVITIES</p>	<p style="text-align: center;">Period 4:</p> <p>LEARNERS' ACTIVITIES</p>
<p>Class test on Accounting concepts:</p> <ul style="list-style-type: none"> • Give learners a class test of about 15 words to define (30 	<p>Class test on Accounting concepts:</p> <ul style="list-style-type: none"> • Do Activity 7.2.4 as an informal class test on 	<ul style="list-style-type: none"> • Explain the posting of information from the subsidiary journals to the general ledger. Grade 8 Cash Journals • Grade 9 Posting from the DJ to the General Ledger • Explain the preparation of the trial balance • Explain the preparation of the financial statements from the trial balance 	<ul style="list-style-type: none"> • Listen to the teacher's explanation of the diagram, ask clarity seeking questions. • Respond to questions posed by the teacher and peers. • Complete an accounting cycle by filling in the missing information (Grade 8) • Draw and label the accounting cycle (Grade 9)

<p>marks) and ask them to list all the current assets, and fixed assets (non-current assets).</p> <ul style="list-style-type: none"> Total = 50 and Duration = 30 min. 	<p>accounting concepts covered in periods 1, 2 & 3:</p>	<ul style="list-style-type: none"> Mention that after the preparation of the financial statements, interpretations and analysis are made Explain the Accounting cycle step-by-step and use practical examples to make it clear. Complete an accounting cycle by filling in the missing information (Grade 8): Activity 8.2.4 Draw and label the accounting cycle (Grade 9)
<p>Resources:</p> <ul style="list-style-type: none"> Textbook Illustrations of different assets and liabilities Illustrations of source documents 	<p>Resources:</p> <ul style="list-style-type: none"> Textbook Illustration of Accounting cycle from any text book 	<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

HOD's input: monitoring and support

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LESSON PLAN 3

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 3

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Income and expenses from different businesses) (Period 5+6)	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Source documents related to CRJ (Period 5+6)	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Credit sales and DJ (Period 5+6)	Duration: 2 hours Start date: Completed date:
Prior content knowledge: Accounting concepts already	Link with next lesson:	Prior content knowledge: Accounting cycle	Link with next lesson: Cash Receipts Journal	Prior content knowledge: Own general knowledge/experience of buying on credit and paying monthly installments.	Link with next lesson: Debtors allowances

<p>taught in periods 1 -4</p>	<p>Content:</p> <ul style="list-style-type: none"> Income and expenses. 	<p>Income and expenses in different businesses in own community.</p> <p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> income and expenses. 	<p>Content:</p> <ul style="list-style-type: none"> Receipt Deposit slip Services business 		<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> Internal source documents External source documents Rendering a service 	<p>Content:</p> <ul style="list-style-type: none"> Credit transactions Credit sales and the Accounting cycle Debtors journal Debtors list Debtors ledger 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> On account, debtors, credit worthy Credit invoice, debtors list, debtors ledger
	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts Be able to list different income and expenses Be able to give examples of income and expenses from local businesses. Understand that income – expenses = profit/loss 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant source documents related to CRJ Write out transactions from source documents Fill in information on the source documents 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Understand why businesses sell on credit Know which source documents are used for credit sales and who receive the original credit invoice. Record only credit transactions of a trading business in the DJ from given credit transactions. 		<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer method Demonstrations 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations
	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. Make instructions simple to address the language barrier 		<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples to illustrate credit sales. 		<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples to illustrate credit sales.

<ul style="list-style-type: none"> • Demonstrations • Group activities • Other: <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> • Group activities • Other: <ul style="list-style-type: none"> 	<p>.....</p> <p>...</p> <p>.....</p> <p>...</p>	<ul style="list-style-type: none"> • Make instructions simple to address the language barrier. • Illustrate all calculations on the blackboard.
<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 5: Activity Activities on income + expenses.</p> <p>Period 6: Activity 7.2.6 Class test on all terminology</p> <p>Research: List income and expenses of an entrepreneur from their local community.</p>	<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 5: Activity 8.2.5 Fill in information on source documents</p> <p>Period 6: Activity 8.2.5/6 Write out transactions from source documents</p>	<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 5: Activity 9.2.5 Short questions on the introduction of credit transactions.</p> <p>Period 6: Activity 9.2.6 Recording credit transactions in the DJ from given transactions.</p>	<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 5: Activity 9.2.5 Short questions on the introduction of credit transactions.</p> <p>Period 6: Activity 9.2.6 Recording credit transactions in the DJ from given transactions.</p>
<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

<p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p>	<p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p>	<p>Period 5:</p> <p>LEARNERS' ACTIVITIES</p>	<p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p>
<p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p>	<p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p>	<p>Period 5:</p> <p>LEARNERS' ACTIVITIES</p>	<p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p>
<p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. • All work is marked and corrected by the learner and controlled by the teacher. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p>	<p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p>	<p>Period 5:</p> <p>LEARNERS' ACTIVITIES</p>	<p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p>
<p>Income and expenses</p> <ul style="list-style-type: none"> • Explain the difference between an income and an expense. • Ask learners to give examples of income and expenses from their own household. 		<p>Income and expenses</p> <ul style="list-style-type: none"> • Listen to the teacher's explanation and ask clarity seeking questions. • Give examples of income and expenses from their own households. • Take notes on personal income and expenses. 	<p>Source Documents</p> <ul style="list-style-type: none"> • Ask learners to give a definition of a source document. • Ask learners to identify the steps on the Accounting cycle where source documents come in. • Explain to the learners which source 	<p>Source Documents</p> <ul style="list-style-type: none"> • Define source documents. • Give specific answer on the step where source documents are allocated in the Accounting cycle. • Listen to the explanation and ask questions • Write the activity in their exercise books.
<p>Income and expenses</p> <ul style="list-style-type: none"> • Explain the difference between an income and an expense. • Ask learners to give examples of income and expenses from their own household. 		<p>Introduction to credit transactions and the credit invoice:</p> <ul style="list-style-type: none"> • Ask learners to differentiate between cash and credit transactions. • Ask learners why businesses sell on credit. 	<p>Introduction to credit transactions and the credit invoice:</p> <ul style="list-style-type: none"> • Explain the difference between cash and credit transactions. • Ask clarity seeking questions and respond to the teacher's questions. 	<p>Introduction to credit transactions and the credit invoice:</p> <ul style="list-style-type: none"> • Explain the difference between cash and credit transactions. • Ask clarity seeking questions and respond to the teacher's questions.
<p>Income and expenses</p> <ul style="list-style-type: none"> • Explain the difference between an income and an expense. • Ask learners to give examples of income and expenses from their own household. 		<p>Introduction to credit transactions and the credit invoice:</p> <ul style="list-style-type: none"> • Explain the difference between cash and credit transactions. • Ask clarity seeking questions and respond to the teacher's questions. 	<p>Introduction to credit transactions and the credit invoice:</p> <ul style="list-style-type: none"> • Explain the difference between cash and credit transactions. • Ask clarity seeking questions and respond to the teacher's questions. 	<p>Introduction to credit transactions and the credit invoice:</p> <ul style="list-style-type: none"> • Explain the difference between cash and credit transactions. • Ask clarity seeking questions and respond to the teacher's questions.

		<p>documents that are related to CRJ</p> <ul style="list-style-type: none"> • Give learners an activity to fill in information on a receipt and deposit slip as class work. • Task learners to do Activity 8.2.5. 	<ul style="list-style-type: none"> • Do Activity 8.2.5 as homework. 	<ul style="list-style-type: none"> • Explain the advantages and disadvantages of credit sales for the businesses and credit purchases for the consumers. • Explain the format of the credit invoice. • Ask learners questions about the invoice, to make sure they understand the information on it. • Make sure that learners listen and understand the timeframes within which debtors settle their accounts. • Explain the concept “debtor” • Task learners to do Activity 9.2.5 	<ul style="list-style-type: none"> • Discuss the reasons why businesses sell also on credit. • Make notes of the advantages and disadvantages of credit sales for the businesses and credit purchases for consumers. • Study the format of the credit invoice with the teacher. • Answer questions on invoices. • Understand the timeframes within which debtors settle their accounts. • Do an Act, 9.2.5 on credit sales. • Listen to explanation of the concept “debtor”
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Period 6: TEACHER'S ACTIVITIES	Period 6: LEARNERS' ACTIVITIES	Period 6: TEACHER'S ACTIVITIES	Period 6: LEARNERS' ACTIVITIES	Period 6: TEACHER'S ACTIVITIES	Period 6: LEARNERS' ACTIVITIES
<p>Income and Expenses</p> <ul style="list-style-type: none"> • Mark learners' examples of income and expenses from their own households. • Ask learners to list income and expenses of different businesses. • Ask learners to do Activity 7.2.6 as home work. 	<p>Income and expenses</p> <ul style="list-style-type: none"> • Report back on their examples of household income and expenses. • Make corrections on mistakes made and write notes on examples mentioned by peers. • List examples of business expenses and income. • Do Activity 7.2.6 as home work. 	<p>Source Documents</p> <ul style="list-style-type: none"> • Provide answers to Act 8.2.5 on source documents • Explain to the learners that information on the source documents is used to record transactions in normal business activities. • Work with the learners to show them how to write out transactions from the source documents by using the same documents in Activity 8. 2.5 	<p>Source Documents</p> <ul style="list-style-type: none"> • Mark Act 8.2.5 on source documents and do corrections. • Listen to the explanation, write down notes and ask clarity seeking questions. • Practice identifying transactions in the source documents. • Do Act 8.2.5 as class work. 	<p>Recording of credit sales in the DJ</p> <ul style="list-style-type: none"> • Provide answers to Act. 9.2.5 on credit sales. • Explain debtors? • Work through an example of a format of Debtors' Journal with learners and explain the purpose of every column. • Use transactions to draw an example of a DJ on the board. • Give an exercise from the textbook as class work to learners. 	<p>Recording of credit sales in the DJ</p> <ul style="list-style-type: none"> • Mark Act. 9.2.5 on credit sales and do corrections. • Follow the example of a DJ explained by the teacher and ask clarity seeking questions. • Work through the example with the teacher. • Copy the example in the exercise book. • Do an exercise of a DJ from the textbook as class work in their exercise books.

	<ul style="list-style-type: none"> Ask learners to complete Activity 8. 2.5 as homework to write out transactions from source documents. 		<ul style="list-style-type: none"> Task learners to do Activity 9.2.6 on a DJ as homework. 	<ul style="list-style-type: none"> They also do Act. 9. 2.6 as homework.
<p>Resources:</p> <ul style="list-style-type: none"> Textbook. Examples of income and expenses from their own household. Examples of income and expenses from businesses near their homes. 	<p>Resources:</p> <ul style="list-style-type: none"> Textbook Blackboard and chalk Examples of receipt and deposit slip 		<p>Resources:</p> <ul style="list-style-type: none"> Any suitable CAPS textbook: with an example of DJ and an exercise of only credit transactions to be recorded in a DJ. Examples of credit invoices from any textbook or original invoices received from family members. Blackboard and chalk. Calculators. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>				
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>				

LESSON PLAN 4

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 4

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Income and expenses (used to determine profit or loss) (Period 7+8)	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CRJ introduction and format(Period 7+8)	Duration: 2 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Debtors Journal and Debtors Allowances (Period 7+8)	Duration: 2 hours Start date: Completed date:
Prior content knowledge: Examples of income and expenses	Link with next lesson: How to use income and expenses to determine a profit or loss of a business	Prior content knowledge: Accounting Cycle	Link with next lesson: Cash Payments Journal	Prior content knowledge: Own general knowledge/experience of buying on credit and returning products that are not up to standard.	Link with next lesson: Recording cash and credit transactions in one exercise.
Content: <ul style="list-style-type: none"> • Examples of business income and expenses 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Business income • Business expenses • Budget deficit • Budget surplus 	Content: <ul style="list-style-type: none"> • Concept of CRJ • Formats and uses of CRJ • Entering transactions on CRJ • Closing off CRJ • Effect of the transaction on Equation 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Analysis of Receipts • Current Income • Duplicate of receipt • CRR • Current Account 	Content: <ul style="list-style-type: none"> • Reasons for debtors Allowances • The format of the DAJ • Recording of transactions in the DAJ, DJ and CRJ in one activity. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Debit note and credit note • Debtors allowances • Cost price and selling price.

	<ul style="list-style-type: none"> • Rent Income • Donations received 				
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different transactions, including credit sales and debtors allowances. ✓ Record credit transactions in the DJ and debtors allowances correctly in the DAJ. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know the difference between a service enterprise and a trading enterprise. ✓ Know the format of the CRJ and how to use each column. ✓ Record cash transactions in the CRJ. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between business income and expenses. ✓ Determine the profit or loss from given information. ✓ Answer questions from a given cash budget of a business. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know the difference between a service enterprise and a trading enterprise. ✓ Know the format of the CRJ and how to use each column. ✓ Record cash transactions in the CRJ. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between business income and expenses. ✓ Determine the profit or loss from given information. ✓ Answer questions from a given cash budget of a business. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different transactions, including credit sales and debtors allowances. ✓ Record credit transactions in the DJ and debtors allowances correctly in the DAJ.
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • •
<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to explain debtors' allowances. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to explain debtors' allowances. • Make instructions simple to address the language barrier

ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/> Assessment	ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/> Assessment	ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/> Assessment
Form of Assessment: Tool: Define vocabulary words Period 7: Activity 7.2.7 Case study: Determine the profit Period 8: Activity 7.2.8 Case study: Determine the loss (class work)	Form of Assessment: Tool: Define vocabulary words Period 7: Activity 8.2.7 List examples of services rendering businesses in their own community. Period 8: Activity 8.2.8 Paste examples of source documents in workbooks.	Form of Assessment: Tool: Define vocabulary words Period 7: Activity 9.2.7 Notes: Introduction to debtors allowances Period 8: Activity 9.2.8 Case study: R&R Retailers Recording of transactions in the DJ, DAJ + CRJ for April 2014
EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.

LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
LESSON, CLASS WORK AND HOMEWORK:	LESSON, CLASS WORK AND HOMEWORK:	LESSON, CLASS WORK AND HOMEWORK:	LESSON, CLASS WORK AND HOMEWORK:
Period 7: TEACHER'S ACTIVITIES	Period 7: LEARNERS' ACTIVITIES	Period 7: TEACHER'S ACTIVITIES	Period 7: LEARNERS' ACTIVITIES
<ul style="list-style-type: none"> Give learners a case study of given income and expenses of a business. Ask learners to list the income on the board. Ask learners to list the expenses on the board. Show them how to determine the profit. Task learners to do Activity 7. 2.5 as class work. 	<ul style="list-style-type: none"> Read the case study List the income on the board. List the expenses on the board. Calculate the total income and the total expenses. Calculate the profit. Do Activity 7. 2.5 as class work. 	<ul style="list-style-type: none"> Ask to learners to explain why people start businesses. Ask learners to give examples of the types of businesses in their community. Stress that the focus will mainly be on Services business Ask learners to do Activity 8.2.7 	<ul style="list-style-type: none"> Answer questions posed by the teacher. Write down notes on important information given by the teacher. List businesses which are rendering services in their own community. Do Activity 8.2.7
<ul style="list-style-type: none"> Provide answers to Activity 9.2.6 on the DJ and check that learners correct their mistakes. DAJ: Ask learners if they have ever returned goods to a business before. Emphasize the importance of keeping cash slips or credit invoices as evidence of purchase. Explain that when goods bought on credit are returned, a source document called a credit note is issued to the debtor. 	<ul style="list-style-type: none"> Mark Act.9. 2.6 and do corrections. Listen and ask clarity seeking questions. DAJ: Report on own experience of goods that have been returned. Follow the teacher's explanation of a debit and credit note and ask clarity seeking questions. Summarise the different reasons for making an entry in the DAJ. Work through an example of a DAJ with the teacher. Do an exercise on a DAJ: Activity 9.2.7 with the help of the 	<ul style="list-style-type: none"> Provide answers to Activity 9.2.6 on the DJ and check that learners correct their mistakes. DAJ: Ask learners if they have ever returned goods to a business before. Emphasize the importance of keeping cash slips or credit invoices as evidence of purchase. Explain that when goods bought on credit are returned, a source document called a credit note is issued to the debtor. 	<ul style="list-style-type: none"> Mark Act.9. 2.6 and do corrections. Listen and ask clarity seeking questions. DAJ: Report on own experience of goods that have been returned. Follow the teacher's explanation of a debit and credit note and ask clarity seeking questions. Summarise the different reasons for making an entry in the DAJ. Work through an example of a DAJ with the teacher. Do an exercise on a DAJ: Activity 9.2.7 with the help of the

	<p>teacher on the board.</p>	<ul style="list-style-type: none"> Ask learners to give reasons why goods are returned after they have been bought. Explain the credit note as a source document to record entries in the Debtor's Allowances Journal. Discuss the reasons for making an entry in the Debtor's Allowances Journal. Explain the format of the DAJ. Work with learners through an example of a DAJ: Activity 9.2.7 			

<p>class work , where they should determine the loss.</p>		<p>cash is received the Cash Receipts Journal is used to record the transaction.</p> <ul style="list-style-type: none"> • Explain the columns from the Cash Receipts Journal. • Task learners to do Activity 8.2.8 where learners should collect examples of source documents and list the information on the source documents. 	<ul style="list-style-type: none"> • Write down new concepts in exercise books. • Do Activity 8.2.8 as a homework (collecting examples of source documents and pasting them into exercise books. • Summarise the information on each source document. 	<ul style="list-style-type: none"> • Do one or two transactions with learners on the board and then task them to continue on their own. Focus on teaching another grade. 	<ul style="list-style-type: none"> • Complete one or two of Activity 9. 2.8 with the teacher's help by following the entries on the board. • Complete the rest of Activity 9.2.8.
<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Blackboard and chalk • Calculators 		<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Blackboard and chalk • Examples of source documents related to the CRJ. (Bank deposit slips and receipts) 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook with an illustration and explanation of the DAJ. • Gr. 9 EMS Multi-grade toolkit. • Blackboard and chalk. • Calculators. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p>					

HOD's input: monitoring and support

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LESSON PLAN 5

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 5

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Statement of net worth (Period 9+10)	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CRJ and recording (Period 9+10)	Duration: 5 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: DJ, DAJ and CRJ (Period 9+10)	Duration: 2 hours Start date: Completed date:
Prior content knowledge: Definitions of assets and liabilities	Link with next lesson: How to determine the net worth of a person or a business.	Prior content knowledge: Format of the CRJ	Link with next lesson: Cash Payments Journal	Prior content knowledge: Own general knowledge/experience of buying on credit and paying monthly installments.	Link with next lesson: Posting of DJ and DAJ to general ledger and Debtors Ledger

<p>Content:</p> <ul style="list-style-type: none"> • Different assets • Different liabilities • How to determine the net worth • Why do we calculate the net worth? 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Assets • Liabilities • Net worth 	<p>Content:</p> <ul style="list-style-type: none"> • Transactions • Date of the transaction • Sundry Accounts 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Capital • Direct deposit • Increase capital 	<p>Content:</p> <ul style="list-style-type: none"> • Recording credit transactions • Payments received from debtors in the CRJ. 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • On account • Debtors • Debtors allowances • Settlement of account
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between assets and liabilities. ✓ Determine the net worth of a person. ✓ Determine the net worth of a business. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Record transactions in the CRJ ✓ Underlining the Analysis of Receipts Column ✓ Balancing the CRJ 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Record transactions in the CRJ ✓ Underlining the Analysis of Receipts Column ✓ Balancing the CRJ 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different cash and credit transactions. ✓ Distinguish between cash and credit transactions. ✓ Know in which journal to record different transactions. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different cash and credit transactions. ✓ Distinguish between cash and credit transactions. ✓ Know in which journal to record different transactions. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different cash and credit transactions. ✓ Distinguish between cash and credit transactions. ✓ Know in which journal to record different transactions.
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • •
<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate different transactions. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate different transactions. • Make instructions simple to address the language barrier

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<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 9: Activity 7.2.9 Case study: Draft a statement of net worth of a student (example)</p> <p>Period 10: Activity 7.2.10(from textbook)</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 9: Activity 8. 2.9 Simple CRJ</p> <p>Period 10: Activity 8.2.10 CRJ of two transactions on the same date.</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 9: Activity 9.2.9 Record cash and credit transactions in the Dj, DAJ and CRJ.</p> <p>Period 10: Activity 9.2.10 Post the Dj, DAJ and CRJ only to the General Ledger.</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 9: Activity 9.2.9 Record cash and credit transactions in the Dj, DAJ and CRJ.</p> <p>Period 10: Activity 9.2.10 Post the Dj, DAJ and CRJ only to the General Ledger.</p>
<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 9: Period 9:</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 9: Period 9:</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 9: Period 9:</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 9: Period 9:</p>

TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
<p>Statement of Net Worth</p> <ul style="list-style-type: none"> • Ask learners to define assets and liabilities. • Do an example of a statement of net worth of a learner on the black board. • Give learners activity 7.2.9 as class work. • Discuss learners' possible answers. • Write the solution of activity 7.2.9 on the board/charts. 	<p>Statement of Net Worth</p> <ul style="list-style-type: none"> • Define assets and liabilities and give examples. • Follow the preparation of a statement of net worth by the teacher on the board. • Copy the example into their exercise books. • Do activity 7.2.9 as class work. • Discuss the solutions in pairs or in groups. • Copy the solution given by the teacher into their exercise books. 	<p>Recording Cash Transactions</p> <ul style="list-style-type: none"> • Do an activity on recording transactions in the CRJ with learners on the board. • Explain to learners how the recording is done when two transactions take place on the same day. • Explain the relationship between the total of the bank deposit slip and the total in the bank column of the CRJ. • Give Activity 8.2.9 as class work. 	<p>Recording Cash Transactions</p> <ul style="list-style-type: none"> • Listen to the explanation, ask questions for and also write down the exemplar activity on their exercise books • Do activity 8.2.9 in their exercise books. 	<p>Subsidiary Journals</p> <ul style="list-style-type: none"> • Provide answers of Act. 9.2.8 (DJ, DAJ & CRJ). • Ask learners to highlight key words from the transactions in Activity 9.2.9. • Task learners to do only the journals of Activity 9.2.9 (CRJ, DJ and DAJ). 	<p>Subsidiary Journals</p> <ul style="list-style-type: none"> • Mark Activity 9.2.8 and do corrections. • Ask clarity seeking questions. • Highlight key words of the transactions of Activity. 9. 2.9 to help distinguish between cash and credit transactions. • Complete only the journals of Activity 9.2.9 as class work.
<p>Period 10: TEACHER'S ACTIVITIES</p>	<p>Period 10: LEARNERS' ACTIVITIES</p>	<p>Period 10: TEACHER'S ACTIVITIES</p>	<p>Period 10: LEARNERS' ACTIVITIES</p>	<p>Period 10: TEACHER'S ACTIVITIES</p>	<p>Period 10: LEARNERS' ACTIVITIES</p>

<ul style="list-style-type: none"> Give another activity on net worth from any textbook to reinforce the activity done in period 9. Answer learners' clarity seeking questions. 	<ul style="list-style-type: none"> Do the activity that was given by the teacher. Ask clarity seeking questions. 	<ul style="list-style-type: none"> Mark Activity 8.2.9 and ask learners to do corrections. Ask learners to do Activity 8.2.10 (two transactions take place on the same date individually as class work. Ask learners to complete the activity at home. 	<ul style="list-style-type: none"> Give answers to Activity 8.2.9 and ask for clarity. Do corrections. Do Activity 8.2.10 as class work. Complete Activity 8.2.10 at home. 	<ul style="list-style-type: none"> Provide answers for the journals of Activity 9.2.9 and ask learners to do corrections. Demonstrate to the learners how to post information from the journals to the General Ledger. Ask learners to post the information from the journals (activity 9.2.10) to the General Ledger. 	<ul style="list-style-type: none"> Mark journals and do corrections. Ask clarity seeking questions. Do Activity 9.2.10, by posting information from the journals to the General Ledger.
<p>Resources:</p> <ul style="list-style-type: none"> Textbook Write the solution of activity 7.2.9 on a flip chart paper, to make more time available for gr. 8+9 Accounting. 		<p>Resources:</p> <ul style="list-style-type: none"> Text book Chalkboard and chalk 		<p>Resources:</p> <ul style="list-style-type: none"> Gr. 9 Term 2 EMS Multi-grade Toolkit. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

HOD's input: monitoring and support

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LESSON PLAN 6

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 6

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Statement of net worth (Period 11+12)	Duration: 4 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CRJ (recording) (Period 11+12)	Duration: 5 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Posting of DJ, DAJ and CRJ (Period 11) and Accounting equation (Period 12)	Duration: 2 hours Start date: Completed date:
Prior content knowledge: Knowledge of assets and liabilities	Link with next lesson: Statement of net worth of a business	Prior content knowledge: Format of the CRJ	Link with next lesson: Cash Payments Journal	Prior content knowledge: Own general knowledge/experience of buying on credit and returning unwanted products for a refund.	Link with next lesson: Posting of DJ and DAJ to general ledger and Debtors Ledger

<p>Content:</p> <ul style="list-style-type: none"> • Different assets • Different liabilities • How to determine the net worth • Why do we calculate the net worth? 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Assets • Liabilities • Net worth 	<p>Content:</p> <ul style="list-style-type: none"> • Assets +- Liabilities • Income and expenses are part of O/E (-+) 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Assets • Direct owner's equity • Indirect owner's equity • Liabilities 	<p>Content:</p> <ul style="list-style-type: none"> • Posting of DJ, DAJ and CRJ to the general ledger • Posting of DJ, DAJ and CRJ to the Debtors' Ledger accounts • Drawing up a Trial Balance to test the accuracy of the General Ledger accounts. 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Double entry rule • Accounting equation • Asset accounts • Owner's equity accounts (including expenses and income) • Liabilities
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between assets and liabilities. ✓ Determine the net worth of a person. ✓ Determine the net worth of a business. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Posting to income accounts from the CRJ ✓ Calculate increase in Capital 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Posting to income accounts from the CRJ ✓ Calculate increase in Capital 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Know which source documents are used for different transactions ✓ Analyse the effect of credit transactions on the Accounting equation. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Know which source documents are used for different transactions ✓ Analyse the effect of credit transactions on the Accounting equation. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Know which source documents are used for different transactions ✓ Analyse the effect of credit transactions on the Accounting equation.
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate the effect of transactions on the Acc. equation. • Make instructions simple to address

.....	the language barrier
ASSESSMENT STRATEGY Formal Informal	ASSESSMENT STRATEGY Formal Informal	ASSESSMENT STRATEGY Formal Informal	ASSESSMENT STRATEGY Formal Informal
Form of Assessment: Tool: Define vocabulary words Period 11: Activity 7.2.10 Revision activity on Statement of net worth Period 12: Prepare any revision activity from previous exam papers to prepare learners for the	Form of Assessment: Tool: Define vocabulary words Period 11: Activity 2.11 CRJ with Rent Income Period 12: Activity 2.12 CRJ where owner increase Capital contribution	Form of Assessment: Tool: Define vocabulary words Period 11: Activity 2.11 Case study: Electro Suppliers Posting the journals the Debtors Ledger and a Trial Balance. Period 12: Activity 2.12 Data response: Analysing the effect of	Form of Assessment: Tool: Glossary in textbook Memorandum Gr. 9 Multi-grade Toolkit Memorandum Gr. 9 Multi-grade Toolkit
EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. 	EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. 	EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. 	

<ul style="list-style-type: none"> All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> All work is marked and corrected by the learner and controlled by the teacher.
LESSON, CLASS WORK AND HOMEWORK:		
Period 11:	Period 11:	Period 11:
TEACHER'S ACTIVITIES	TEACHER'S ACTIVITIES	TEACHER'S ACTIVITIES
<ul style="list-style-type: none"> Give another activity (Activity 7.2.11) on the preparation of the statement of net worth. Prepare the solution of activity 7.2.11 on the flip chart or board. Ask learners to do corrections. 	<ul style="list-style-type: none"> Do Activity 7.2.11, on the statement of net worth as class work. Do corrections 	<ul style="list-style-type: none"> Mark CRJ of Act 8.2.10 and do corrections Listen to the teacher's explanation on the recording of rent income in the CRJ. Do Act 8.2.11 as class work and complete at home.
<ul style="list-style-type: none"> Ask learners to do corrections. 	<ul style="list-style-type: none"> Provide answers to Activity 8.2.10 and ask learners to mark their own work. Explain to learners how rent income is recorded in CRJ. Task learners to do Activity 8.2.11 as class work. Complete the class work at home. 	<ul style="list-style-type: none"> Provide answers for the General Ledger accounts of Activity 9.2.10 and ask learners to do corrections. Ask learners to Activity 9.2.11 where they post the information from the journals in Activity 9.2.9 to the Debtors' Ledger. Explain with examples that the final balance of the Debtors Control account should be the same as the total of the Debtors' list.
<ul style="list-style-type: none"> Ask learners to do corrections. 		<ul style="list-style-type: none"> Mark the General Ledger accounts of activity 9.2.10 and do corrections. Listen to the teacher's explanation and follow illustrations of the double entry rule. Ask clarity seeking questions. Post the information in the journals of Activity 9.2.10 to the Debtors' Ledger with the help of the teacher.
		LEARNERS' ACTIVITIES

Period 12: TEACHER'S ACTIVITIES	Period 12: LEARNERS' ACTIVITIES	Period 12: TEACHER'S ACTIVITIES	Period 12: LEARNERS' ACTIVITIES	Period 12: TEACHER'S ACTIVITIES	Period 12: LEARNERS' ACTIVITIES
<ul style="list-style-type: none"> Give an activity from the textbook on the preparation of the statement of net worth. Guide learners to complete the activity and do corrections. 	<ul style="list-style-type: none"> Do activity from the textbook. Complete the activity at home. 	<ul style="list-style-type: none"> Check if home work was done. Randomly ask learners to give answers to Activity 8.2.11. Show learners how to close off the CRJ at the end of the month. Ask learners to do Activity 8.2.12 individually and close off the CRJ as class work. Ask learners to revisit the concept and formula for the Accounting equation at home. 	<ul style="list-style-type: none"> Open their books to show the work done Learners give answers to Act 8.2.11 whilst marking the work They do the activity individually in class and hand in the books for teacher to mark. Learners listen and take down the instruction given as homework. Do Activity 8.2.12 as class work and complete at home. 	<ul style="list-style-type: none"> Provide answers for the Debtors Ledger. Explain the effect of Debtors allowances on the Accounting equation and give learners notes. Task learners to do Activity 9.2.12. Provide the correct answers. 	<ul style="list-style-type: none"> Mark their Debtors Ledger and Trial Balance of Electro Suppliers and correct their mistakes. Listen to the explanation and follow illustrations of how to analyse transactions according to the Accounting equation. Do Activity 9.2.12. Mark Act. 9.2.12 and correct their mistakes.
Resources:		Resources:		Resources:	

<ul style="list-style-type: none"> • Textbook • For revision: Prepare questions on budgets from old exam papers or other textbooks to keep gr. 7 learners busy, while teaching gr. 8+9 Accounting intensively. 	<ul style="list-style-type: none"> • Textbook • Chalkboard 	<p>Gr. 9 Multi-grade Toolkit</p>
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>		

LESSON PLAN 9

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 7

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Budgets; Personal Budget	Duration: 4 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Accounting Equation	Duration: 2 hours only Start date: Completed date:	Topic: THE ECONOMY Sub-topic: Price Theory	Duration: 3 hours Start date: Completed date:
Prior content knowledge: Income and expenses	Link with next lesson: savings	Prior content knowledge Accounting concepts	Link with next lesson:	Prior content knowledge: <ul style="list-style-type: none"> • Markets • Factors of production 	Link with next lesson:
Content: <ul style="list-style-type: none"> • Budgets; Income; Expenditure; Personal budget 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Income • Expense • Budget • Personal business 	Content: <ul style="list-style-type: none"> • Accounting Equation • Assets • Owner's Equity • Liabilities • A=O+L • Effect on the Accounting Equation 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Accounting Equation • Assets • Owner's Equity • Liabilities • A=O+L 	Content: <ul style="list-style-type: none"> • Law of Demand and graphical illustration of the Demand Curve • Law of Supply • Supply Schedule and graphical illustration of the supply curve 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Market • Buyers • Sellers • Demand • Supply

	<ul style="list-style-type: none"> • Surplus • Deficit 		<ul style="list-style-type: none"> • Effect on the Accounting Equation 	
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Draw up a personal budget 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Analyse transactions according to the Accounting Equation 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Analyse transactions according to the Law of Demand ✓ Illustrate the demand curve graphically 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the Law of Demand ✓ Illustrate the demand curve graphically 	
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: <p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>	<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>

Period 17: Activity	Period 17: Activity	Period 17:	
Period 18: Activity	Period 18: Activity	Period 18:	
<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 13:</p> <p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Asked learners to give a list of income and expenses as learnt in the 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 13:</p> <p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> The teacher asks the learners for their answers from the homework activity – revisiting the accounting equation. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 13:</p> <p>TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> The teacher starts the lesson by asking learners to define a market. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 13:</p> <p>LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Learners define the word market Learners bring an understanding

<p>previous lesson.</p> <ul style="list-style-type: none"> • Explain the following concepts : Budget, deficit, surplus ,income and expenditure. • Explain personal budget • Example of personal budget is explained to learners • Hand out notes to learners to paste in their classwork books. • Control classwork i.e notes pasted in books by learners. 	<p>rent income etc.</p> <ul style="list-style-type: none"> • Learners listen, answer questions posed by the teacher and make notes in their books • Learners listen, answer questions posed by the teacher and make notes in their books. • Learners listen and are allowed chance to ask clarity seeking questions • Learners paste/ write notes in their classwork books 	<ul style="list-style-type: none"> •The teacher writes learner responses on the board. •The teacher does the transaction analysis with learners in class •Write transactions on the board for learners to do as homework. 	<ul style="list-style-type: none"> •Learners listen and copy down the responses from the board. •Learners listen and ask clarity seeking questions. •Learners copy the transactions in their books to do as homework. 	<ul style="list-style-type: none"> • Emphasise that a market can be any place where a buyer and a seller meets. • Teacher explains the concept of demand. • The teacher explains the Law of demand. • Using the Law of Demand the teacher will explain what a demand schedule is and give learners an example of a demand schedule. • The teacher will then use the demand schedule to draw the demand curve. • The teacher will give the learners a homework activity. 	<p>g of the fact that a market can be any place where the buyer and the seller meets.</p> <ul style="list-style-type: none"> •Learners participate in the discussion. •Learners wrote down the definition of demand. •Learners will take down the Law of Demand in their books as well as the example of the demand schedule.
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Period 14: TEACHER'S ACTIVITIES	Period 14: LEARNERS' ACTIVITIES	Period 14: TEACHER'S ACTIVITIES	Period 14: LEARNERS' ACTIVITIES	Period 14: TEACHER'S ACTIVITIES	Period 14: LEARNERS' ACTIVITIES
<ul style="list-style-type: none"> Continue explaining personal budget and give an example including all the items. Explains the format that can be used to prepare a budget. Example of a budget including figures is completed. Explain the instructions for the activity to be completed by learners – 	<ul style="list-style-type: none"> Learners listen and are allowed to ask clarity seeking questions. Learners complete format of Budget in their books without figures and then the one which include figures. Learners listen and are allowed to ask clarity 	<ul style="list-style-type: none"> Mark and control the homework. Give learners activity on the Accounting equation to in class. 	<ul style="list-style-type: none"> Learners do corrections. Learners do activity in class. 	<ul style="list-style-type: none"> The teacher starts the lesson by marking and controlling learners work. Teacher explains the concept of supply. The teacher explains the Law of supply. Using the Law of Supply the teacher will explain what a demand schedule is and give learners an example of a demand schedule. The teacher will then use the supply 	<ul style="list-style-type: none"> Learners will draw the demand curve in their books.
	<p>Period 14: LEARNERS' ACTIVITIES</p>	<p>Period 14: TEACHER'S ACTIVITIES</p>	<p>Period 14: LEARNERS' ACTIVITIES</p>	<p>Period 14: TEACHER'S ACTIVITIES</p>	<p>Period 14: LEARNERS' ACTIVITIES</p>

<p>Activity 1 in class</p> <ul style="list-style-type: none"> • Allow learners to complete Activity 1 in class. • Control learner books. 	<p>seeking questions on activity to be completed.</p> <ul style="list-style-type: none"> • Learners complete Activity 1 • Mark work completed by peers 		<p>schedule to draw the supply curve.</p> <ul style="list-style-type: none"> • The teacher will give the learners a homework activity. 	<ul style="list-style-type: none"> • Learners will draw the supply curve in their books. • Learners will do the homework activity.
<p>Resources: Textbooks, Class Activities, Class notes, work book and Chalk board</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p>				
<p>HOD's input: monitoring and support</p>				

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LESSON PLAN 9

TERM 2: Week 8

GRADE 7 – 9

Economic and Management Sciences

GRADE 7		GRADE 8		GRADE 9	
Topic: THE ECONOMY Sub-topic: Production process	Duration: 4 hours Start date: Completed date:	Topic: THE ECONOMY Sub-topic: Factors of production	Duration: 4 hours Start date: Completed date:	Topic: THE ECONOMY Sub-topic: Price Theory	Duration: 6 hours Start date: Completed date:
Prior content knowledge: Own knowledge and experience of selling something and making a profit.	Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.	Prior content knowledge:	Link with next lesson:	Prior content knowledge: Demand and Supply	Link with next lesson: Shift of the demand and supply curves
Content: <ul style="list-style-type: none"> • 	Vocabulary/ Important Words:	Content: <ul style="list-style-type: none"> • Capital – Borrowed and own 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Capital, 	Content: <ul style="list-style-type: none"> • Equilibrium price and quantity 	Vocabulary/ Important Words:

	<ul style="list-style-type: none"> • Labour- unskilled, semi-skilled and skilled • Role of workers in a business • Fair employment practices • Natural resources • Entrepreneurship • Remuneration for factors of production 	<ul style="list-style-type: none"> • own capital, borrowed capital • Labour, unskilled labour, semi-skilled labour • skilled labour • Natural resources • Entrepreneurship • Remuneration for factors of production 	<ul style="list-style-type: none"> • Change in quantity demanded • Change in quantity supplied • Increase and decrease in demand • Increase and decrease in supply. • Graphical illustration of the change in demand and change in supply. 	<ul style="list-style-type: none"> • Equilibrium • Equilibrium price • Equilibrium quantity • Quantity demanded • Quantity supplied • Shifting of the demand and supply curves
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Explain Equilibrium ✓ Draw the Graphical representation of the change in demand ✓ Draw the graphical representation of the change in supply 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Explain Equilibrium ✓ Draw the Graphical representation of the change in demand ✓ Draw the graphical representation of the change in supply 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Explain Equilibrium ✓ Draw the Graphical representation of the change in demand ✓ Draw the graphical representation of the change in supply
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations <p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate the Accounting cycle.

<ul style="list-style-type: none"> Other: 	<p>the language barrier</p>	<ul style="list-style-type: none"> Group activities Other: 		<ul style="list-style-type: none"> Group activities Other: <ul style="list-style-type: none"> Make instructions simple to address the language barrier 																								
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LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
Period 15: TEACHER'S ACTIVITIES	Period 15: LEARNERS' ACTIVITIES	Period 15: TEACHER'S ACTIVITIES	Period 15: LEARNERS' ACTIVITIES	Period 15: TEACHER'S ACTIVITIES	Period 15: LEARNERS' ACTIVITIES
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> ➤ Explain to learners that in grade 7 they learned about production. ➤ Ask learners the following questions: <p>Q: What do you understand by production? A: Production is the process of changing raw materials(inputs) into finished goods or services (outputs).</p> <p>Q: Name the ingredients that you think one needs when baking Muffins.</p>	<ul style="list-style-type: none"> • Learners listen to teachers explanation • Learners take down questions and write answers in their answer books. 	<ul style="list-style-type: none"> • Teacher administers the formal assessment tasks: Class Test 	<ul style="list-style-type: none"> • Learners write the formal assessment tasks: Class Tests

		<p>A: Flour, sugar, cooking oil or margarine, oven, baking pans, milk, baking powder and the person who bakes as well as the money to buy the ingredients</p> <ul style="list-style-type: none"> • The teacher explains the following concepts Capital, Borrowed capital and own capital • Refer to the notes under class activities <p>The teacher engages the learners in the following activity:</p> <ul style="list-style-type: none"> • Picture illustrating people at work  <p>The picture may be replaced by another picture with the same meaning.</p> <p>Q: What do you see in</p>	<ul style="list-style-type: none"> • Learners listen and take notes. 		
			<ul style="list-style-type: none"> • Learners write their answers in their classwork books. 		

	<p>Period 16: TEACHER'S ACTIVITIES</p>	<p>the picture? A: man painting a wall. Learners can relate the picture above with work. A definition of labour is given. Explain the concept Labour to learners after short discussion on picture above.</p>	<p>Period 16: TEACHER'S ACTIVITIES</p>	<p>Period 16: LEARNERS' ACTIVITIES</p>	<p>Period 16: LEARNERS' ACTIVITIES</p>
	<p>Period 16: LEARNERS' ACTIVITIES</p>	<p>TEACHER'S ACTIVITIES</p> <p>Period 16: TEACHER'S ACTIVITIES</p> <p>The teacher engages the Learners in the following activity.</p>   <p>Q: What do you see in the pictures? A: Trees, mining resources</p>	<p>Period 16: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Learners listen to the teacher's presentation. Learners answer the question verbally as part of a 	<p>Period 16: TEACHER'S ACTIVITIES</p> <p>Equilibrium:</p> <ul style="list-style-type: none"> The teacher will use the demand and supply schedules for lessons 13 and 14 to draw the supply and demand curves on the same set of axes. The teacher will illustrate to the learners that there is a point where the two graphs intersect. This is called the equilibrium point and explain the significance of this point The teacher will identify the equilibrium price, equilibrium quantity. 	<p>Period 16: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Learners draw the demand and supply curves on the same set of axes Learners listen and ask clarity seeking questions Learners listen and ask clarity

		<p>Explain to learners that the pictures represent natural resources and explain the concept. The teachers asks the following questions: Q: Which natural resources do we get from the mining industry? A: Gold, diamond, copper, etc. Q: What type of goods can be produced using natural resources from mining industry? A: Earrings, wedding rings, necklaces, watches and bracelets. Q: Give examples of goods that can be produced using natural resources from forestry. A: Furniture can be produced from the wood obtained from the forest. Natural resources from the forest can be replaced after being used, for example trees grow naturally. We say it is renewable.</p>	<p>class discussion.</p> <ul style="list-style-type: none"> Learners answer the questions verbally as part of a class discussion . Learners respond to questions 	<ul style="list-style-type: none"> The teacher will give learners to be finished as homework 	<p>seeking questions</p>
--	--	--	--	---	--------------------------

<p>Resources:</p> <ul style="list-style-type: none"> • 		<p>➤ Explain the following concept of Entrepreneurship and characteristics of an entrepreneur and hand out notes to learners (Refer to notes)</p> <p>The teacher introduces the following to the learners:</p> <p>Remuneration of the factors of production The remuneration of the factors of production refers to the money or reward received by the owners of the factors of production.</p> <ul style="list-style-type: none"> ➤ The payment for labour is wages or salaries. ➤ The payment for the use of land or buildings is rent. ➤ The payment for using capital is interest ➤ The entrepreneur's reward is profit. 	<ul style="list-style-type: none"> • Learners paste notes in their books • Learners listen to the teacher's explanation and ask clarity seeking questions • Learners listen to the teacher's explanation and ask clarity seeking questions 		
<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook.

	<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>	
		<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

LESSON PLAN 9

Economic and Management Sciences

GRADE 7 – 9

TERM 2: Week 9

GR. 7		GR. 8		GR. 9	
Topic: THE ECONOMY Sub-topic: Production Process	Duration: 4 hours Start date: Completed date: Link with next lesson:	Topic: THE ECONOMY Sub-topic: Factors of Production	Duration: 4 hours Start date: Completed date: Link with next lesson:	Topic: THE ECONOMY Sub-topic: Price Theory	Duration: 2 hours Start date: Completed date: Link with next lesson: -
Prior content knowledge:	Prior content knowledge:	Prior content knowledge:	Prior content knowledge: <ul style="list-style-type: none"> • Equilibrium 	Prior content knowledge: <ul style="list-style-type: none"> • Equilibrium 	Link with next lesson: -
Content: <ul style="list-style-type: none"> • 	Content:	Content:	Content:	Content: <ul style="list-style-type: none"> • The factors that cause a change in demand and supply • Graphical illustration of the changes in both demand and supply • Original demand and supply as well as new demand and supply curve, respectively. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Shifting of the curve • Equilibrium point • Equilibrium price • Equilibrium quantity
Vocabulary/ Important Words: <ul style="list-style-type: none"> • 	Vocabulary/ Important Words:	Vocabulary/ Important Words: <ul style="list-style-type: none"> • 	Vocabulary/ Important Words:	Vocabulary/ Important Words:	Vocabulary/ Important Words:

				<ul style="list-style-type: none"> Original Equilibrium point with its original equilibrium price and the new Equilibrium point with its new equilibrium price and equilibrium quantity 	
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between variable costs and fixed costs. ✓ Calculate the total cost, cost price and selling price of different products. ✓ Draw up a cash budget for a business and/or their market day from given information. ✓ Draw up a statement of income and expenditure for a business and/or their market day. ✓ Plan and organize a successful market day and make a reasonable profit. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Give and explain each management function and style briefly. ✓ Understand the importance of each management function and style to build and sustain a successful business. ✓ Distinguish between the functions and the styles of good management 			<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ 	
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Make instructions simple to address

<ul style="list-style-type: none"> • Question and answer • Demonstrations • Group activities • Other: • • 	<ul style="list-style-type: none"> • Make instructions simple to address the language barrier 	<ul style="list-style-type: none"> • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<ul style="list-style-type: none"> • Make instructions simple to address the language barrier 	<ul style="list-style-type: none"> • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>the language barrier</p>
<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p> <p>Period 17: Activity</p> <p>Period 18: Activity</p>		<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p> <p>Period 17: Activity</p> <p>Period 18: Activity</p>		<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p> <p>Period 17: Activity 3.17</p> <p>Period 18: Activity 3.18</p>	
<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. 		<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. 		<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> • Summary of the definitions and other class/homework in the learners' exercise books. 	

<ul style="list-style-type: none"> All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Mid- year Exams 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Mid-year Exams 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Mid- year Exams
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Mid- year Exams 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: TEACHER'S ACTIVITIES</p> <p>Change in Demand</p> <ul style="list-style-type: none"> The teacher will explain the difference between a movement along the curve and a shift of the curve. (to the right and the left/increase or decrease) The teacher will explain the factors that cause a shift of the demand curve. The teacher will graphically illustrate the movement of the demand curve. (<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Mid-years Exams
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: TEACHER'S ACTIVITIES</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: TEACHER'S ACTIVITIES</p> <ul style="list-style-type: none"> Learners listen and take notes as well as ask clarity seeking questions 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 17: LEARNERS' ACTIVITIES</p> <ul style="list-style-type: none"> Learners listen and take notes as well as ask clarity seeking questions

				when supply remains constant) <ul style="list-style-type: none"> The teacher will give classwork from the given textbook to be completed as homework 	<ul style="list-style-type: none"> Learners listen and take notes as well as ask clarity seeking questions Learners start the classwork and complete the activity for homework
Period 18: TEACHER'S ACTIVITIES	Period 18: LEARNERS' ACTIVITIES	Period 18: TEACHER'S ACTIVITIES	Period 18: LEARNERS' ACTIVITIES	Period 18: TEACHER'S ACTIVITIES	Period 18: LEARNERS' ACTIVITIES
<ul style="list-style-type: none"> Mid-year exams 	<ul style="list-style-type: none"> The teacher starts the lesson by marking and controlling learners work 	<ul style="list-style-type: none"> Learners do corrections in their classwork books 			
				Change in Supply	<ul style="list-style-type: none"> Learners listen and take notes as
				<ul style="list-style-type: none"> The teacher will explain the difference 	<ul style="list-style-type: none"> Learners listen and take notes as

				<p>between a movement along the curve and a shift of the curve. (to the right and the left/increase or decrease)</p> <ul style="list-style-type: none"> • The teacher will explain the factors that cause a shift of the supply curve. • The teacher will graphically illustrate the movement of the supply curve. (when demand remains constant) • The teacher will give classwork from the given textbook to be completed as homework 	<p>well as ask clarity seeking questions</p> <ul style="list-style-type: none"> • Learners listen and take notes as well as ask clarity seeking questions • Learners listen and take notes as well as ask clarity seeking questions • Learners start the classwork and complete the activity for homework
<p>Resources:</p> <ul style="list-style-type: none"> • Any products to be sold on the market day. • Change for the money box. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 	

<ul style="list-style-type: none"> • Any box or container to keep money/change while selling. • Packing material if needed. • Poster paper for advertisement. • Poster paper to indicate prices at the stall. • Copies of the rubric to assess the market day. 		
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>...</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>...</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		



CLASS ACTIVITIES



Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 7
FINANCIAL LITERACY

WEEK 1 PERIOD1

ACTIVITY 7.2.1 (ACCOUNTING CONCEPTS)

Class work/ Home work

Complete the following table by indicating the definition of the concepts. Write the appropriate number next to the correct definition.

CONCEPT	DEFINITION	ANSWER
1.Assets	(a)Income less expenses	
2.Capital	(b)Money put into the business by the owner, owner's investment in the business	
3.Income	(c)Cost incurred in earning an income	
4.Expenses	(d)A possession	
5.Profit	(e)Money earned from providing a service	

MARKING GUIDE

ACTIVITY 7.2.1

CONCEPT	DEFINITION	ANSWER
1.Assets	(a)Income less expenses	D
2.Capital	(b)Money put into the business by the owner, owner's investment in the business	B
3.Income	(c)Cost incurred in earning an income	E
4.Expenses	(d)A possession	C
5.Profit	(e)Money earned from providing a service	A

WEEK 1 PEROD 1

ACTIVITY 7. 2.2 CLASS TEST

QUESTION 1

Define the following concepts:

1.1 Non-current assets

1.2 Current liabilities

1.3 Loss



- 1.4 Drawings
- 1.5 Equipment

QUESTION 2

- 2.1 List **three** non-current assets
- 2.2 List **two** current assets
- 2.3 Explain the difference between current liabilities and non-current liabilities.

MARKING GUIDE

ACTIVITY 7.2.2

QUESTION 1

- 1.1 Non-current assets - Possessions purchased by the business with the aim of using them for more than a year.
- 1.2 Current liabilities – Money owed to another person or business with the agreement that it will be paid back over a period shorter than a year.
- 1.3 Loss – When expenses exceed the income
- 1.4 Drawings – When the owner takes money from the business for personal or family use.
- 1.5 Equipment – Refers to machines used by the business e.g computer.

QUESTION 2

- 2.1 Buildings, equipment and vehicles
- 2.2 Bank and savings account
- 2.3 Current liabilities is debt that has to be repaid in a period shorter than one year.
Non-current liabilities is debt that has to be repaid over a period longer than one year.

WEEK 2 PERIOD 3

ACTIVITY 7.2.3

Class/homework

QUESTION 1

Indicate whether the following statements are **True** or **False**.

- 1.1 Money paid to workers on a monthly basis is called wages.
- 1.2 Material is an income.
- 1.3 A cellphone is an asset.
- 1.4 Clothes and shoes are expenses.
- 1.5 Cars, trucks and motorcycles are called vehicles in Accounting.

QUESTION 2

Give the correct Accounting terminology for the following expenses and income:

- 2.1 Money paid to the landlord for the rent of the shop.
- 2.2 Cash received for money invested at a bank.
- 2.3 Money received by the business from tenants.
- 2.4 Money given away to charities or other good causes.
- 2.5 Money paid to workers on a weekly basis

MARKING GUIDE

ACTIVITY 7.2.3 (Class/homework)

QUESTION 1

- 1.1 False
- 1.2 False
- 1.3 True
- 1.4 False
- 1.5 True

QUESTION 2

- 2.1 Rent expense
- 2.2 Interest income
- 2.3 Rent income
- 2.4 Donations
- 2.5 Wages

WEEK 2 PERIOD 4

ACTIVITY 7.2.4 (Class Test)

Question 1

Rewrite the following in your exercise books and only write the symbol of the correct answer for each.

- 1.1 Possessions owned by a business are known as -----
 - A. capital
 - B. income
 - C. liabilities
 - D. assets

- 1.2 Sales is an example of -----
 - A. expenses
 - B. assets
 - C. liabilities
 - D. income

- 1.3 Equipment and buildings are -----
 - A. current assets
 - B. non-current assets
 - C. expenses
 - D. liabilities

- 1.4 An item which is purchased with the intention of exchanging it for cash within a year is -----
 - A. a non-current asset
 - B. a current asset
 - C. a current liability
 - D. a non-current liability

1.5 Which of the following is not an expense?

- A. stationery
- B. water and electricity
- C. salaries
- D. trading stock

QUESTION 2

Indicate whether the following statements are true or false.

- 2.1 Money paid to workers after they have completed a particular piece job is called wage.
- 2.2 Fuel is money paid when the business buys petrol.
- 2.3 Sales is all money received by the business for goods sold to customers.
- 2.4 Money paid to the local municipality for waste removal and other services is rates and taxes.
- 2.5 Money spent to inform the public about the business and its products or services is called advertising.

QUESTION 3

Give the correct Accounting terminology for the following expense and income.

- 3.1 Plastic bags used by fast food outlets like McDonalds.
 - 3.2 Money received from clients for services rendered.
 - 3.3 The consumables used in the process of rendering a service, like the soap of a carwash business.
 - 3.4 Money paid to workers on a monthly basis.
 - 3.5 Money paid monthly for the business telephone.
-

MARKING GUIDE

ACTIVITY 7.2.4 (Class Test)

QUESTION 1

- 1.1 D
- 1.2 D
- 1.3 B
- 1.4 B
- 1.5 D

QUESTION 2

- 2.1 True
- 2.2 True
- 2.3 True
- 2.4 True
- 2.5 True

QUESTION 3

- 3.1 Packing material
- 3.2 Current income
- 3.3 Material
- 3.4 Salaries
- 3.5 Telephone

WEEK 3 PERIOD 6

ACTIVITY 7.2.6 (INCOME AND EXPENDITURE)

Read the information about Martha's income and expenses then answer questions that follow

Martha's income and expenses for one month

Martha has the following sources of income:

Pocket money: R200

Doing the washing for Mrs Phekwa: R50

Doing Mr Conlon's grocery shopping: R50

Walking several neighbourhood dogs: R100

Martha's expenses for this month are as follows:

Movies (with popcorn): R50

Scrapbooking supplies: R150

Toiletries: R50

Make-up: R25

Birthday gift for dad: R100

Use the table below to work out how much money Martha can save this month. (Tip: At the end of the month you should balance the income and expenses. That means that the total income should be the same as the total expenses, which includes Martha's savings.)

MARTHA'S INCOME		MARTHA'S EXPENSES	
TOTAL INCOME		TOTAL EXPENSES	

MARKING GUIDE (PEER ASSESSMENT)

ACTIVITY 7.2.6 (INCOME AND EXPENDITURE)

Criteria	Outstanding	Achieved	Partially achieved	Not achieved
Calculate Martha's savings using a budget	I was able to correctly calculate Martha's savings on my own.	I was able to correctly calculate Martha's savings with some help from a friend.	I was able to correctly calculate Martha's savings after it was explained to me again by my teacher	I was unable to calculate Martha's savings correctly
How budgeting helps you save	I was able to give at least four reasons why budgeting helps you save	I was able to give three reasons why budgeting helps you save	I was able to give two reasons why budgeting helps you save	I was able to give one reason why budgeting helps you save
Deciding to save	I understand why it is important to save; I save as much money as I can.	I understand why it is important to save; I sometimes save some money	I understand why it is important for others to save, but I don't need to save.	I don't understand the importance of savings and I don't save.
Responsibility when working with money	I know how to budget and work	I basically know	I am unsure about how to budget, but I	I spend all my money every

	responsibly with my money.	how to budget, but my parents help me to work responsibly with my money.	would like to learn how to work responsibly with my money.	month and don't budget at all. I am not interested in budgeting
--	----------------------------	--	--	---

WEEK 4 PERIOD 7

ACTIVITY 7.2.7 (Case study)

QUESTION 1

Sarah Nkosi is a very active girl and enjoys sport activities. She has a mountain bike, currently valued at R12 000, a cellphone worth R2 000, a skateboard worth R350, an expensive tennis racket worth R1 100, clothes and shoes to the value of R5 800 and an unused R20 prepaid airtime voucher. Her last ATM slip indicated that she had R260 in her bank account. She owes the municipality R150 for a speeding fine because at one state she exceeded the speed limit while driving her bike. She still owes her mother R220 for the money she borrowed to buy the skateboard. She received an account from the local bicycle shop for outstanding amount of R6 400 on her mountain bike. Sarah's mother loves very much and makes sure that she takes good care of her. Mrs kosi herself is a sport enthusiast and is well to do financially. Compile a **statement of net worth** and calculate Sarah's current net worth.

QUESTION 2

Complete the last column by writing down the missing Accounting concept.

	The following was found in MrsNkosi's house	Asset or Liability
2.1	An account received from a department store indicating an outstanding amount of R600.	
2.2	Proof of ownership of a fully paid car, currently worth R40 000.	
2.3	Clothes insured to the value of R8 400.	
2.4	An amount of R2 500 owed on a credit card.	
2.5	A bank statement indicating a savings account balance of R7 500.	
2.6	An account received from thee chemist for medicine, R410.	
2.7	A cellphone worth R2 700.	
2.8	Sports equipment to the value of R4 300.	
2.9	A cellphone account received, R330.	
2.10	Money owed for rent, R3 800.	
2.11	An account for water and electricity, R590.	
2.12	Furniture insured to the value of R17 000.	

MARKING GUIDE

ACTIVITY 7.2.7 CASE STUDY

QUESTION 1

Sarah Nkosi's statement of net worth on-----

Assets	R	c
Mountain bike	12 000	00
Cell phone	2 000	00
Skateboard	350	00
Tennis racket	1 100	00
Clothes and shoes	5 800	00
Airtime voucher	20	00
Bank balance	260	00
Total Assets:	21 530	00
Liabilities:		
Money owed for speeding fine	150	00
Money owed to her mother	220	00
Money owed on mountain bike	6 400	00
Total liabilities	6 770	00

QUESTION 2

	The following was found in MrsNkosi's house	Asset or Liability
2.1	An account received from Edgars indicating an outstanding amount of R600.	Liability
2.2	Proof of ownership of a paid car, currently worth R40 000.	Asset
2.3	Clothes insured to the value of R8 400.	Asset
2.4	An amount of R2 500 owed on a credit card	Liability
2.5	A bank account statement indicating a savings account balance of R7 500.	Asset
2.6	An account received from the chemist for medicine, R410.	Liability
2.7	A cell phone worth R2 700.	Asset
2.8	Sports equipment to the value of R4 300.	Asset
2.9	A cell phone account received, R330	Liability
2.10	Money owed for rent, R3 800.	Liability
2.11	An account for water and electricity, R590.	Liability
2.12	Furniture insured for the valued of R17 000.	Asset

WEEK 4 PERIOD 8

ACTIVITY 7.2.8 (LOSS OF THE BUSINESS)

Study the following information and answer the questions that follow:

During the first 3 months of Zodwa's new business, her income and expenses added up to the following amounts:

- Money received from clients, R3 500
- Cost of hair products used during the first 3 months, R900
- Salary of the assistant, at R500 per month (she works only 4 hours per day)
- Water and electricity, R800
- Cellphone account, R700.

QUESTIONS:

1. Use the above information to determine the profit or loss of Zodwa's Hair Salon, for the 3 months ending 31 March 2014.
2. Did she make a profit or a loss?
3. What can she do to increase her profit?

MARKING GUIDE

ACTIVITY 7.2.8

1. Profit or loss = Income - Expenses
= R3 500 - (900 + 1 500 + 800 + 700)
= R3 500 - R3 900
= - R400
2. She made a loss of R400 for the first 3 months.
3. She can increase her profit by:
 - Advertising more to increase her number of clients.
 - Use cheaper hair products
 - Try to save on electricity where possible.
 - Try to phone less on her cell phone, by using it just for business.

WEEK 5 PERIOD 9

ACTIVITY 7.2.9

(Case study)

Statement of Net worth:

QUESTION 1

Nireen has the following personal records of her assets and liabilities:

A CD player worth R400	R500 in her savings account
10 CDs worth R100 each	Clothes and shoes worth R3 000
A bicycle worth R800	A DVD player worth R2 000

She borrowed R1500 from her parents a month ago to buy the DVD player and still owes them the money. She also owes the school tuck shop R200.

Calculate her net worth on 30 April 2014 by first listing her assets and then her liabilities.

Make sure that you use the rands and cents columns correctly!

MARKING GUIDE

ACTIVITY 7.2.9

STATEMENT OF NET WORTH

QUESTION 1

Nireen's statement of net worth on 30 April 2014

Assets:	R	c
• CD player	400	00√
	1	
• 10 CDs	000	00√
• Bicycle	800	00√
• Savings	500	00√
	3	
• Clothes and shoes	000	00√
	2	
• DVD player	000	00√
	7	
	700	00√√
Liabilities:		
	1	
• Owe to parents	500	00√
• Owe to tuck shop	200	00√
	1	
	700	00√
Net worth = Assets – Liabilities		
= 7 700 – 1 700 √		
= R6 000 √(13)		

QUESTION 2

Jafta's statement of net worth on 31 December 2013

Assets:	R	c
• Building	43 000	00√
• Delivery van		
	90 000	00√
• Wood in stock	20 000	00√
• Electric plane	3 400	00√
• Circular saw		
	6 500	00√
• Cash		
	850	00√
	163	
	750	00√√
Liabilities:		
• Owe on circular saw		
	6 500	00√
• Loan: FNB	60 000	00√
	66 500	00√√
Net worth = Assets - Liabilities		
= 163 750 – 66 500√		
= R90 750 √(17)		

Q 2: **Answer:** Yes√

Reason: His business is worth R90 750, after his debts is paid. √√

WEEK 5 PERIOD 11

ACTIVITY 7.2.11

Interpreting a statement of net worth (Individual activity) (LO3 AS5)

Study the statement of net worth of Kabelo's Coffee Shop. Do additional research about the accounting terminology and answer the questions that follow.

Statement of net worth of Kabelo's Coffee Shop on 31 August 2012

Fixed assets			Owner's capital	250 000	
Land	R250 000		Profit	41 500	
Buildings	R350 000		Total owner's equity		291 500
Equipment	R120 000		Total liabilities		485 000
Total fixed assets		720 000	Long-term liabilities	420 000	
Current assets		56 500	Short-term liabilities:		
Debtors	3 500		Creditors (supplies)	65 000	

Cash in bank	53 000				
			Total owner's equity +		
Total assets		776 500	total liabilities		776 500

- a) What is the amount indicated for the fixed assets? [1]
- b) What is the amount indicated for the total current assets? [1]
- c) What is the amount indicated for the profit the business made? [1]
- d) How much total debt does the business have? [1]
- e) Can the business immediately pay for the supplies it bought on credit? Give a reason for your answer. [2]
- f) What is the business's net worth? Show your calculation. [3]
- g) How do you work out the profit? [1]
- (10)**

MARKING GUIDE

ACTIVITY 7.2.11

Question number	Possible marks	Solution
1	10	<p>a) R720 000 [1 mark]</p> <p>b) R56 500 [1 mark]</p> <p>c) R41 500 [1 mark]</p> <p>d) R485 000 [1 mark]</p> <p>e) No, because the cash in the bank is less than the amount owed. [2 marks]</p> <p>f) Net worth = total assets – total liabilities ✓ = R776 500 – R485 000 ✓ = R291 500 ✓ [3 marks]</p> <p>g) Profit = total income – total expenses [1 mark]</p>

WEEK 7 PERIOD 14 ACTIVITY 7.2 .14



BUDGET:

A budget is a monthly or annual financial estimate of income and expenditure of an individual, household or business.

Income:

Income is money received for sale of goods or service delivered. (E.g. Sales, Rent Income, etc.)

Expenditure:

It is the payment of cash for goods or services, or a charge against available funds in settlement of an obligation.

Personal Budget:

A personal budget is a finance plan that allocates future personal income towards expenses, savings and debt repayment.

A budget can be drawn on a monthly or annual basis.

Example of personal budget:

	R
Income	550
Monthly advance from parents	500
Car wash	50
Expenses	(210)
Transport	100
Food	50
Entertainment	60
Surplus/ Deficit	340

ACTIVITY

1. Define the following concepts:
 - Personal Budget, Income & Expenses
2. Complete your own budget by filling in the amount of money that you get each month and the money that you spend every month. Remember to write down how you get your money (like pocket money, presents or helping at home.)
3. Use the table below to complete your monthly budget.

Name	Week 1	Week 2	Week 3	Week 4
Income				
Carried Forward				
Total money you can use				
Spending each week				
List items				

Total spending				
Money left (total money you can use minus your spending)				

Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 8
FINANCIAL LITERACY

WEEK 1 PERIOD 1

WEEK 1 PERIOD 1

ACTIVITY 8.2.1

(FORMULA FOR EQUATION)

FILL IN THE MISSING WORDS TO COMPLETE THE FORMULA

2.1.1 $A = \dots + \dots$

2.1.2 $L = \dots ? \dots$

2.1.3 $O/E \dots ? \dots$

MARKING GUIDE

ACTIVITY 2.2 (FORMULAS FOR EQUATION)

2.1.1 $A = O/E + L$

2.1.2 $L = A - O/E$

2.1.3 $O/E = A - L$

ACTIVITY 8.2.2 (REVISION)

Instruction: Define the following concepts in exercise books.

2.1 Assets

2.2. Capital

2.3. Liability

2.4. Source documents

2.5. Income

2.6. Expense

2.7. Drawings

MARKING GUIDE

ACTIVITY 8. 2.2 (REVISION)

2.1.1 **Assets:**

Possessions of the business e.g Equipment, Vehicles.

2.1.2 **Capital:**

Money or other assets contributed by the owner to start a business,

2.1.3 **Liabilities:**

Money owed to other businesses or people.

2.1.4 **Source documents:**

Documented evidence that a business transaction took place.

2.1.5 **Income**

Money received for sale of goods or service delivered.

2.1.6 **Expense**

Payments made for the running of the business.

2.1.7 **Drawings**

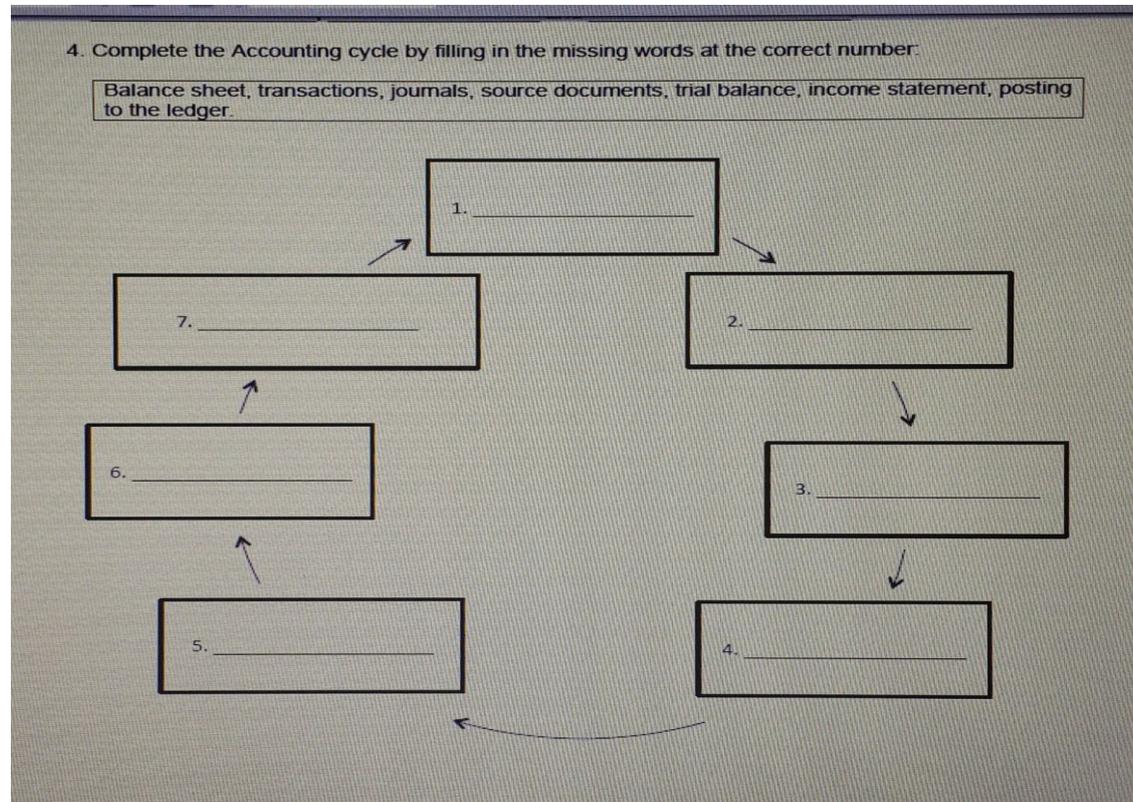
Money or goods taken from the business by the owner for personal use.

ACTIVITY 8.2.3 & 9.2.3 VOCABULARY WORDS (both grade 8 & 9)

- Check Grade 9 Activities

WEEK 2 PERIOD 4

ACTIVITY 8.2.4 & 9.2.4 (ACCOUNTING CYCLE)



1.	
2.	
3.	
4.	
5.	
6.	
7.	

MARKING GUIDE

ACTIVITY 8.2.4 (ACCOUNTING CYCLE)

1.Transaction	
2.Source document	
3.Journal	CRJ
	CPJ
4.Ledger	
5.Trial Balance	
6.Income statement	
7.Balance sheet	

WEEK 3 PERIOD 5

ACTIVITY 8.2.5 (SOURCE DOCUMENTS) CLASS WORK

.INVOICE	No. 051		
		24 School	
Street			
Wellington			
7654		12	
March 2014			
To:CB Ndela			
33 Stucki Street			
Paarl 7501			
Bought from:	ARTSY JEWELS		
QTY	DESCRIPTIO N	PRICE	AMOUNT
3	Beaded chains	R445	
7	Pair of earrings	R120/pair	
E.& O.E			

2.5.1 Name the business or person selling the jewelry

2.5.2 Calculate the amount due

2.5.3 What is the address of the person /business selling the jewelry?

2.5.4 Who gets the duplicate invoice?

2.5.6 Who gets the original invoice?

WEEK 4 PERIOD 7

ACTIVITY 8.2.7 (SERVICE BUSINESSES)

List examples of businesses from your own town or community that are rendering different services in the first column of the table. Describe the service in the second column.

Name of business:	Describe the service they are rendering:

MARKING GUIDE

ACTIVITY 8.2.7 (SERVICE BUSINESSES)

Learners use their own local examples to complete these questions.

WEEK 4 PERIOD 8

ACTIVITY 8.2.8 (SOURCE DOCUMENTS)

- Paste examples of different source documents into your workbook under the following headings:
 - Receipts
 - Bank deposit slips
 - Cash register/till slips
- Make a list of all the information that appears on each source document below the specific source document

MARKING GUIDE

ACTIVITY 8.2.8 (SOURCE DOCUMENTS)

Learner's responses will differ

WEEK 5 PERIOD 9

ACTIVITY 8.2.9 (CRJ)

Sam Molefe started a plumbing business, Sam Plumbers on 1 February 2011.

REQUIRED:

- Record the following transactions in the Cash Receipts Journal for February 2011.
- Provide analysis columns for Analysis of Receipts, Bank, Current Income and Sundry Accounts.

Transactions: February 2011

- Sam Molefe deposited R80 000 directly into the business bank account as capital contribution, by doing an internet transfer. Issue receipt 001
- Cash received for services rendered, R12 400.
- Cash received for services rendered, R6 800.
- Cash received for services rendered, R9 400.

Cash Receipts Journal of "Sam Plumbers" – February 2011

CRJ 1



Doc. no.	Day	Details	Fol	Analysis of receipts	BANK	Current Income	Sundry Accounts		
							Amount	Fol	Details

MARKING GUIDE

ACTIVITY 8.2.9 (CASH RECEIPTS JOURNAL)

Cash Receipts Journal of “Sam Plumbers” – February 2011

CRJ 1

Doc. no.	Day	Details	Fol	Analysis of receipts	BANK	Current Income	Sundry Accounts		
							Amount	Fol	Details
001	01	Sam Molefe		80 000	92 400		80 000		Capital
CR R	01	Current Income		12 400		12 400			
√	12	Current Income		6 800	6 800	6 800			
√	18	Current Income		9 400	9 400	9 400			

WEEK 5 PERIOD 10

ACTIVITY 8.2.10 (CRJ)

CLASS WORK/HOME WORK

Mary Radebe started a hairdressing business, Mary’s Hair Salon on 1 March 2011.

REQUIRED:

- Record the following transactions in the Cash Receipts Journal for March 2011.
- Provide analysis columns for analysis of receipts, bank, current income and sundry accounts.

**Mary's Hair Salon:
Transactions: March 2011**

- 1 Mary Radebe brought a cheque of R50 000 as capital contribution.
Issue receipt 001 for the amount. Complete a bank deposit slip and bank the cheque.
- 10 Cash received for services rendered, R5 600.
- 18 Cash received for services rendered, R4 300.
- 30 Cash received for services rendered, R10 400.
- 30 Part of the building is rented out to J. Abrahams. Received R5 800 from Abrahams for April's rent and issue receipt 002.

Cash Receipts Journal of "Mary's Hair salon" – March 2011 CRJ 1

Doc no.	Day	Details	Fol	Analysis of receipts	BANK	Current Income	Sundry Accounts		
							Amount	Fol	Details

MARKING GUIDE

ACTIVITY8. 2.10 (CRJ)

Cash Receipts Journal of "Mary Hair salon" – March 2011 CRJ 1

Doc. no.	Day	Details	Fol	Analysis of receipts	BANK	Current Income	Sundry Accounts		
							Amount	Fol	Details
001	01	Mary Radebe		50 000	50 000		50 000		Capital
CRR	10	Current Income		5 600	5 600	5 600			
√	18	Current Income		4 300	4 300	4 300			
√	30	Current Income		10 400	16 200	10 400			
002	30	J. Adams		5 800		5 800			Rent Income

WEEK 6 PERIOD 11
ACTIVITY 8.2.11

Creative Caterpillar provides a design in printing service for business letterheads, business cards and others business stationery requirements.

Required:

1. Use the transactions to set up the CRJ of Creative Caterpillar for May 2015. Supply analysis columns in the CRJ for: Analysis of receipts, Bank, Current income, Sundry accounts.
2. Complete the receipt issued on 28 May 2015. L. Khan is a receptionist working for a business.

Transactions for May 2015

- 01 D. Gouws increased its capital contribution by R52 000, which he paid directly into the business's current bank account. Receipt no. 011 issued.
- 16 Cash receipts according to the cash register roll for services rendered, R1 133.
- 28 Received R189 from Les Hauts for rent of store room. Issued a receipt. Services rendered according to the cash register roll, R850

Period 13 Week 7
Activity 8.2.13

Analyze the following transactions according to the Accounting Equation. Transactions:

Example for teacher to introduce Accounting Equation in class(Transactional analysis): The owner deposited R 70 000 as capital contribution in the business bank account.

- 1 The owner increased his capital contribution from R 70 000 to R90 000 by depositing the money into the business bank account.
- 2 Cash received for services rendered, R4 900.
- 3 Part of the building is rented to M. Bosch. Receive R5 000 for the first month's rent.

Solution:

Nr	Source document	Accounting equation		
		A	E	L
EG	Duplicate receipt	+70 000	+70 000	0
1	Duplicate receipt	+20 000	+20 000	0
2	Cash register roll	+4 900	+4 900	0
3	Duplicate receipt	+5 000	+5 000	0



(2)

RECEIPT		NO 012 28 May 2015
Received from: Les Houts		
The amount of :	One hundred and eighty- nine Rand	R 189.00
	No Cents	
In payment of:	Rent	L. Khan
		For Creative Caterpillar

WEEK 6 PERIOD 12

ACTIVITY 8.2.12 (CRJ CONTINUES)

David Dunbar started an electricians business, DD Electricians on 1 July 2011.

REQUIRED:

- Record the following transactions in the Cash Receipts Journal for July 2011.
- Provide analysis columns for analysis of receipts, bank, current income and sundry accounts.
- Close off the journal at the end of the month

Transactions: July 2011

- 1 David Dunbar increased his capital from R50 000 to R60 000 and deposited the correct amount directly into the business's bank account. Issued receipt 001.
- 8 Cash received for services rendered, R7 400.
- 19 Cash received for services rendered, R10 300.
- 25 Cash received for services rendered, R6 400.

Cash Receipts Journal of "DD Electricians" – July 2011

CRJ 1

Do c. no.	Day	Details	Fol	Analysis of receipts	BANK	Current Income	Sundry Accounts		
							Amount	Fol	Details

MARKING GUIDE

ACTIVITY 8.2.12 (CRJ CONTINUES)

HOME WORK

Cash Receipts Journal of "DD Electricians" – July 2011

CRJ 1

Doc. no.	Day	Details	Fol	Analysis of receipts	BANK	Current Income	Sundry Accounts		
							Amount	Fol	Details
001	01	David Dunbar			10 000		10 000		Capital
CR	08	Current Income		7 400	7 400	7 400			
√	19	Current Income		10 300	10 300	10 300			
√	25	Current Income		6 400	6 400	6 400			
					34 100	24 100	10 000		

WEEK 7 PERIOD 13

ACTIVITY 8.2.13 (ACCOUNTING EQUATION) CLASSWORK

Analyze the following transactions using accounting equation

Transactions of Leaf Garden Services for March 2014:

Example: Buy stationery for R120 and pay by cheque

	ASSETS	EQUITY		
No.	Effect	Reason	Effect	Reason
e.g.	-R120	Cash decreases	-R120	Stationery - Expense

1. F Flower, the owner, deposits R240 000 into the current account of Leaf Garden Services. Receipt no. 01 is issued
2. Buy gardening tools from Dion and pay by cheque, R4 200.
3. Buy insecticide, fertilizer and plant food from F& G Wholesalers and pay by cheque, R980
4. Cash received for services rendered, R5 700

	ASSETS	EQUITY		
No.	Effect	Reason	Effect	Reason

MARKING GUIDE
ACTIVITY 8.2.13 (ACCOUNTING EQUATION)

	ASSETS	EQUITY		
No.	Effect	Reason	Effect	Reason
1.	+240 000	Cash Increased	+240 000	Owner's capital contribution
2.	-4 200	Cash decreased		
	+4 200	Equipment increased		
3.	-980	Cash decreased	-980	Consumables is an expense
4.	+5 700	Cash increased	+5 700	Services rendered

Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 9
FINANCIAL LITERACY

TERM 2:
WEEK 2 PERIOD 3

ACTIVITY 2.3 VOCABULARY WORDS (both grade 8 & 9)

Choose the term in column B that matches a description in column A. Write only the letter of the selected term next to the description on the space provided.

COLUMN A	COLUMN B	ANSWER
1. Serves as a source of information when writing up books of the business.	A. Subsidiary Books	
2. Used to test the application of the double entry principle and arithmetical accuracy of entries	B. Transaction	
3. Name given to the collection of the accounts of a business.	C. Ledger	
4. Actions or events of which the monetary value is recorded in records of the business on a specific date.	D. Trial balance	
5. Books of first entry.	E. Source document	

MARKING GUIDE

ACTIVITY 2.3 VOCABULARY WORDS (both grade 8 & 9)

COLUMN A	COLUMN B	ANSWER
1. Serves as a source of information when writing up books of the business.	A. Subsidiary Books	E
2. Used to test the application of the double entry principle and arithmetical accuracy of entries	B. Transaction	D
3. Name given to the collection of the accounts of a business.	C. Ledger	C
4. Actions or events of which the monetary value is recorded in the books of the business on a specific date.	D. Trial balance	B
5. Books of first entry.	E. Source document	A

Week 3 Period 5

ACTIVITY 9.2.5 STRUCTURED QUESTIONS

INTRODUCTION OF CREDIT TRANSACTIONS

1. Explain the purpose of the National Credit Act.

.....

.....

.....

.....

2. List **three** (3) rights of consumers when applying for credit:

.....

.....

.....

.....

.....

.....

.....

.....

3. Complete the following table about the **advantages** of credit sales:

Advantages of credit sales to the consumer:	Advantages of credit sales to the business:

4. Complete the following table about the **disadvantages** of credit sales:

Disadvantages of credit sales to the consumer:	Disadvantages of credit sales to the business:

MARKING GUIDE

ACTIVITY 9. 2.5 STRUCTURED QUESTIONS

1. **Explain the purpose of the National Credit Act.**

- The National Credit Act was introduced because many poor people could not read and were signing contracts to buy items on credit without understanding the agreement.
- This law will protect consumers from high interest rates and to ensure that the customer can afford to repay the debt.

2. **List three (3) rights of consumers when applying for credit.**

Consumers have the right to:

- Apply for credit without any unfair discrimination.
- Understand what they are signing for on credit agreements.
- Receive a copy of the credit agreement
- Get help from debt counselors if they struggle to repay their debt.

3. **Complete the following table about the advantages of credit sales:**

Advantages of credit sales to the consumer:	Advantages of credit sales to the business:
It is easier to shop, because you can buy without drawing cash first.	Customers tend to buy more if credit is available and the sales of the business increases.

It is safer, because you do not carry large sums of money with you.	Customers are more loyal to businesses who allow them to buy on credit.
Customers can buy emergency items without having cash, like medicine.	Businesses can buy bulk and pay less per item, because they sell more products.

4. Complete the following table about the disadvantages of credit sales:

Disadvantages of credit sales to the consumer:	Disadvantages of credit sales to the business:
Buying on credit lead to extra costs, such as interest and administration costs.	Some customers cannot repay the debt and this increase the losses of the business.
Goods are more expensive, because the buyer cannot insist on discount.	Extra cost can be incurred when the business must pay people to collect money from credit customers.
Consumers can get trapped in too much debt, increasing the interest they must pay at the end.	The business may not have enough money to buy new stock while they are waiting for customers to pay their debt.

WEEK 3 PERIOD 6

ACTIVITY 9.2.6 CASE STUDY

RECORDING OF CREDIT TRANSACTIONS IN THE DEBTORS JOURNAL

The following credit transactions were made during the month.

Record these transactions in the Debtors Journal for April 2014.

Ermelo Traders work with a mark-up of 50%

Transactions - April 2014

- 6 Merchandise supplied on credit to R. Robbertse, together with invoice 001, R360. (Cost price, R240)
- 9 Delivered goods on credit to W. Willemse for R660. Issued invoice 002. (Determine the cost price)
- 12 Sold goods to the value of R900 on credit to R. Robbertse, invoice 003. (Cost price, R600)
- 14 Issued invoice 004 to W. Willemse for goods supplied on credit, R930. (Determine the cost price)
- 21 Sold goods on credit to R. Robbertse, R300, invoice 005. (Determine the cost price)

DEBTORS JOURNAL OF DJ1

Doc. no.	Day	Debtors	Fol.	Sales	Cost of sales

MARKING GUIDE

ACTIVITY 9.2.6

RECORDING OF CREDIT TRANSACTIONS IN THE DEBTORS JOURNAL

DEBTORS JOURNAL OF ERMELO TRADERS - APRIL 2014						DJ1	
Doc. no.	Day	Debtors	Fol.	Sales		Cost of sales	
001	6	R. Robbertse		360	00	240	00
002	9	W. Willemse		660	00	440	00
003	12	R. Robbertse		900	00	600	00
004	14	W. Willemse		930	00	620	00
005	21	R. Robbertse		300	00	200	00
				3 150	00	2 100	00

WEEK 4 PERIOD 7

Note: Activity 9.2.7:

Work with learners through an example of a DAJ from any text book

WEEK 4 PERIOD 8

ACTIVITY 9.2.8

RECORDING TRANSACTIONS IN THE DJ, DAJ AND CRJ

Record the following transactions of **R&R Retailers** in the following journals:

- Debtors journal - columns for Sales and Cost of sales
- Debtors allowances journal - columns for Debtors allowances and Cost of sales
- Cash Receipts journal - columns for Analysis of receipts; Bank; Sales; Cost of Sales;
- Debtors control and Sundry accounts.

TRANSACTIONS - APRIL 2014

- Sold the following goods on credit to B. Baker and issued invoice 213:
One ironing board, R450 and one steam iron, R330. The business uses a profit mark-up of 25% on cost price.
- Credit sales to:
R. Rampala, R975. (Cost price, R780) Issued invoice 214
B. Baker, R700. (Cost price, R560) Issued invoice 215
- B. Baker returned the ironing board, purchased on 1 April 20.5, R450.
Issued Credit note 01. (Cost price, R360)



- 10 Sold a set of 6 mugs to R. Rampala on credit, R180. (Cost price, R144)
Issued invoice 216
- 12 R. Rampala complained that the one mug had a chip. R&R Retailers issued a credit note for R30. (Cost price, R24) Issued credit note 02.
- 15 Received R1 030 from B. Baker in settlement of his account. Issued receipt 554.

ANSWER SHEET

ACTIVITY 9.2.8

(a) DEBTORS JOURNAL DJ1

Doc. no.	Day	Debtors	Fol.	Sales	Cost of sales

(b) DEBTORS ALLOWANCES JOURNAL OF DAJ1

Doc. no.	Day	Debtors	Fol.	Debtors allowances	Cost of sales

(c) CASH RECEIPTS JOURNAL OF

CRJ1

Doc. no.	Day	Details	Fol.	Analysis of receipts	Bank	Sales	Cost of sales	Debtors control	Sundry accounts			
									Amount	Fol	Details	



MARKING GUIDE

ACTIVITY 9.2.8

RECORDING TRANSACTIONS IN THE DJ, DAJ AND CRJ

(a) DEBTORS JOURNAL OF R&R RETAILERS - APRIL 2014 DJ1

Doc. no.	Day	Debtors	Fol.	Sales	Cost of sales
213	1	B. Baker		780 00	624 00
214	4	R. Rampala		975 00	780 00
215		B. Baker		700 00	560 00
216	10	R. Rampala		180 00	144 00
				2 635 00	2 108 00

(b) DEBTORS ALLOWANCES JOURNAL OF R&R RETAILERS - APRIL 2014 DAJ1

Doc. no.	Day	Debtors	Fol.	Debtors allowances	Cost of sales
01	7	B. Baker		450 00	360 00
02	12	R. Rampala		30 00	-
				480 00	360 00

(c) CASH RECEIPTS JOURNAL OF R&R RETAILERS - APRIL 2014 CRJ1

Doc no	Day	Details	F	Analysis of receipts	Bank	Sales	Cost of sales	Sundry accounts			
								Debtors control	Amount	Debitails	

ACTIVITY 9.2.9

RECORD CASH AND CREDIT TRANSACTIONS IN THE DJ, DAJ AND CRJ

Electro Suppliers is owned by R. Hlope. You were appointed as his bookkeeper. You are required to record the following transactions in the following **journals for November 2013**.

- a) Debtors journal - columns for Sales and Cost of sales
- b) Debtors allowances journal - columns for Debtors allowances and Cost of sales
- c) Cash Receipts journal - columns for Analysis of receipts; Bank; Sales; Cost of sales; Debtors control and Sundry accounts.

TRANSACTIONS - November 2013

- 3 Credit sales to G. Gule, R979, 50. (Cost price, R653) issued invoice 112.
- 5 Sold goods with a cost price of R580, 00 on credit to P. Porter. Invoice 113 was issued for R870, 00.
- 7 Issued credit note 11 to G. Gule, R225, 00, for goods returned. (Cost price, R150, 00)
- 15 Credit sales to:
 - P. Porter R564.00 as per invoice 114. (Cost price, R376. 00)
 - G. Gule R1 017.00 as per invoice 115. (Cost price, R678. 00)
- 20 Some of the goods sold to P. Porter on 15 November were damaged with delivery. Issued credit note 12 for R345.00 as an allowance. (Cost price, R230.00)
- 25 Issued the following receipts:
 - No. 687 to G. Gule for R771.50 as part payment on his account.
 - No. 688 to P. Porter for R1 089.00 in full settlement of her account.

ANSWER SHEET

(c) CASH RECEIPTS JOURNAL OF CRJ1

Doc. no.	Day	Details	Fol.	Analysis of receipts	Bank	Sales	Cost of sales	Debtors control	Sundry accounts		
									Amount	F o l.	Details

WEEK 5 PERIOD 9

MARKING GUIDE

ACTIVITY 9.2.9

RECORD CASH AND CREDIT TRANSACTIONS IN THE DJ, DAJ AND CRJ

(a) DEBTORS JOURNAL OF ELECTRO SUPPLIERS - NOVEMBER 2013DJ1

Doc. no.	Day	Debtors	Fol.	Sales		Cost of sales	
112	3	G. Gule	D1	979	50	653	00
113	5	P. Porter	D2	870	00	580	00
114	15	P. Porter	D2	564	00	376	00
115		G. Gule	D1	1 017	00	678	00
				3 430	50	2 287	00
				B7 / N1		B6 / N2	

(b) DEBTORS ALLOWANCES JOURNAL OF ELECTRO SUPPLIERS - NOVEMBER 2013DAJ1

Doc. no.	Day	Debtors	Fol.	Debtors allowances		Cost of sales	
11	7	G. Gule	D1	225	00	150	00
12	20	P. Porter	D2	345	00	-	-
				570	00	150	00
				B7 / N3		B6 / N2	

(c) CASH RECEIPTS JOURNAL OF ELECTRO SUPPLIERS - NOVEMBER 2013 CRJ1

Doc. no.	Day	Details	Fol.	Analysis of receipts		Bank	Sales	Cost of sales	Debtors control	Sundry accounts				
										Amount	Fol.	Details		
6687	25	G. Gule	D1	771	50					771	50			
688		P. Porter	D2	1 089	00	1 860	50			1 089	00			
						1 860	50			1 860	50			

WEEK 5 PERIOD 10

ACTIVITY 9. 2.10 (Posting to the General Ledger accounts)

Use the Debtors journal, Debtors allowances journal and Cash receipts journal recorded in Activity 2.9 to complete the following instructions:

- a) Post from the Debtors Journal to the General ledger of **Electro Suppliers**. Show folio references.
- b) Post from the Debtors Allowances Journal to the General ledger of **Electro Suppliers**. Show folio references.
- c) Post the Cash Receipts Journal to the General ledger of **Electro Suppliers**. Show folio references.

INFORMATION:

The following opening balances appeared, amongst others, in the General ledger of Electro Suppliers on **1 November 2013:**

Bank R3 530.00
 Trading inventory R 2860.00

ACTIVITY 9.2.10

(ANSWER SHEETS)

**GENERAL LEDGER OF ELECTRO SUPPLIERS
 BALANCE SHEET SECTION**

Dr				B6				Cr	
TRADING INVENTORY									
Date	Details	Fol	Amount	Date	Details	Fol.	Amount		

Dr				B7				Cr	
DEBTORS CONTROL									
Date	Details	Fol	Amount	Date	Details	Fol.	Amount		

Dt				BANK B8				Cr			
Date	Details	Fol	Amount	Date	Details	Fol.	Amount				

NOMINAL ACCOUNT SECTION

Dr				SALES				N1				Cr			
Date	Details	Fol	Amount	Date	Details	Fol	Amount								

Dr				COST OF SALES				N2				Cr			
Date	Details	Fol	Amount	Date	Details	Fol	Amount								

Dr				DEBTORS ALLOWANCES				N3				Cr			
Date	Details	Fol	Amount	Date	Details	Fol	Amount								

MARKING GUIDE

ACTIVITY 9.2.10

GENERAL LEDGER OF ELECTRO SUPPLIERS BALANCE SHEET ACCOUNT SECTION

Dr				B6				Cr			
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
201 3 Nov	1	Balance	b/d	2 860	00	201 3 Nov	3 0	Cost of sales	DJ1	2 287	00
	30	Cost of Sales	DAJ 1	150	00			Balance	c/d	723	00
				3 010	00					3 010	00
Dec	1	Balance	b/d	723	00						

Dr				B7				Cr			
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
201 3 Nov	30	Sales	DJ1	3 430	50	201 3 Nov	3 0	Debtors allowances	DAJ1	570	00
								Bank	CRJ2	1 860	50
								Balance	c/d	1 000	00
				3 430	50					3 430	50
Dec	1	Balance	b/d	1 000	00						

Dr				B8				Cr			
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
201 3 Nov	1	Balance	b/d	3 530	00						
	30	Total Receipts	CRJ 1	1 860	50						
				5 390	50						

NOMINAL ACCOUNT SECTION

Dr				N1				Cr			
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
						201 3 Nov	3 0	Debtors control	DJ1	3 430	50

Dr				N2				Cr			
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
201 3 Nov	30	Trading inventory	DJ1	2 287	00	201 3 Nov	30	Trading inventory	DAJ 1	150	00
								Balance	c/d	2 137	00

Dr		DEBTORS ALLOWANCES				N3		Cr	
Date		Details	Fol.	Amount	Date		Details	Fol.	Amount
2013 Nov	30	Debtors control	DJ1	570 00					

WEEK 6 PERIOD 11

ACTIVITY 9.2.11

Refer to activity 9.2.9 for journals

POSTING THE JOURNALS OF ACTIVITY 9.2.9 TO THE DEBTORS LEDGER OF ELECTRO SUPPLIERS

DEBTORS LEDGER OF ELECTRO SUPPLIERS

G. GULE

D1

Date	Details	Fol.	Debit	Credit	Balance

P. PORTER

D2

Date	Details	Fol.	Debit	Credit	Balance

MARKING GUIDE

ACTIVITY 9.2.11

G. Gule

Date	Details	Fol.	Debit	Credit	Balance



P. PORTER

Date	Details	Fol.	Debit	Credit	Balance

WEEK 6 PERIOD 12

Additional notes on the effect of debtors allowances on the accounting equation.

EFFECT OF DEBTORS ALLOWANCES ON THE ACCOUNTING EQUATION:

Transaction 1: A debtor, J. Jackson returned goods with a selling price of R560 and a cost price of R448, issued credit note 32.

How do we reason this? We look at what happened:

Because the debtor returned the goods, it means the original sales transaction needs to be cancelled, as well as the goods need to be put back on the shelf with the Trading stock. This transaction involves two steps:

- **Firstly the sale has to be cancelled:** To do this the Debtors allowances account, an expense account, has to be debited with the original sales amount, which will decrease the **Owners' equity**. The debtor, J. Jacksons' debt has to be decreased, therefore his account in the Debtors ledger will be credited, because he does not owe that money any more, as well as the Debtors Control account in the General ledger has to be credited. The debtor is a **current asset** which decreases.

In the GENERAL LEDGER:

ASSET		OWNERS' EQUITY	
Dr (+) DEBTORS CONTROL	Cr (-)	Dr(-) DEBTORS ALLOWANCES	Cr(+)
	560		560

In the DEBTORS LEDGER:

DEBTOR	
Dr (+) J. JACKSON	Cr (-)
	560

- **Secondly the Trading inventory is returned to the stock in the business.** The cost price of the goods has to be cancelled in the **Cost of sales account**, which is an expense account, but in this case it becomes an "Income", because the expense is cancelled, which means the **Owners' equity** will increase and the Cost of sales account is therefore credited.
- At the same time the trading stock increases, which means the **current assets** are increasing, therefore the Trading inventory account is debited with the cost price.

In the GENERAL LEDGER:

OWNERS' EQUITY		ASSET	
Dr (-)	Cr (+)	Dr (+)	Cr (-)
COST OF SALES		TRADING INVENTORY	
	488	488	

In the DEBTORS LEDGER: no entry is made

EFFECT OF DEBTORS ALLOWANCES ON ACCOUNTING EQUATION:

Transaction 2: Issued credit note 222, R200 (Cost price, R160) to a debtor, H. Hlope, as an allowance (discount) for damaged goods.

How do we reason this? We look at what happened:

In this case the goods are not returned by the debtor, but a "discount" is given in the form of an allowance. This means the business cancelled part of the sale. Therefore **only** the part of the sale will be cancelled and to do this the Debtors allowances account, an expense account, has to be debited with the original sales amount, which will decrease the **Owners' equity**. The debtor, H. Hlope's debt has to be decreased, therefore his account in the Debtors ledger will be credited, because he does not owe that money any more, as well as the Debtors Control account in the General ledger has to be credited. The debtor is a **current asset** which decreases.

In the GENERAL LEDGER:

ASSET		OWNERS' EQUITY	
Dr (+)	Cr (-)	Dr (-)	Cr (+)
DEBTORS CONTROL		DEBTORS ALLOWANCES	
	200	200	

In the DEBTORS LEDGER:

DEBTOR	
Dr (+)	Cr (-)
H. HLOPE	
	200

SOLUTION FOR 2 EXAMPLES ON THE NOTES:

No.	Source doc.	Journal	General Ledger		Debtors Ledger		A	O/E	L
			Account debited	Account credited	Account debited	Account credited			
1.	Duplicate credit note	DAJ	Debtors allowances	Debtors control		J. Jackson	-560	-560	0
			Trading inventory	Cost of sales			+488	+488	0
2	Duplicate	DAJ	Debtors allowance	Debtors		H Hlope	-200	-200	0

WEEK 6 PERIOD 12

ACTIVITY 9.2.12

EFFECT OF DEBTORS ALLOWANCES ON THE ACCOUNTING EQUATION:

Show the effect of the following transactions on the Accounting equation, by completing the given table below:

1. Issued credit note 54 to debtor L. Lion, as a discount on goods delivered on credit, R450. (Cost of sales, R300)
2. Debtor C. Chirwa returned some of the goods that were previously sold to him on credit, R90. (Cost price, R60) Issued a credit note.

No.	Source doc.	Journal	General Ledger		Debtors Ledger		A	O/E	L
			Account debited	Account credited	Account debited	Account credited			
1.									
2.									

MARKING GUIDE

ACTIVITY 9.2.12

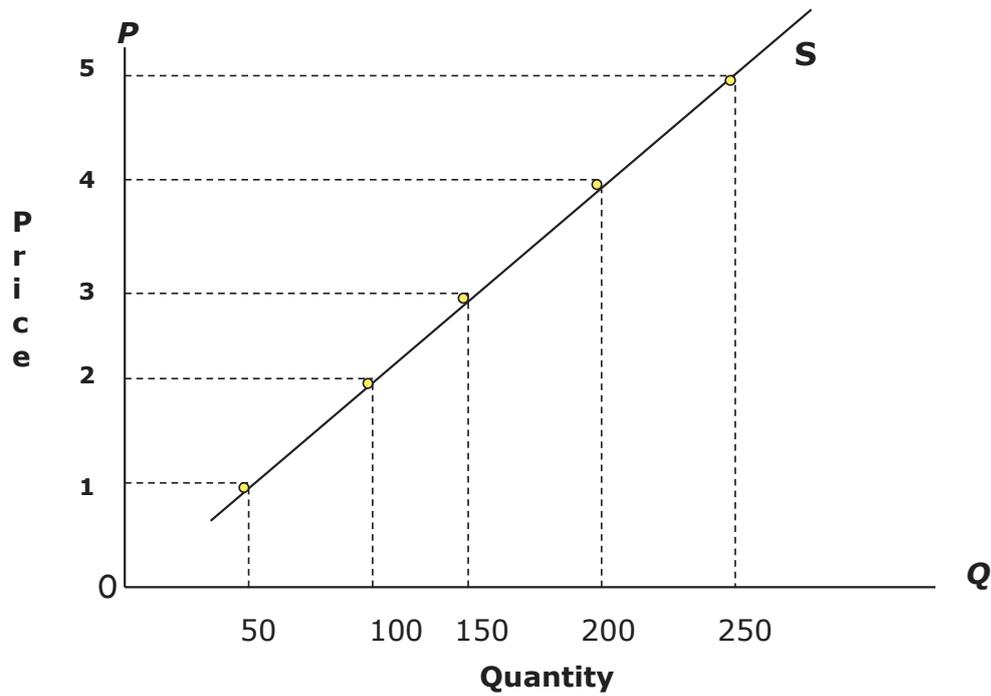
EFFECT OF DEBTORS ALLOWANCES ON THE ACCOUNTING EQUATION

Show the effect of the following transactions on the Accounting equation, by completing the table below:

1. Issued credit note 54 to debtor L. Lion, as a discount on goods delivered on credit, R450. (Cost of sales, R300)
2. Debtor C. Chirwa returned some of the goods that were previously sold to him on credit, R90. (Cost price, R60) Issued a credit note.

No.	Source doc.	Journal	General Ledger		Debtors Ledger		A	OE	L
			Account debited	Account credited	Account debited	Account credited			
1.	Duplicate credit note	DAJ	Debtors allowances	Debtors control		L. Lion	-450	-450	0
2.	Duplicate credit note	DAJ	Debtors allowances	Debtors control		C. Chirwa	-90	-90	0
			Trading inventory	Cost of sales			+60	+60	0

Supply Curve:



NOTES ON FACTORS OF PRODUCTION

Let us have a look at the picture and say something about the picture.

Capital

- **Does not** include money
- Manufactured resources e.g. machines, tools, and buildings (capital goods)
- Capital goods are needed to produce goods and services







Why do you say does not include money?

- Explain capital as a factor of production; borrowed and own capital, make reference to the picture above.

Capital – Borrowed and own capital

- The word 'Capital' can be defined in different ways. Capital refers to the money that the owner needs to establish or start a business. Capital also refers to capital goods which include equipment and machinery that can be used to produce other goods.

Borrowed capital

- Borrowed capital refers to money borrowed by the entrepreneur from either individuals or financial institutions such as banks. Borrowed capital can be used by business as a loan. The entrepreneur will repay the money borrowed from the bank with interest.

Own capital

- Own capital refers to the money invested by the owner of the business. This is the money gathered from own savings, family members, assets and inheritance. Business that contribute their own capital stand a better chance of growing than when using borrowed capital.

Capital goods

Capital goods are those goods that are used to produce other goods, such as machines, equipment, vehicle, factories, buildings, etc. Capital goods assist in the production process which enables businesses to produce more goods and services of better quality within a short space of time.



Picture illustrating people at work. The picture may be replaced by any other picture with the same meaning.

Q: What do you see in the picture?

A: man painting a wall.

Learners can relate the picture above with work. A definition of labour is given. Explain the concept Labour to learners after short discussion on picture above.

Labour

Labour is the physical or mental efforts of people used in the production of goods and services. The labour needed in the construction of roads and making of bread is physical labour. The development of a business plan by managers, the drawing up of plans for construction of houses by architectures is mental labour. Both mental and physical labour plays an important role in the production process. Labour is an expensive factor to maintain as production cannot take place in the absence of labour. Labour can be performed by using both physical and mental labour.

- Explain the following factors which determine the supply of labour :
- The size of the population
- The level of education and training
- Geographical location of the business
- Its relationship with trade union movements and competitors
- Health issues

Types of labour



Unskilled labour

Educator may show learners pictures and ask them to explain what they see on the picture. The teacher explains the different type of workers by using the pictures shown to the learners.



Semi-skilled labour

Semi-skilled labour

Semi-skilled labour refers to workers who have received some form of training in a specific area. Semi-skilled workers can carry out simple tasks with the use of tools. For example plumbers, bricklayer, sales representatives, motor mechanics, petrol attendant and waiters. Petrol attendants need to undergo some training in terms of operating fuel pumps and machines for payment



Skilled labour

Skilled workers are well trained in a specific skill, knowledge, which can include mental or physical labour. A skilled labour may have completed some formal training at a college, university or technical college. Skilled workers earn higher salaries, the more skills a work possesses the more effective they are in carrying out their duties.

The role of workers in the business

Workers play an important role in the business. The success and failure of the business is dependent on the performance of the workers. Workers who are treated with respect, are healthy, happy, enjoy their work and receive a fair wages or salaries will be motivated and production will increase.

Activity:

Answer the following questions and write the answers in your class work book.

1. Explain the difference between **own and borrowed capital** in your own words.
2. Why do you think it is an advantage to start a business using your **own capital**?
3. Define **capital goods** and mention **three examples** of capital goods.

POSSIBLE ANSWERS

1. Own capital refers to the money invested by the owner of the business. This is the money gathered from own savings, family members, assets and inheritance.
2. You do not have to pay interest on own capital.
3. Borrowed capital refers to money borrowed by the entrepreneur from either individuals or financial institutions such as banks. Borrowed capital can be used by business as a loan. The entrepreneur will repay the money borrowed from the bank with interest.
Machinery, tools and buildings.

Activity

1. Read the following Case Study and answer the questions in your work book:

Case study

Mpho Hlako works for EG Hygiene Company which employs 30 people to perform different types of jobs. The business was started by Eric Gule, after inheriting R550 000 from the estate of his late father. The business is growing and secured contracts to provide hygiene services for Eskom offices in the Pretoria area. Mpho transports the workers to the different locations and fetches them on a daily basis. He is also responsible for repairing and servicing the company vehicles in the workshop. Precious supervises the employees and ensures the day's work is completed within the stipulated time and attends to queries from clients. Thando and other workers keep rest rooms clean, change bins and ensure there are enough paper towels.

- 1.1. Identify and explain the type of labour that is performed by Mpho?
 - 1.2. What do we call the type of labour performed by Thando and the other workers keeping rest rooms clean?
 - 1.3. Explain what type of capital used by Eric Gule to start his business?
 - 1.4. If Gule decides to grow his business and needs more money, makes a loan with Development Bank of South Africa. What do we call the capital?
2. Draw a mind map of the factor of production labour. Your answer must include definitions of the different types of labourers; show at least 3 pictures of different types of labour.

POSSIBLE ANSWERS

- 1.1 Mpho is semi -skilled worker, undergone some training for driving vehicles and for repairing and servicing vehicles.
 - 1.2 Unskilled and do not require any training.
 - 1.3 Own capital
 - 1.4 Borrowed capital and must pay interest on the loan.
- 2 Mind Map: Labour as a factor of production
N.B Pictures to be shown in learner's responses.



We are going to look at how workers must be treated in the workplace.

Explain Fair employment practices

- Workers have a right to be treated fairly and with respect and there are many laws which protect them against unfair labour practices and discrimination. We are going to discuss the Basic Condition of Employment Act; Employment Equity Act (EEA); Labour Relations Act (LRA) and the Commission for Conciliation, Mediation and Arbitration (CCMA).

Basic Conditions of Employment Act controls:

- The employee may not work more than 45 hours per week.
- The employee is entitled to a lunch break of 1 hour, but by agreement between the employee and employer this may be reduced to 30 minutes.
- Payments for overtime and working during public holidays must be more than the normal rate.
- Leave entitlement: annual leave; maternity leave; sick leave and family responsibility leave.

Employment Equity Act (EEA)

- The main aim of the EEA promotes fairness and non-discrimination in the workplace. No employer may discriminate an employee on the basis of race, gender colour, age, disability, religion, HIV status, background and religion.

- Employers are also required to apply affirmative action measures when doing appointments in some positions.

Labour Relations Act (LRA)

- The purpose of the LRA is to promote economic development, labour peace, social justice and democracy in the workplace.
- It gives workers a right to join labour unions.
- Trade union representatives are given the rights to enter the workplace and communicate with union members.
- Bargaining councils may be used to negotiate wages and strike actions.

Commission for Conciliation, Mediation and Arbitration

- The Commission for Conciliation, Mediation and Arbitration (CCMA) is a dispute resolution body established in terms of the Labour Relations Act, 66 of 1995 (LRA).
- It is an independent body, does not belong to and is not controlled by any political party, trade union or business.
- It is responsible for mediating labour disputes.

Allow learners to give information on what they know about trade unions and asked to name different trade unions that they know in South Africa.

Activity:

1. The Basic Condition of Employment Act has laws that protect workers. List any four of the rules or laws that are covered by the act.
2. Name the other laws that protect employer's rights.
3. What is the main responsibility of the CCMA?
4. Find information about what family responsibility leave entails, and when can it be taken by a worker. (Expanded opportunity).
5. Name a few trade unions found in South Africa.

POSSIBLE ANSWERS:

1. The Basic Conditions of Employment Act covers the following:

- ❖ The employee may not work more than 45 hours per week.
- ❖ The employee is entitled to a lunch break of 1 hour, but by agreement between the employee and employer this may be reduced to 30 minutes.
- ❖ Payments for overtime and working during public holidays must be more than the normal rate.
- ❖ Leave entitlement: annual leave; maternity leave; sick leave and family responsibility leave.

2. Other laws that protect employee's rights:

- ❖ LRA
- ❖ EEA

3. The CCMA is responsible for mediation of labour disputes between employers and employees.

4. Findings about Family responsibility leave:

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- ❖ Workers may take up to 3 days of paid leave a year to attend to certain family responsibilities.
- ❖ This can happen under certain circumstances:
 - when the employee's child is born or sick
 - In the event of the death of employee's spouse, or parent, adoptive parent, grand parent, child, grandchild or siblings.
 - Employers may require reasonable proof of the birth, illness or death for which worker requests leave.

4. Let learners name as many to see if they have the correct idea and assist when they give an incorrect answer.

SADTU, NUM, NEHAWU, etc.

Natural resources

Natural resources or land are all the “gifts of nature” that are used to produce goods and services to satisfy needs and wants, they include water, air, the wind, minerals, forestry, fishing and land for farming.

The production of goods and services is dependent on the availability of natural resources.

Production may not be possible if the natural resources are not available.

Natural resources cannot be used in their natural state; they are changed or processed into goods suitable for human consumption. For an example: land for farming is used to grow food; wool from lamb and meat for eating.

Activity:

Use an A4 paper to make a poster of the factor of production Natural resources.

- Divide your poster into four sections. Each section should have a heading, e.g. Natural resources from Mining industry, Forestry, Farming and Fishing.
- Collect pictures from magazines or newspapers or draw pictures of the different natural resources. You should at least have 2 pictures of goods produced from the natural resources.
- Indicate which ones are renewable or not.
- Name a few alternative energy sources

Example of layout of poster:

NATURAL RESOURCES			
MINING		FARMING	
Coal (Non- renewable)	Electricity	Mealies (Renewable)	Mealie meal
FORESTRY		FISHING	
Trees (Renewable)	Furniture	Fish Trawlers (Non-renewable)	Canned fish

5. Wind energy – wind turbines
Solar energy – from the sun

Activity:

Class work

Complete the activity by answering the questions and write only the answers in your class work books

1. **State whether the following statements are True (T) or False (F). Underline the correct alphabet.**
 - 1.1 Labour is the physical or mental effort to produce goods and services. **T or F**
 - 1.2 A market can be at a street corner in the neighbourhood. **T or F**
 - 1.3 The qualifications and skills of a worker determine how much they will earn as a salary or wages. **T or F**
 - 1.4 Employment Equity Act is a labour law that mediates dispute in the workplace. **T or F**
 - 1.5 Output refers to the finished product. **T or F**
 - 1.6 Unfair labour practices and discrimination are good for the growth of the business **T or F**
 - 1.7 Borrowed capital is the money you borrow from friends, family or bank. **T or F**
 - 1.8 An entrepreneur puts land and labour in order to produce goods and services. **T or F**
 - 1.9 All natural resources can be used in their natural state. **T or F**

2. Complete the table below to indicate whether the following types of work are skilled, semi-skilled or unskilled labour.

	Skilled	Semi-skilled	Unskilled
e.g. Teacher	✓		
2.1. Pilot			
2.2. Receptionist			
2.3. Social worker			
2.4. Plumber			
2.5. Domestic worker			
2.6. Chef			

3. Explain the difference between skilled, semi-skilled and unskilled labour.

4. Define the following concepts in your own words:

- 3.1. Natural resources
- 3.2. Own capital
- 3.3. Labour

5. Name at least **four** (4) characteristics or qualities of a good entrepreneur.

6. The Basic Conditions of Employment Act has rules about certain working conditions List any **three** (3) of the areas covered by the Act.

7. What is the remuneration of the following factors of production?

- 7.1. Entrepreneur
- 7.2. Capital

8. Write the following acronyms in full words:

- 8.1 LRA
- 8.2. EEA
- 8.3. CCMA

The difference between skilled, semi-skilled and unskilled worker/ labour.

Skilled labour refers to any worker who has received training in a specific area, it can be at a technical college, or university .e.g. teacher, nurse, lawyer , computer programme and accountant.

Semi-skilled labour refers to workers who have or need more training the unskilled labourer; they can carry out simple tasks. E.g. assistant plumber, sales representative, bricklayer and artisans trainee.

Unskilled labour refers to workers that did not receive any training for a

Define the following concepts in your own words:

3.1. Natural resources **refer to all of nature's gifts such as the soil, water and air.**

3.2. Own capital **refers to the money that the owner has saved or inherited, and invested in the business.**

3.3. Labour is **all human effort, either mentally or physical which is used to produce goods and services**

Entrepreneurship

An entrepreneur is a person who combines the other three factors of production, land/natural resources and labour in order to produce goods. In order for production to take place, there must be someone who plans and organizes. The four factors of production are interrelated and dependent on one another. The entrepreneur takes a risk of starting a business without even knowing if it will succeed. The entrepreneur identifies the needs of a community, produces products based on the community needs with the aim of making a profit.

Characteristics of a good entrepreneur:

- Hard working
- Creative
- Motivated
- Prepared to take risks
- Able to work with other people

5 Entrepreneurs play an important role in increasing economic growth and thus increasing job opportunities.

6. Basic Conditions of Employment Act

6.1. The employee may not work more than 45 hours per week.

6.2. The employee is entitled to a lunch break of 1 hour, but by agreement between the employee and employer this may be reduced to 30 minutes.

6.3. Payments for overtime and working during public holidays must be more than the normal rate.

6.4 Leave entitlement: annual leave; maternity leave; sick leave and family responsibility leave.

7. Remuneration of the factors of production:

7.1 Entrepreneur's remuneration is Profit

7.2. The remuneration for Capital is Interest.

8.1 LRA - Labour Relations Act

8.2. EEA - Employment Equity Act

8.3. CCMA - Commission for Conciliation, Mediation and Arbitration.

FORMAL ASSESSMENT ACTIVITIES

GRADE 7:
CASE STUDY

GRADE 8:
PROJECT

GRADE 9:
CLASS TEST/ DATA RESPONSE

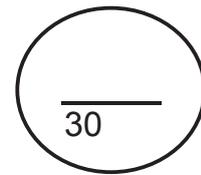


**FORMAL ASSESSMENT ACTIVITIES
GRADE 7: CASE STUDY**

**Economic and Management Sciences
Task: Case Study
Term 2: Week 6
Total: 30**

Grade: 7

Time: 1 HOUR



Name of Learner: _____

Grade 7: _____

INSTRUCTIONS

- Read the case study below and answer the questions that follow
- Calculators are allowed for question 6
- Answer all of the question on the answer sheet provided
- Write neat and legibly
- Good Luck! You can do it! 😊

CASE STUDY:

Johnny wants to start his own pool cleaning business, Sparkling Pools. He saved R5000 and his uncle gave him a used truck for his 21st birthday which he will use as his transport. He employed his brother to assist him with cleaning the pools and asked you to be in charge of his finances and to advise him whether he should start the business or not.

He gave you a summary of his planned expenses and income.

- Expenses:
 - His brother's wage R400
 - Your salary R500
 - Rental of cleaning equipment R300
 - Cell phone account R250
 - Marketing R150
 - Pool acid and chlorine R250
 - Fuel R100
- Income:
 - He has five regular customers who will pay him R3 000 in total for the month



QUESTION 1:

What do we call the R5 000 that Johnny will use to start his business. (1)

QUESTION 2:Define the term **budget**.

(2)

--

QUESTION 3:

Match the concept in column A with the definition in column B. Write only the correct answer next to the letter in the answer book (7x1=7)

Column A	Column B	Answer
3.1. Income	A. A financial action between two business parties	3.1
3.2. Expenses	B. Financial obligations of a business	3.2
3.3. Surplus	C. Income - Expenses	3.3
3.4. Assets	D. A payment for costs incurred	3.4
3.5. Liabilities	E. Money that the business receives for goods sold or services rendered	3.5
3.6. Transaction	F. When more money has been received than expenses paid for.	3.6
3.7. Statement of net worth	G. Possessions of a business	3.7
	H. Money to start a business	
	I. Assets - Liabilities	

QUESTION 4:

Outline the difference between a personal budget and a business budget.

(4)

Personal budget:
Business budget:

QUESTION 5:

Show the steps you should follow when drawing up the budget for a new business, if you have no income or expenditure information for the business. (6)

QUESTION 6:

Why is it important for Johnny to draw up a budget before starting his business? (2)

QUESTION 7:

Prepare Johnny’s budget for Sparkling Pools to show him a clear picture of his income and expenses for the month. (7)

	R
Income	
Savings	
Income from services rendered	
Total income	
Minus Expenses	
His brother’s wage	
Your salary (Book keeper)	
Rental of cleaning equipment	
Cell phone account	

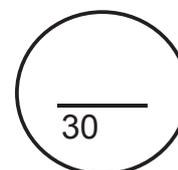
Fuel	
Total expenses	
Surplus/Deficit	

QUESTION 8:

Refer to your answer in question 6 and say whether Johnny's business will be successful or not? Provide a reason for your answer.

(2)

TOTAL: 30



**PROPOSED ANSWERS TO QUESTIONS ON CASE STUDY – PLEASE
CONSIDER ANY RELEVANT ANSWERS WHERE APPLICABLE.**

QUESTION 1:

Capital ✓

(1)

QUESTION 2

Cash forecast of future cash receipts and payments ✓, setting out the expected cash receipts and payments over the budget period ✓ (2)

OR

A Plan on how to allocate future income

OR

(Any other relevant answer)

QUESTION 3

Column A	Column B	Answer
3.1. Income	A. A financial action between two business parties	3.1 E ✓
3.2. Expenses	B. Financial obligations of a business	3.2 D ✓
3.3. Surplus	C. Income - Expenses	3.3 F ✓
3.4. Assets	D. A payment for costs incurred	3.4 G ✓
3.5. Liabilities	E. Money that the business receives for goods sold or services rendered	3.5 B ✓
3.6. Transaction	F. When more money has been received than expenses paid for.	3.6 A ✓
3.7. Statement of net worth	G. Possessions of a business	3.7 I ✓
	H. Money to start a business	
	I. Assets - Liabilities	

(7)

QUESTION 4

Personal budget: A personal budget is a finance plan that allocates future personal income towards expenses, savings and debt repayment. Past spending and personal debt are considered when creating a personal budget. ✓✓

Business budget: Is calculated by deducting the business' expenses from the business' income. ✓✓

(4)

OR

(Any other relevant answer)

QUESTION 5

1. Make careful estimates. ✓✓
2. Revise them as soon as you have the real figures once the business is running. ✓✓
3. A good way of finding out what the income and expenditure will be is to research similar businesses to find out what they are earning and spending. ✓✓

(6)

QUESTION 6

It is important for Johnny to budget because he will see whether his income will cover his expenses ✓, if not he will he will have to increase his income or cut on expenses ✓.

(2)

QUESTION 7

		R
Income		
Savings		✓ 50
Income from services rendered	0	}
Total income		<u>3000</u>
Minus Expenses		✓ 8000
His brother's wage		400
		500
		300
Your salary (Book keeper)	250	✓ }
		150
Rental of cleaning equipment		250
		100

Total expenses	
Surplus/Deficit	

(6)

QUESTION 8

It will be a success. ✓ His budget shows that his income exceeds his expenses thus leaving him with a surplus. He has money left over to cover his usual expenses as well as any other unexpected expenses for the following month. ✓ (2)

TOTAL: 30

COGNITIVE ANALYSIS OF QUESTIONS

Questions	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Total marks allocated	Time allocated to questions
Reading time								5 minutes
1	1						1	2 minutes
2		2					2	4 minutes
3		7					7	14 minutes
4				4			4	8 minutes
5					6		6	12 minutes
6			2				2	4 minutes
7						6	6	12 minutes
8					2		2	4 minutes
TOTAL	3	9	2	4	8	6	30	60 minutes
	40%		20%		40%			100%

GRADE 8: PROJECT

Economic and Management Sciences
Grade 8: Term 2 - Project
Entrepreneurship and Financial Literacy

Completion: Week 6

Total marks: 50

Name: _____

Class: _____

Topics:

- Factors of production
- Types of labour
- Role of workers
- Employment practices
- Concepts of CRJ
- Source documents
- Cash Receipts Journal (CRJ)

Congratulations!! You just became the new owner of Manny Motor Mechanics!

Instructions:

Answer the following questions on the answer sheet provided: :

- a) In your business you will have to appoint 3 workers – A cleaner, a trainee motor mechanic and a bookkeeper. Classify each worker according to the types of labour and explain the specific level. (6)
- b) Why are these **three** (3) workers import to your business? (6)
- c) Name **three** (3) aspects that you will include in the contract between you and you employees. (6)
- d) The previous bookkeeper of Manny Motor Mechanics did not record the transactions for April. You as the owner decided to assist your newly appointed bookkeeper by recording the following transactions in the CRJ for April 2013:
 1. As the owner, you deposit R5 000 in the current bank account as you capital contribution.
 5. Received a cash donation, R800.
 9. Received R750 for the new brake-pads installed in his car.
 15. Received R1 200 for mechanical services done.
 29. Received R1 000 from Midas Motor spares who is renting some office space. (20)
- e) Draw a receipt that will be used as a source document for transaction on 5 April 2013 in (d) . (12)

[50]



Rubric and Memorandum

You will use the following rubric and memorandum to assess learners' performance.

- a) Bookkeeper – Skilled labour: She has a special skill and knowledge of bookkeeping and has studied bookkeeping at college or university.
 Trainee motor mechanic – Needs more training on mechanics and can only carry out simple jobs with simple tools.
 Cleaner – Unskilled labour: Has undergone no training skills.
- b) – Success of the business will depend on the motivation and productivity of workers.
 - Workers contribute to the productivity and production of the business.
 - They offer physical and mental labour
 - They are the most important asset of the company and the face of the company.
- c) – The number of hours that people can work without a break.
 - Max number of working hours in a week.
 - Leave entitlements
 - Payment for work done
 - Notice of termination of employment.

d)

Sundry Accounts

Doc	Day	Details	Fol	Analysis	Bank	Current	Account	Fol	Details
-----	-----	---------	-----	----------	------	---------	---------	-----	---------

e)

Manny's Motor Mechanics ✓		
RECEIPT		
	R	C
No.....		
Received from.....		
The sum of		
..... Rand		
..... Cents		
for		
.....With Thanks		

- Mark allocation:** Name of business (2)
Date (2)
Receipts number (2)
Amount in words (2)
For/ purpose of payment (2)
Amount in figures (2)

[12]

TOTAL: 50

Rubric

The following rubric will be used to assess the learner performance:

Assessment Criteria		4-6	2-4	0-2
a) Types of Labour		The learner clearly understands the classification and types of labour. The learner classified and explained 3 types of labour correctly.	The learner has some understanding of the classification and types of labour. The learner classified and explained 2 types of labour correctly	The learner has no or little understanding of the classification or types labour. The learner classified and explained 1 type of labour correctly
b) Importance of Workers		The learner could give a comprehensive explanation on why workers are important with at least 3 reasons.	The learner could explain the importance of workers to a business. 2 valid reasons were provided.	The learner could not explain the importance of workers or gave only a limited explanation (1 reason.)
c) Role of Workers		6 3 Aspects are correctly included	4 2 Aspects are correctly included	2 Only 1 aspect of a contract are included and is correct or not any aspects are included
d) Transactions	20-16 The journal was completed with little or no mistakes.	11-15 The learner completed the journal and made some errors	6-10 The learner completed the journal but recorded little of the transactions and made errors when completing.	0-5 The learner completed the journal but did not record the transactions correctly and made a lot of errors.
e) Source Document	11-12 A receipt was designed and all the features present on a receipt was included.	8-10 A receipt was designed and some of the features present on a receipt were included.	4-7 A receipt was designed, however little of the features present on a receipt was included.	1-3 The receipt was not designed by including all of the features.
			TOTAL: 50 MARKS	

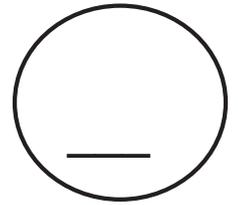
Comments _____

Signature: _____

Date: _____

_____ =
%

GRADE 9: CLASS TEST
ECONOMIC AND MANAGEMENT SCIENCES
GRADE 9
CLASS TEST
TERM 2
TOTAL: 50



NAME OF LEARNER: _____

GRADE 9 _____

INSTRUCTIONS:

- Answer ALL the questions.
- Write neatly and legibly.
- Answer only what is required on the **ANSWER BOOK**

Note of teacher:

QUESTION 1.1:

Match the description in **COLUMN B** to the term in **COLUMN A**. Choose the correct answer and write

only the letter (A - D) next to the question number (1.1 – 1.10) on the ANSWER BOOK

COLUMN A	COLUMN B	ANSWER
1.1.1 Debtor	A. An act aimed at protecting consumers and producers and creating a fair credit marketplace in SA.	1.1.1 -
1.1.2 Debtors Journal	B. An agreement in which a buyer receives something of value now and agrees to repay the seller at a later date.	1.1.2 -
1.1.3 Credit Sales	C. An individual or business that owes debt to another individual or business.	1.1.3 -
1.1.4 Debtors Allowances Journal	D. A subsidiary journal in which merchandise sold on credit is recorded from credit sales invoices.	1.1.4 -
1.1.5 National Credit Act	E. Cash Payments Journal	1.1.5 -
	F. A book of first entry in which merchandise sold on credit and returned by buyers are recorded.	
	G. A body also responsible for educating consumers about their rights	

(5)



QUESTION 1.2 - Journals

Instructions and Information:

- Record the transactions for April 2014 in the following journals of Ndlela Stores:
Cash Receipts Journal, with analysis columns for Analysis of receipts; Bank; Sales; Cost of sales; Debtors Control and Sundry accounts.
Debtors Journal, with Sales and Cost of Sales
Debtors Allowance journal, with Debtors Allowance and Cost of Sales
NOTE: Do NOT close off the journals on 30 April 2014
- Goods are sold at a profit mark up of 20%.
- List of Debtors balances
G. Freedom R 4 500
D. Mansingh R 2 650

Transactions for April 2014:

- Sold goods on credit to G. Freedom, R1 200. Invoice no. 45 was issued to him.
- Received a cheque from D. Mansingh to settle his account in full. Receipt 023.
- G. Freedom returned some of the goods bought by him, R450. (Credit note 21 was issued to him).
- Credit sales of merchandise to D. Mansingh, R750.
- Issued receipt to G. Freedom for payment received from him, R3 000.
- Goods with a cost price of R560 were returned by D. Mansingh. **(19)**

Cash Receipts Journal of Ndlela Stores for April 2014

CRJ 5

No. Doc	Day	Details	Analysis of Receipts	Bank	Sales	Debtors Control	Sundry Accounts		
							Fol	Amount	Details

Debtors Journal of Ndlela Stores for April 2014

DJ 5

Doc No	Day	Name of Debtor	Fol	Sales	Cost of Sales



Debtors Allowances Journal of Ndlela Stores for April 2014 DAJ 5

Doc No	Day	Name of Debtor	Fol	Debtors allowances	Cost of sales

QUESTION 1.3 – Calculations

Determine the amount owed to the business by G. Freedom at the end of the month **(2)**

QUESTION 1.4 - Analysis of Transactions

Analyse transactions on the **1st and 12th in 1.2. above** in the table provided **(12)**

Example:

Pay the monthly rental to the municipality, R3 500.

NO	Account		Asset	= Owner's equity	+ Liabilities
	Debit	Credit			
e.g.	Rent Expense	Bank	- 3 500	- 3 500	0
1					
12					

QUESTION 2:
Price theory – Demand Curve

2.1. Use the information given below to draw the demand curve for T-shirts. (5)

PRICE	Quantity Supplied
R120	100
R140	200
R160	300
R180	400
R200	500

DEMAND CURVE FOR T-SHIRTS

2.2. Define the law of demand.

(2)

Price theory – Supply Curve

(5)

2.3. Use the information given below to draw the supply curve for T-shirts.

PRICE	Quantity Supplied
R120	100
R140	200
R160	300
R180	400
R200	500

SUPPLY CURVE FOR T-SHIRTS

TOTAL: 50

ECONOMIC AND MANAGEMENT SCIENCES



**GRADE 9
CLASS TEST
TERM 2
TOTAL: 50
MEMORANDUM**

SECTION A

QUESTION 1.1:

Match the description in column B to the term in column A. Choose the correct answer and write only the letter (A - D) next to the question number (1.1 – 1.10) on the ANSWER BOOK

COLUMN A	COLUMN B	ANSWER
1.1.1 Debtor	A. An act aimed at protecting consumers and producers and creating a fair credit marketplace in SA.	1.1.1 – C ✓
1.1.2 Debtors Journal	B. An agreement in which a buyer receives something of value now and agrees to repay the seller at a later date.	1.1.2 – D ✓
1.1.3 Credit Sales	C. An individual or business that owes debt to another individual or business.	1.1.3 – B ✓
1.1.4 Debtors Allowances Journal	D. A subsidiary journal in which merchandise sold on credit is recorded from credit sales invoices.	1.1.4 – F ✓
1.1.5 National Credit Act	E. Cash Payments Journal	1.1.5 – A ✓
	F. A book of first entry in which merchandise sold on credit and returned by buyers are recorded.	
	G. A body also responsible for educating consumers about their rights	

[5]

QUESTION 1.2 – Journals

Cash Receipts Journal of Ndlela Stores for April 2014

CRJ 5

Day	Details	Bank	Sales	Sundry Accounts
------------	----------------	-------------	--------------	------------------------

Doc No.			Analysis of Receipts			Debtors Control	Fol	Amount	Details
R23	12	D. Mansingh	2 650 ✓	2 650 ✓		2 650 ✓			
R24	26	G. Freedom	3 000 ✓	3 000 ✓		3 000 ✓			

(6)

Debtors Journal of Ndlela Stores for April 2014

DJ 5

Doc No	Day	Name of Debtor	Fol	Sales	Cost of Sales
Inv.45	1	G. Freedom	D1	1 200 ✓	1 000 ✓✓
Inv.46	25	D. Mansingh	D2	750 ✓	625 ✓✓

(6)

Debtors Allowances Journal of Ndlela Stores for April 2014

DAJ 5

Doc No	Day	Name of Debtor	Fol	Debtors allowances	Cost of sales
CN 21	18	G. Freedom	D1	450 ✓	375 ✓✓
CN 22	27	D. Mansingh	D2	672 ✓✓✓	560 ✓

(7)

[19]

QUESTION 1.3 – Calculations

Balance owed + Credit Sales – Credit Sales Returns – Payment Received

$$4\,500 + 1\,200 - 450 - 3\,000 = 2\,250 \checkmark \checkmark$$

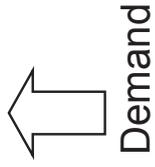
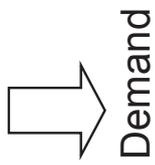
[2]

QUESTION 1.4 - Analysis of Transactions

NO	Account		Asset	= Owner's equity	+ Liabilities
	Debit	Credit			
e.g.	Rent Expense	Bank	- 3 500	- 3 500	0
1	Debtors Control ✓ Cost of Sales ✓	Sales ✓ Trading Stock ✓	+ 1 200 ✓ - 1 000 ✓	+ 1 200 ✓ - 1 000 ✓	
12	Bank ✓	Debtors Control ✓	+ 2 650 ✓ - 2 650 ✓		

[12]

2.3. When price is high, the demand is low ✓ **OR** When price is low, the demand is high ✓
(2)



[12]
TOTAL: 50



ECONOMIC AND MANAGEMENT SCIENCES GRADE: 7 - 9

PERIOD PLANNING – TERM 3

WEEKS	GR. 7		GR. 8		GR. 9	
WEEK 1	Period 1 The economy: • Inequality and poverty	Period 2 The economy: • Inequality and poverty	Period 1 The economy: • Standard of living	Period 2 The economy: • Standard of living	Period 1 The economy: • Trade unions	Period 2 The economy: • Trade unions
WEEK 2	Period 3 The economy: • Inequality and poverty	Period 4 The economy: • Inequality and poverty	Period 3 Financial Literacy: CPJ service enterprise • Introduction	Period 4 Financial Literacy: CPJ service enterprise • Format	Period 3 The economy: Trade unions	Period 4 The economy: Trade unions
WEEK 3	Period 5 The economy: Inequality and poverty	Period 6 The economy: Inequality and poverty	Period 5 Financial Literacy: CPJ service enterprise • Source documents.	Period 6 Financial Literacy: CPJ service enterprise	Period 5 Financial Literacy: Introduction to CJ	Period 6 Financial Literacy: Continue with CJ
WEEK 4	Period 7 Financial Literacy: Savings	Period 8 Financial Literacy: Savings	Period 7 Financial Literacy: CPJ service enterprise • Work through example and explain source docs	Period 8 Financial Literacy: CPJ service enterprise • Do first exercise of recording of payments	Period 7 Financial Literacy: CJ and CAJ	Period 8 Financial Literacy: CJ, CAJ, Recording of payments to creditors in CPJ
WEEK 5	Period 9 Financial Literacy: Savings	Period 10 Financial Literacy: Savings	Period 9 Financial Literacy: CPJ service enterprise	Period 10 Financial Literacy: CRJ and CPJ • Recording cash receipts and payments	Period 9 Financial Literacy: Posting to the General Ledger from the CJ, CAJ, CPJ	Period 10 Financial Literacy: Posting to the General Ledger from the CJ, CAJ, CPJ (PROJECT)

WEEK 6	Period 11 Financial Literacy: Savings	Period 12 Financial Literacy: Savings (PROJECT)	Period 11 Financial Literacy: CRJ and CPJ • Recording cash receipts and payments	Period 12 Financial Literacy: CRJ and CPJ: • Effect on the Accounting equation	Period 11 Financial Literacy: Posting to the Gen. Ledger and Creditors Ledger from the CJ, CAJ, CPJ	Period 12 Financial Literacy: Effect of cash and credit transactions on the Accounting equation
WEEK 7	Period 13 Entrepreneurship: What is an entrepreneur? Characteristics	Period 14 Financial Literacy: Skills of an entrepreneur Entrepreneurial actions of buying, selling, producing and making a profit.	Period 13 Financial Literacy: CRJ and CPJ • Effect on the Accounting equation	Period 14 Financial Literacy: CRJ and CPJ • Effect on the Accounting equation (CASE STUDY)	Period 13 Entrepreneurship: Sectors of the economy: Primary Sector (Types of businesses and skills needed)	Period 14 Entrepreneurship: Sectors of the economy: Secondary (Types of businesses and skills needed)
WEEK 8	Period 15 Entrepreneurship: Starting a business Needs and wants SWOT analysis	Period 16 Entrepreneurship: Starting a business • Setting goals • Advertising	Period 15 Entrepreneurship: Levels of management	Period 16 Entrepreneurship: Functions of management: • planning and organizing	Period 15 Entrepreneurship: Sectors of the economy: Tertiary (Types of businesses and skills needed)	Period 16 Entrepreneurship: Sectors of the economy: Interrelationships, sustainable use of resources in the three sectors and their role in economy
WEEK 9	Period 17 Entrepreneurship: Planning for entrepreneurs day • (budget, fixed and variable costs, cost +selling price)	Period 18 Entrepreneurship: Entrepreneurs day • Hosting • Preparing income and expenditure statements.	Period 17 Entrepreneurship: Functions of management: • Leading and Control. • Characteristics of good management	Period 18 Entrepreneurship: • Different management styles (democratic, autocratic and free rein)	Period 17 Entrepreneurship: Functions of a business: (Introduction, administration and purchasing function)	Period 18 Entrepreneurship: Functions of a business: (Marketing, financial, public relations, human resources function)
WEEK 10	Period 19 Revision activities	Period 20 Revision activities and Test	Period 19 Revision activities	Period 20 Revision activities and Test	Period 19 Entrepreneurship: Functions of a business: (production, general) (role of functions)	Period 20 Test

TERM 3

LESSON PLANS



GR. 7-9 EMS MULTI-GRADE LESSON PLANS – TERM 3 (WEEK 1-10)
LESSON PLAN 1

Economic and Management Sciences **GRADE 7 – 9** **TERM 3: Week 1**

GRADE 7		GRADE 8		GRADE 9	
Topic: THE ECONOMY	Duration: 6 hours Start date: Completed date:	Topic: THE ECONOMY	Duration: 2 hours Start date: Completed date:	Topic: THE ECONOMY	Duration: 2 of 4 hours Start date: Completed date:
Sub-topic: Inequality and poverty	Sub-topic: Standard of living	Sub-topic: Standard of living	Sub-topic: Standard of living	Sub-topic: Trade unions	Sub-topic: Trade unions
Prior content knowledge: General knowledge inequality and poverty in own community and its causes	Prior content knowledge: Own knowledge of different people's standard of living.	Prior content knowledge: Own knowledge of different people's standard of living.	Prior content knowledge: Financial Literacy: CPJ of a service enterprise	Prior content knowledge: General knowledge of the actions of trade unions, strikes and stay-aways in the local community or in the news.	Prior content knowledge: General knowledge of the actions of trade unions, strikes and stay-aways in the local community or in the news.
Link with next lesson: Savings	Link with next lesson: Own knowledge of different people's standard of living.	Link with next lesson: Own knowledge of different people's standard of living.	Link with next lesson: Financial Literacy: CPJ of a service enterprise	Link with next lesson: General knowledge of the actions of trade unions, strikes and stay-aways in the local community or in the news.	Link with next lesson: Credit purchases of a trading enterprise – CJ
Content: <ul style="list-style-type: none"> • Causes of socio-economic imbalances • Urban and rural challenges • Correcting imbalances and injustices of the past • National Development Plan • The importance of education and skills 	Content: <ul style="list-style-type: none"> • Self-sufficient society • Rural society • Modern society 	Content: <ul style="list-style-type: none"> • Self-sufficient society • Rural society • Modern society 	Content: <ul style="list-style-type: none"> • Life styles • Standard of living • Infrastructure • Urban area • Rural area 	Content: <ul style="list-style-type: none"> • Historical development of trade unions • Roles and responsibilities of trade unions • Impact of trade unions on businesses and SA economy • Contribution of trade unions to sustainable growth and development 	Content: <ul style="list-style-type: none"> • Historical development of trade unions • Roles and responsibilities of trade unions • Impact of trade unions on businesses and SA economy • Contribution of trade unions to sustainable growth and development
Vocabulary/ Important Words: <ul style="list-style-type: none"> • Poverty cycle • Squatter camps • RDP • Apartheid • NDP • Black Economic Empowerment • Affirmative action • Sustainable jobs 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Self-sufficient society • Rural society • Modern society 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Poverty cycle • Squatter camps • RDP • Apartheid • NDP • Black Economic Empowerment • Affirmative action • Sustainable jobs 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Life styles • Standard of living • Infrastructure • Urban area • Rural area 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Historical development of trade unions • Roles and responsibilities of trade unions • Impact of trade unions on businesses and SA economy • Contribution of trade unions to sustainable growth and development 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Trade union • strike • stay-away • go-slow • wildcat strike • lock-out • collective bargaining • industrial action • grievances • unfair labour practices • “no-work-no-pay” rule

<ul style="list-style-type: none"> • Creating sustainable job opportunities 			<ul style="list-style-type: none"> • globalisation
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the causes of poverty and the poverty cycle. ✓ Understand how the government is trying to correct the imbalances and injustices of the past. ✓ List about SIX problems identified by the NDP. ✓ List other economic policies used by the government to correct imbalances. ✓ Understand the importance of education and skills to stimulate our economy. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Explore different lifestyles ✓ Research self-sufficient society ✓ Look into modern society ✓ Find out about rural society 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Explore different lifestyles ✓ Research self-sufficient society ✓ Look into modern society ✓ Find out about rural society 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Explore different lifestyles ✓ Research self-sufficient society ✓ Look into modern society ✓ Find out about rural society
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: •
<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples and pictures from newspapers/textbooks to illustrate the actions of trade unions. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>
<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input type="checkbox"/></p>

Form of Assessment: Tool:	Assessment	Form of Assessment: Tool:	Assessment	Form of Assessment: Tool:	Assessment
Period 1: Activity		Period 1: Activity		Period 1: Activity	
Period 2: Activity		Period 2: Activity 3.2			
<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 		<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 		<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1: LEARNERS' ACTIVITIES</p>		<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1: LEARNERS' ACTIVITIES</p>		<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1: LEARNERS' ACTIVITIES</p>	
<p>Introduction:</p> <ul style="list-style-type: none"> Mention to learners that in South Africa there were periods when people were not treated equally based on the colour of their skin and that resulted in inequality and poverty among certain race groups. Explain that because people were not treated equally, they could not access better facilities such as provision of quality services, education and health care on equal basis. State the reasons why there was inequality and injustice which resulted in poverty: Mention that with the establishment of trade unions attempts have been made to correct the injustice - all people in SA now have equal rights and enjoy the same benefits and services, as well as equal rights to education etc. 					

<p><u>Inequality and poverty</u></p> <ul style="list-style-type: none"> • Explain the terms of inequality and poverty and what constitutes inequality within the SA context. • Ask learners to mention their understanding of the causes of inequality and poverty. • Conclude the lesson and ask learners to summarise all the new concepts in their exercise books. • Ask learners to do Activity 7.3.1. 	<p><u>Inequality and poverty</u></p> <ul style="list-style-type: none"> • Listen to explanations given by the teacher on inequality and poverty. • Mention causes of inequality and poverty in their own words. • Summarise all the new concepts in their exercise books. • Do Activity 7.3.1 	<p><u>Standard of living</u></p> <ul style="list-style-type: none"> • Ask learners to mention how they live in their respective communities. • Ask learners to mention the differences between how they live in their communities as compared to the nearest towns/townships. • Explain the concept of the standard of living. • Explain the difference between the lifestyles and the standard of living. • Explain the differences among self-sufficient societies, modern and rural societies. • Ask learners to do Activity 8.3.1 as class work. 	<p><u>Standard of living</u></p> <ul style="list-style-type: none"> • Mention how they live in their respective homes and communities. • Mention the differences between how they live in their communities as compared to the nearest communities. • Listen to explanation on the concept of standard of living. • Listen to an explanation on the differences among different societies. • Listen to the explanation of self-sufficient societies and take notes. • Read the case study and respond to the questions posed. • Summarise all the new concepts in their exercise books. • Do Activity 8.3.1 as class work 	<p><u>Introduction to trade unions</u></p> <ul style="list-style-type: none"> • Ask learners to mention any trade unions that they are familiar with. • Explain the concept of trade unions. • Discuss the history of local trade unions and give notes to learners. • Ask learners to do activity “9.3.1” 	<p><u>Introduction to trade unions</u></p> <ul style="list-style-type: none"> • Mention examples of trade unions that they are familiar with. • Listen to the explanation of the concept of trade unions and how they came about. • Listen to the teacher and ask clarity seeking questions and also write notes on the history of trade unions in their notebooks. • Do activity 9.3.1
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<p><u>Inequality and poverty</u></p> <ul style="list-style-type: none"> • Explain the term socio-economic imbalances from the Apartheid era. • Discuss the causes of socio-economic imbalances and give them notes. • Conclude the lesson and ask learners to summarise all the new concepts in their exercise books. • DEVELOP YOUR OWN ACTIVITY OR REFER TO ANY EMS TEXT BOOK 	<p><u>Inequality and poverty</u></p> <ul style="list-style-type: none"> • Listen and write down notes on the socio-economic imbalances as explained by the teacher • Participate in the discussion on causes of socio-economic imbalances. • Ask clarity seeking questions and respond to the teacher's questions. • Summarise all the new concepts in their exercise books. • Do Activity 	<p><u>Standard of living</u></p> <ul style="list-style-type: none"> • Discuss the impact of development on the environment. • Explain what unemployment is and the causes thereof. • Use examples to draw learners' attention to productive use of resources to promote a healthy environment. • Ask learners to go and investigate in their communities' developmental activities that are harmful to the environment and suggest ways to improve on them. 	<p><u>Standard of living</u></p> <ul style="list-style-type: none"> • Participate in the discussions on the impact of the development on the environment. • Listen to explanations on unemployment and their causes thereof by the teachers. • Pay attention to the examples and illustration given to the productive use of resources to promote a healthy environment. • Investigate developmental activities that are harmful to the environment and suggest ways to improve on them. 	<p><u>Introduction to trade unions</u></p> <ul style="list-style-type: none"> • Discuss the roles and responsibilities of trade unions within business environment. • Write a summary of roles and responsibilities of trade unions on the board. • Give learners an activity on the roles and responsibilities of Trade Unions from a text book. 	<p><u>Introduction to trade unions</u></p> <ul style="list-style-type: none"> • Participate in the discussions on the role and responsibilities of trade unions within the business environment. • Copy the summary of roles and responsibilities of trade unions in their notebooks. • Do activity on the roles and responsibilities of Trade Unions given by the teacher. 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved text book • Chalkboard and chalk • Other exemplar textbooks 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS textbook. • Newspaper reports on the latest trade union actions. • SABC news on the latest trade union actions, strikes and stay-away
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Teacher's comments / reflection:

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HOD's input: monitoring and support

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LESSON PLAN 2

Economic and Management Sciences

GRADE 7 – 9

TERM 3: Week 2

GRADE 7		GRADE 8		GRADE 9	
Topic: THE ECONOMY Sub-topic: Inequality and poverty (continued)	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CPJ of service enterprise	Duration: 12 hours Start date: Completed date:	Topic: THE ECONOMY Sub-topic: Trade unions (continued)	Duration: 4 hours Start date: Completed date:
Prior content knowledge: General knowledge of inequality and poverty in SA	Link with next lesson: Savings	Prior content knowledge: Knowledge of payments made by businesses	Link with next lesson: Recording of transactions in both the CRJ and CPJ	Prior content knowledge: Knowledge of the historical development of trade unions and their roles.	Link with next lesson: Credit purchases: CJ
Content: <ul style="list-style-type: none"> • Causes of socio-economic imbalances • Urban and rural challenges • Correcting imbalances and injustices of the past • The importance of education and skills • Creating sustainable job opportunities 	Vocabulary/Important Words: <ul style="list-style-type: none"> • Poverty cycle • Squatter camps • RDP • Apartheid • NDP • Black Economic Empowerment • Affirmative action • Sustainable jobs 	Content: <ul style="list-style-type: none"> • The format of the CPJ • Columns in the CPJ and how to use them • Cheques and cheque counterfoils as source documents • The bank statement as source document 	Vocabulary/Important Words: <ul style="list-style-type: none"> • Cheque counterfoil • Name of payee • Sundry accounts • Bank statement • Drawings 	Content: <ul style="list-style-type: none"> • Impact of trade unions on businesses and SA economy • Contribution of trade unions to sustainable growth and development 	Vocabulary/Important Words: <ul style="list-style-type: none"> • Trade union • strike • stay-away • go-slow • wildcat strike • lock-out • collective bargaining • industrial action • grievances • unfair labour practices

		<ul style="list-style-type: none"> One cheque to pay for different items Drawings by the owner 			<ul style="list-style-type: none"> “no-work-no-pay” rule Globalization
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts Causes of socio- economic imbalances. Understand urban and rural challenges. Ways of correcting imbalances. Explain the importance of education and skills. List ways of creating sustainable job opportunities 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts Identify the different payments transactions. Name accounts related to payments Draw and explain the format of a cash payments journal 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts Identify the different payments transactions. Name accounts related to payments Draw and explain the format of a cash payments journal 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts List the reasons for industrial action. Explain the impact of trade unions on businesses, the SA economy and global competition. Explain the contribution of trade unions to sustainable growth and development. 		
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstration Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input checked="" type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input checked="" type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input checked="" type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input checked="" type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input checked="" type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal</p> <p>Informal <input checked="" type="checkbox"/></p>

Form of Assessment: Tool:	Assessment	Form of Assessment: Tool:	Assessment	Form of Assessment: Assessment Tool:
Define vocabulary words Period 3: Activity Period 4: Activity	Glossary in textbook	Define vocabulary words Period 3: Activity Period 4: Activity	Glossary in textbook	Define vocabulary words Period 3: Activity Period 4: Activity Glossary in textbook
EVIDENCE OF ASSESSMENT Teacher:	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	EVIDENCE OF ASSESSMENT Teacher:	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	EVIDENCE OF ASSESSMENT Teacher:
LESSON, CLASS WORK AND HOMEWORK:	LESSON, CLASS WORK AND HOMEWORK:	LESSON, CLASS WORK AND HOMEWORK:	LESSON, CLASS WORK AND HOMEWORK:	LESSON, CLASS WORK AND HOMEWORK:
Period 3: TEACHER'S ACTIVITIES	Period 3: LEARNERS' ACTIVITIES	Period 3: TEACHER'S ACTIVITIES	Period 3: LEARNERS' ACTIVITIES	Period 3: LEARNERS' ACTIVITIES
<u>Inequality and poverty</u> <ul style="list-style-type: none"> Discuss together with the learners the manner in which education and skills could be used to fight inequality and injustice. 	<u>Inequality and poverty</u> <ul style="list-style-type: none"> Participate in the discussions on how education and skills could be used to address inequality and injustice. 	<u>Introduction of CPJ:</u> <ul style="list-style-type: none"> Ask learners to explain the type of transactions recorded in the CRJ. Explain what happens when the business pays with cash Explain the differences 	<u>Introduction of CPJ:</u> <ul style="list-style-type: none"> Explain and give examples of cash received transactions. Write notes on explanations of what happens when a business pays with cash and the differences between receipts and payments. 	<u>Introduction to trade unions</u> <ul style="list-style-type: none"> Brainstorm with learners on names of women who are active members of trade unions in the country. Discuss the purpose and role that women play in trade unions.
Period 3: TEACHER'S ACTIVITIES	Period 3: LEARNERS' ACTIVITIES	Period 3: TEACHER'S ACTIVITIES	Period 3: LEARNERS' ACTIVITIES	Period 3: LEARNERS' ACTIVITIES
<u>Inequality and poverty</u> <ul style="list-style-type: none"> Discuss together with the learners the manner in which education and skills could be used to fight inequality and injustice. 	<u>Inequality and poverty</u> <ul style="list-style-type: none"> Participate in the discussions on how education and skills could be used to address inequality and injustice. 	<u>Introduction of CPJ:</u> <ul style="list-style-type: none"> Ask learners to explain the type of transactions recorded in the CRJ. Explain what happens when the business pays with cash Explain the differences 	<u>Introduction of CPJ:</u> <ul style="list-style-type: none"> Explain and give examples of cash received transactions. Write notes on explanations of what happens when a business pays with cash and the differences between receipts and payments. 	<u>Introduction to trade unions</u> <ul style="list-style-type: none"> Brainstorm with learners on names of women who are active members of trade unions in the country. Discuss the purpose and role that women play in trade unions.

<ul style="list-style-type: none"> Write down the summary of the main points from the discussion on the board and ask learners to copy them into their exercise books. Ask learners to do Activity 7.3.3 	<ul style="list-style-type: none"> Copy the main points into their exercise books. Do Activity 7.3.3 	<p>between receipts and payments.</p> <ul style="list-style-type: none"> Write summary of the differences between receipts and payments on the board. 	<ul style="list-style-type: none"> Copy the notes written by the teacher on the board in their exercise books. 	<ul style="list-style-type: none"> Write a summary of the roles and functions of women in trade unions. 	<p>on the purpose and the role of women in trade unions.</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on the roles and functions of trade unions. Copy the summary written on the board by the teacher in their exercise books.
<p>Period 4:</p> <p>TEACHER'S ACTIVITIES</p> <p><u>Inequality and poverty</u></p> <ul style="list-style-type: none"> Explain the urban challenges related to socio-economic imbalances. Task learners to tabulate challenges between urban and rural. Conclude by writing a summary on the board and ask learners to copy into their 	<p>Period 4:</p> <p>LEARNERS' ACTIVITIES</p> <p><u>Inequality and poverty</u></p> <ul style="list-style-type: none"> Listen and ask clarity seeking questions on the explanations on urban challenges related to socio-economic imbalances. Tabulate the challenges between urban and rural societies. Copy the summary written by the teacher on the board into their exercise books. 	<p>Period 4:</p> <p>TEACHER'S ACTIVITIES</p> <p>Format of CPJ:</p> <ul style="list-style-type: none"> Draw an exemplar CPJ on the board or hand out the copies of the CPJ template to learners. Explain the format of CPJ. Write and explain the names of columns and explain their use thereof. 	<p>Period 4:</p> <p>LEARNERS' ACTIVITIES</p> <p>Format of CPJ:</p> <ul style="list-style-type: none"> Copy an exemplar CPJ from the board or paste the template on their books. Listen and ask clarity seeking questions on the format and names of the columns. Copy the format of the CPJ into their exercise books. 	<p>Period 4:</p> <p>TEACHER'S ACTIVITIES</p> <p>Trade unions</p> <ul style="list-style-type: none"> Discuss the contribution of trade unions in sustainable growth and development (promoting employment, reducing poverty and stimulating economic growth) in the South African context. Give an activity from the textbook where learners are required to answer questions on the role of unions in 	<p>Period 4:</p> <p>LEARNERS' ACTIVITIES</p> <p>Trade unions</p> <ul style="list-style-type: none"> Complete the activity on the roles of unions in sustainable growth and development from the textbook in class.

<p>exercise books.</p>				<p>sustainable growth and development.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk • Calculators and long rulers • 8-column workbooks or copies of blank journals 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk. • Newspaper reports on the latest strikes/trade union activities.
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>				
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>				

LESSON PLAN 2

TERM 3: Week 3

Economic and Management Sciences

GRADE 7 – 9

GRADE 7		GRADE 8		GRADE 9	
Topic: THE ECONOMY Sub-topic: Inequality and poverty (Period 5+6 of 6 periods)	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CPJ of service enterprise (continued) (Period 5+6 of a total of 8 periods)	Duration: 2 periods of a total of 8 hours for this topic Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Recording of credit purchases in the CJ and payments of creditors (Period 5+6)	Duration: 2 of 2 hours Start date: Completed date:
Prior content knowledge:	Link with next lesson: Savings (Week 4-6)	Prior content knowledge: Own knowledge of cheques received or issued by family members	Link with next lesson: Effect of cash receipts and cash payments on the Accounting equation	Prior content knowledge: General knowledge of credit purchases in own family	Link with next lesson: Posting of the CJ, CPJ and CAJ
Content: <ul style="list-style-type: none"> • Causes of socio-economic imbalances • Urban and rural challenge • Correcting imbalances and injustices of the past • National Development Pla 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Poverty cycle • Squatter camps • RDP • Apartheid • NDP • Black Economic Empowerment • Affirmative action • Sustainable jobs 	Content: <ul style="list-style-type: none"> • Source documents • Cheques and cheque counterfoils as source documents • How to fill in a cheque and cheque counterfoil • The bank statement as source document • Bank charges 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Source documents • Cheque • Cheque counterfoil • Drawer • Payee • Bank charges • Bank statement • Drawings 	Content: <ul style="list-style-type: none"> • The format of the CJ • Internal and external source documents • Original credit invoice • How to use the different columns in the CJ • Trade discount • Paying creditors in the CPJ. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Internal source documents • Original credit invoice • External source documents • Trade discount

<ul style="list-style-type: none"> • The importance of education and skills • Creating sustainable job opportunities • 		<ul style="list-style-type: none"> • One cheque to pay for different items • Drawings by the owner 			<ul style="list-style-type: none"> • Settle account
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Causes of socio-economic imbalances ✓ Correcting imbalances and injustices of the past. ✓ Understand the importance of education. 		<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define the term source documents ✓ Identify source documents used to complete CPJ. ✓ Name and explain the relevant source documents ✓ Complete a cheque as source document 		<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Record credit purchases in the Creditors Journal. ✓ Understand the difference between internal and external source documents. ✓ Record payments to creditors in the CPJ. 	
<p>Teaching Methods: Tick the applicable <u>teaching method</u>:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable <u>teaching method</u>:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable <u>teaching method</u>:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to. • Make instructions simple to address the language barrier. • Illustrate all calculations

	ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> Formal <input checked="" type="checkbox"/>	ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> Formal <input checked="" type="checkbox"/>	on the blackboard.
Form of Assessment: Tool:	Define vocabulary words Period 5: Activity Period 6: Activity	Define vocabulary words Period 5: Activity Period 6: Activity	Define vocabulary words Period 5: Activity Period 6: Activity
EVIDENCE OF ASSESSMENT Teacher:	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
EVIDENCE OF ASSESSMENT Learners:	<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
LESSON, CLASS WORK AND HOMEWORK: Period 5:	TEACHER'S ACTIVITIES	TEACHER'S ACTIVITIES	TEACHER'S ACTIVITIES
LESSON, CLASS WORK AND HOMEWORK: Period 5:	LEARNERS' ACTIVITIES	LEARNERS' ACTIVITIES	LEARNERS' ACTIVITIES

<p>Inequality and poverty</p> <ul style="list-style-type: none"> • Discuss how sustainable job opportunities can be created. • Ask learners to explain both rural and urban challenges in a tabular form. • Ask learners to do Activity 7.3.5 as class work. 	<p>Inequality and poverty:</p> <ul style="list-style-type: none"> • Participate in a discussion on how sustainable jobs opportunities can be created. • Tabulate the challenges between urban and rural societies. • Do Activity 7.3.5 as class work 	<p>CPJ SOURCE DOCUMENTS:</p> <ul style="list-style-type: none"> • Explain the use of source documents in general. • Explain the source documents that are relevant to recording in the CPJ. Be practical with examples <p>(Note: remember to bring actual source documents in class)</p>	<p>CPJ SOURCE DOCUMENTS:</p> <ul style="list-style-type: none"> • Listen and ask clarity seeking questions on use of source documents • Listen and ask clarity seeking questions on source documents relevant to recording in CPJ • Take notes, where necessary. 	<p>Recording credit purchases in the CJ:</p> <ul style="list-style-type: none"> • Use examples to explain the format of the CJ to learners on the board • Explain the difference between an internal and external source document and why external source documents must be renumbered in the CJ for filing purposes. • Provide learners with 2 blank invoices and give them information to complete activity 9.3.5 • Explain trade discount by using examples. • Task learners to calculate trade discount and to subtract it from the original purchase price.(from the given examples). • Explain payments of creditors in the CPJ and the meaning of “to settle an account” 	<p>Recording credit purchases in the CJ:</p> <ul style="list-style-type: none"> • Listen to the teacher’s explanation and ask clarity seeking questions on the format of the CJ. • Listen and make a summary of the difference between internal and external source documents. • Learners complete activity 9.3.5 • Listen and ask clarity seeking questions on trade discount • Do calculations on trade discount. • Listen and ask clarity
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Period 6: TEACHER'S ACTIVITIES	Period 6: LEARNERS' ACTIVITIES	Period 6: TEACHER'S ACTIVITIES	Period 6: LEARNERS' ACTIVITIES	Period 6: TEACHER'S ACTIVITIES	Period 6: LEARNERS' ACTIVITIES
<p>Inequality and poverty:</p> <p>Ask learners to do activity 7.3.6 as class work in groups</p>	<p>Inequality and poverty:</p> <p>Do activity 7.3.6 as class work in groups</p>	<p>Filling in cheques and cheque counterfoils:</p> <ul style="list-style-type: none"> • Give the definition of a cheque in detail. • Draw an exemplar cheque • Demonstrate how to complete a cheque and counterfoil with given transactions • Provide learners with blank cheques and ask them to complete them. • Give feedback and rectify learners mistakes in completing of cheque 	<p>Filling in cheques and cheque counterfoils:</p> <ul style="list-style-type: none"> • Draw an exemplar cheque in exercise books • Listen and observe as the educator explain and demonstrate the cheque book • Complete blank cheques and paste them in their exercise books • Participate in feedback by the teacher and ask clarity seeking questions 	<p>Recording credit purchases in the CJ:</p> <ul style="list-style-type: none"> • Use the information from period 5 on the invoices and record the transactions in the CJ. • Give feedback to learners and ask them to do corrections on the transactions they did on their own 	<p>Recording credit purchases in the CJ:</p> <ul style="list-style-type: none"> • Listen to the teacher's explanation and complete the rest of the entries in the CJ. • Participate in the feedback, do corrections and ask clarity seeking questions.
<p>Resources:</p>		<p>Resources:</p>		<p>Resources:</p>	<p>seeking questions on the payment of creditors in the CPJ and the meaning of "to settle an account"</p>

<ul style="list-style-type: none"> Any CAPS approved EMS textbook. Blackboard and chalk . . 	<ul style="list-style-type: none"> Any CAPS approved EMS textbook. Blackboard and chalk Calculators and long rulers. .Source documents 	<ul style="list-style-type: none"> Any CAPS approved EMS textbook. Blackboard and chalk Calculators and long rulers. EMS Gr. 9 Term 3 Multi-grade activities.
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>		

LESSON PLAN 4 GRADE 7 – 9

Economic and Management Sciences

TERM 3: Week 4

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Savings	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CPJ of service enterprise (continued)	Duration: 2 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Recording of credit transactions in the CJ and CAJ	Duration: 2 of 2 hours Start date: Completed date:
Prior content knowledge: General knowledge of reasons for saving money and different savings options.	Link with next lesson: Entrepreneurship: Characteristics and skills of an entrepreneur	Prior content knowledge: Accounting Cycle	Link with next lesson: Accounting equation	Prior content knowledge: Own general knowledge/experience of buying on credit and returning products that are not up to standard.	Link with next lesson: Recording cash and credit transactions in one exercise.
Content: <ul style="list-style-type: none"> • The purpose of savings • The History of banks. • The role of banks • Services offered by bank 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Savings • Pension Fund • Thrift • Overdraft facilities • Merchants • Renaissance • Competitive • Imperial • Repo rate 	Content: <ul style="list-style-type: none"> • Concept of CPJ • Formats and uses of CPJ • Entering transactions on CPJ • Closing off CPJ • Effect of the transaction on Equation 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Name of payee • Bank • Sundry accounts • Rent expense • wages • water and electricity • telephone 	Content: <ul style="list-style-type: none"> • Reasons for creditors allowances • Trading discount • The format of the CAJ • Recording of transactions in the CAJ, CJ and CPJ in one activity. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Debit note and credit note • Trading discount • Creditors allowances • Settle account
Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Explain the purpose of savings ✓ Explain the role of banks ✓ Mention services offered by banks 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Enter cash transactions in the CPJ ✓ Identify source documents used to complete CPJ 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Know which source documents are used for different transactions, including credit purchases and creditors allowances. ✓ Record credit transactions in the CJ and creditors allowances correctly in the CAJ. 			

<p>✓ Close off the CPJ.</p> <p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • <p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>✓ Record payments of creditors in the CPJ.</p> <p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • <p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>✓ Record payments of creditors in the CPJ.</p> <p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • <p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to explain debtors allowances. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 7: Activity</p> <p>Period 8: Activity</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher: Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.</p> <p>Learners:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 7: Activity</p> <p>Period 8: Activity</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher: Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.</p> <p>Learners:</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool: Define vocabulary words</p> <p>Period 7: Activity</p> <p>Period 8: Activity</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher: Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.</p> <p>Learners:</p>

<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
LESSON, CLASS WORK AND HOMEWORK:		
Period 7: TEACHER'S ACTIVITIES	Period 7: ACTIVITIES	Period 7: TEACHER'S ACTIVITIES
SAVINGS: Introduction <ul style="list-style-type: none"> Define the concept of saving with particular reference to personal saving. Discuss the purpose of saving with the learners. Summarise the discussions and ask learners to write them in their exercise books. 	SAVINGS: Introduction <ul style="list-style-type: none"> Listen to the definition of the concept of saving given by the teacher. Participate in the discussion on the purpose of saving. Write a summary of the definition and the purpose of saving given by the teacher. 	CPJ of service enterprise: <ul style="list-style-type: none"> Draw the format of the CPJ on the board and explain the columns to the learners. Use any example of a transaction and make the necessary entries in the CPJ together with the learners. Give another example of a transaction and ask learners to enter it in the CPJ on their own in the classroom.
Period 8: TEACHER'S ACTIVITIES	Period 8: LEARNERS' ACTIVITIES	Period 8: TEACHER'S ACTIVITIES
Period 8: LEARNERS' ACTIVITIES	Period 8: LEARNERS' ACTIVITIES	Period 8: LEARNERS' ACTIVITIES

<p>SAVINGS:</p> <ul style="list-style-type: none"> • Explain what a bank is and differentiate between a bank and a financial institution. • Ask learners to name the banks that they are familiar with. • Give a brief history of banks. 	<p>SAVINGS:</p> <ul style="list-style-type: none"> • Listen to the explanation given by the teacher on the differences between banks and financial institutions. • Name examples they are familiar with. • Take down notes on the history of banks given by the teacher. 	<p>Recording in CPJ:</p> <ul style="list-style-type: none"> • Give an activity from any EMS text book on CPJ and ask learners to do it as class work. 	<p>Recording in CPJ:</p> <ul style="list-style-type: none"> • Do activity on CPJ as class work. 	<p>CJ + CAJ</p> <ul style="list-style-type: none"> • Ask learners to do an activity based on the debit notes in activity 9.3.7 to record transactions in the CAJ as class work activity 9.3.8. • Ask learners to do an additional activity from a text book based on recordings in the CAJ to complete it at home. 	<p>CJ + CAJ</p> <ul style="list-style-type: none"> • Do activity 9.3.8 in class • Additional activity to be done at home.
<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS textbook • Blackboard and chalk • Calculators 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS textbook • Blackboard and chalk • Calculators and long rulers. • Examples of source documents related to the CPJ. (Bank statements, cheques and cheque counterfoils) • 8-column Accounting Cash book. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS textbook with an illustration and explanation of the CJ and CAJ. • Blackboard and chalk. • 8-column Accounting Cash book. • Calculators. 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>					

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LESSON PLAN 5

TERM 3: Week 5

GRADE 7 – 9

Economic and Management Sciences

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Savings	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CPJ of service enterprise	Duration: 8 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Posting of the CPJ, CJ and CAJ to the General Ledger and Creditors Ledger	Duration: 3 hours Start date: Completed date:
Prior content knowledge: Savings	Link with next lesson: Entrepreneurship: Characteristics and skills of an entrepreneur	Prior content knowledge: Format of the CPJ and CPJ	Link with next lesson: Accounting equation	Prior content knowledge: Own general knowledge/experience of the posting done in term 2 (CRJ, DJ and DAJ)	Link with next lesson: Effect of cash and credit transactions on the Accounting equation
Content: <ul style="list-style-type: none"> • Opening a savings account • Community savings schemes • Financial organizations 	Vocabulary/Important Words: <ul style="list-style-type: none"> • Stokvels • Working capital • Beneficiaries • SMMEs • Instant loans • Money laundering • Restrictions 	Content: <ul style="list-style-type: none"> • Transactions • Date of the transaction • Sundry Accounts 	Vocabulary/Important Words: <ul style="list-style-type: none"> • Rent income • Rent expense • Donations received • Donations paid • CRR, Receipt, Cheque counterfoil 	Content: <ul style="list-style-type: none"> • Posting of CPJ to general ledger accounts and Creditors' accounts in the Creditors' Ledger • Posting of CJ and CAJ to general ledger accounts and 	Vocabulary/Important Words: <ul style="list-style-type: none"> • Assets + - • Liabilities - + • Owner's equity accounts - + • Settlement of account

				Creditors' accounts in the Creditors' Ledger
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Explain the procedure of opening a savings account. ✓ Name and explain the community saving schemes, advantages and disadvantages. ✓ Mention financial organizations and the services they offer. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Enter combined transactions into both the CPJ and CRJ ✓ Close off both journals 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Enter combined transactions into both the CPJ and CRJ ✓ Close off both journals 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the double entry rule. ✓ Know how to post entries in the CJ, CAJ and CPJ related to creditors, to the General Ledger accounts. ✓ Know how to post entries in the CJ, CAJ and CPJ related to creditors, to the Creditors Ledger accounts. 	
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	
<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 9: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 9: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 9: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 9: Activity</p>	<p>ASSESSMENT STRATEGY Formal Informal <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 9: Activity</p>
				Glossary in textbook Memorandum

		<ul style="list-style-type: none"> Give learners an additional activity on CPJ to do in class. 	<ul style="list-style-type: none"> Do activity on CPJ as class work. 	work and complete at home..
Period 10: TEACHER'S ACTIVITIES	Period 10: LEARNERS' ACTIVITIES	Period 10: TEACHER'S ACTIVITIES	Period 10: LEARNERS' ACTIVITIES	Period 10: LEARNERS' ACTIVITIES
SAVINGS: <ul style="list-style-type: none"> Discuss with the learners how to open savings account at the bank. Give learners a blank deposit slip and ask them to complete it. 	SAVINGS: <ul style="list-style-type: none"> Participate in the discussions on how to open a savings account. Complete blank deposit slips given by the teacher. 	RECORDING IN CRJ + CPJ: <ul style="list-style-type: none"> Introduce the combination of the CRJ and the CPJ. Write the transactions on the board where recordings could be made using both the CRJ and the CPJ, task learners to complete the CRJ and CPJ. 	RECORDING IN CRJ + CPJ: <ul style="list-style-type: none"> Listen to the teacher's explanation on the combination of the CRJ and the CPJ Do activity on both CRJ and CPJ 	POSTING CJ+CAJ+ CPJ to the GL and the CL <ul style="list-style-type: none"> Listen to the teacher's explanation on how to post transactions from the journals to the ledgers
Resources:	Resources:	Resources:	Resources:	<ul style="list-style-type: none"> Together with the teacher work on an example of a transaction to post from the journals to the ledgers. Do the activity as class work and complete at home.

<ul style="list-style-type: none"> • Textbook • Chalkboard and chalk 	<ul style="list-style-type: none"> • Any CAPS approved EMS text book. • Chalkboard and chalk • 8-column Cash book or Accounting answer sheets. • Calculators and long rulers. • 	<ul style="list-style-type: none"> • Any CAPS approved EMS text book. • Chalkboard and chalk • 8-column Cash book or Accounting answer sheets. • Calculators and long rulers.
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>HOD input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

LESSON PLAN 6

TERM 3: Week 6

GRADE 7 – 9

Economic and Management Sciences

GRADE 7		GRADE 8		GRADE 9	
Topic: FINANCIAL LITERACY Sub-topic: Savings	Duration: 6 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: CRJ + CPJ and effect on Accounting equation	Duration: 4 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Posting CJ, CAJ and CPJ	Duration: 2 hours Start date: Completed date:
Prior content knowledge: Financial organizations	Link with next lesson: Entrepreneurship: Characteristics and skills of an entrepreneur (Week 7+8)	Prior content knowledge: Format of the CRJ and CPJ	Link with next lesson: Effect of cash receipts and cash payments on the Accounting equation	Prior content knowledge: Own general knowledge/experience of buying on credit and returning unwanted products for a refund.	Link with next lesson: Effect of cash and credit transactions on the Accounting equation.
Content: <ul style="list-style-type: none"> Financial institutions promoting entrepreneurship 	Vocabulary/Important Words: Working capital Beneficiary SMEs Support services	Content: <ul style="list-style-type: none"> Cash receipts and how to record it in the CRJ Cash Payments and how to record it in the CPJ Distinguish between cash receipts and cash payments by looking at key words 	Vocabulary/Important Words: <ul style="list-style-type: none"> Money received Issue a receipt Money paid directly into the business's bank account Issue a cheque Paid for Interest on the bank statement 	Content: <ul style="list-style-type: none"> Posting of CJ, CAJ and CPJ to the general ledger Posting of CJ, CAJ and CPJ to the Creditors' Ledger accounts Drawing up a Trial Balance to test the accuracy of the General Ledger accounts. 	Vocabulary/Important Words: <ul style="list-style-type: none"> Double entry rule Accounting equation Asset accounts Owner's equity accounts (including expenses and income)

			• Liabilities
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Define all the relevant concepts ✓ Mention the institutions promoting entrepreneurship. ✓ Explain the kind of assistance each offers. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Identify accounts affected in a transaction ✓ Identify assets and equities in a transaction ✓ Record the effect of cash transactions on an accounting equation ✓ Enter combined transactions into both the CPJ and CRJ ✓ Close off both journals 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Post the CJ, CAJ and CPJ to the General Ledger ✓ Post the CJ, CAJ and CPJ to the Creditors' Ledger accounts. ✓ Draw up a Trial Balance to test the accuracy of the General Ledger accounts. 	
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate the effect of transactions on the Acc. equation. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>	<p>ASSESSMENT STRATEGY Formal Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>	<p>ASSESSMENT STRATEGY Formal Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool:</p>	<p>ASSESSMENT STRATEGY Formal Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment Tool: Define vocabulary words</p>
			<p>Glossary in textbook</p>

Define vocabulary words	Glossary in textbook	Define vocabulary words	Glossary in textbook	Period 11: Activity	Period 12: Activity
Period 11: Activity 3		Period 11: Activity			
Period 12:		Period 12: Activity			
EVIDENCE OF ASSESSMENT					
Teacher:					
<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 					
Learners:					
<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 					
EVIDENCE OF ASSESSMENT					
Teacher:					
<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. 					
Learners:					
<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 					
LESSON, CLASS WORK AND HOMEWORK:					
Period 11: TEACHER'S ACTIVITIES		Period 11: LEARNERS' ACTIVITIES		Period 11: LEARNERS' ACTIVITIES	
SAVINGS: <ul style="list-style-type: none"> Explain what is meant by a community saving scheme and give examples. Explain the term financial organizations and give examples. 		SAVINGS: <ul style="list-style-type: none"> Listen to the explanation given by the teacher on community saving scheme. Listen to the explanation given by the teacher on organizations with examples. 		POSTING CJ+CAJ+ CPJ to the GL and the CL <ul style="list-style-type: none"> Do corrections on previous activity with the guidance of the teacher. Ask clarity seeking 	
Period 11: TEACHER'S ACTIVITIES		Period 11: LEARNERS' ACTIVITIES		Period 11: LEARNERS' ACTIVITIES	
RECORDING IN CRJ + CPJ: <ul style="list-style-type: none"> Show the effect of cash transactions on the accounting equation together with the learners. Ask learners to show the effect of cash 		RECORDING IN CRJ + CPJ: <ul style="list-style-type: none"> Work with the teacher in showing the effect of cash transactions on the equation recorded in the CPJ. 		POSTING CJ+CAJ+ CPJ to the GL and the CL <ul style="list-style-type: none"> Guide learners to do corrections on the activity done in the previous period. Use examples of transactions to show the learners the effect of the credit 	
LESSON, CLASS WORK AND HOMEWORK:					
Period 11: TEACHER'S ACTIVITIES		Period 11: LEARNERS' ACTIVITIES		Period 11: LEARNERS' ACTIVITIES	
RECORDING IN CRJ + CPJ: <ul style="list-style-type: none"> Show the effect of cash transactions on the accounting equation together with the learners. Ask learners to show the effect of cash 		RECORDING IN CRJ + CPJ: <ul style="list-style-type: none"> Work with the teacher in showing the effect of cash transactions on the equation recorded in the CPJ. 		POSTING CJ+CAJ+ CPJ to the GL and the CL <ul style="list-style-type: none"> Guide learners to do corrections on the activity done in the previous period. Use examples of transactions to show the learners the effect of the credit 	

<p>questions and make notes.</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on the effect of credit transactions on the accounting equation. Do the activity as class work and complete at home. 	<p>transactions on the accounting equation.</p> <ul style="list-style-type: none"> Ask learners to do an activity on the effect of credit transactions on the equation as class work and complete it at home. 	<p>Do Activity 8.3.11 as class work and complete it at home.</p>	<p>transactions on the accounting equation in Activity 8.3.11 as class work and complete it at home.</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p> <p>SAVINGS:</p> <ul style="list-style-type: none"> Discuss the financial organizations and institutions that promote entrepreneurship. Ask learners to do Activity 7.3.12 as home work
<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p>	<p>Period 12: TEACHER'S ACTIVITIES</p>	<p>Period 12: LEARNERS' ACTIVITIES</p> <p>SAVINGS:</p> <ul style="list-style-type: none"> Participate in the discussions on financial organizations and institutions to promote entrepreneurship. Do Activity 7.3.12 as home work. 	<p>Period 12: TEACHER'S ACTIVITIES</p> <p>SAVINGS:</p> <ul style="list-style-type: none"> Guide learners in doing corrections for activity 8.3.11 in class. Ask learners to do Activity 8.3.12 where they have to record both in the CRJ and the CPJ and show the effect on the accounting equation as class work and discuss the solutions at the end of the period with the learners.
<p>Period 12: LEARNERS' ACTIVITIES</p> <p>ACCOUNTING EQUATION:</p> <ul style="list-style-type: none"> Do corrections on the activity from the previous period with the guidance of the teacher. Ask clarity seeking questions and make notes. Do an activity based on recording in the journals, posting to the ledgers and showing the 	<p>Period 12: TEACHER'S ACTIVITIES</p> <p>ACCOUNTING EQUATION:</p> <ul style="list-style-type: none"> Guide learners to do corrections on the activity done on the previous period. Ask learners to do an activity based on recording in the journals, posting to the ledgers and showing the effect thereof on the accounting equation as class work and complete at home. 	<p>Period 12: LEARNERS' ACTIVITIES</p> <p>ACCOUNTING EQUATION:</p> <ul style="list-style-type: none"> Do corrections on activity 8.3.11 after the discussion of the solution with the teacher. Do Activity 8.3.12 in their exercise books as class work 	<p>Period 12: TEACHER'S ACTIVITIES</p> <p>ACCOUNTING EQUATION:</p> <ul style="list-style-type: none"> Guide learners in doing corrections for activity 8.3.11 in class. Ask learners to do Activity 8.3.12 where they have to record both in the CRJ and the CPJ and show the effect on the accounting equation as class work and discuss the solutions at the end of the period with the learners. 	<p>Period 12: LEARNERS' ACTIVITIES</p> <p>SAVINGS:</p> <ul style="list-style-type: none"> Participate in the discussions on financial organizations and institutions to promote entrepreneurship. Do Activity 7.3.12 as home work. 	<p>Period 12: TEACHER'S ACTIVITIES</p> <p>SAVINGS:</p> <ul style="list-style-type: none"> Discuss the financial organizations and institutions that promote entrepreneurship. Ask learners to do Activity 7.3.12 as home work

					effect thereof on the accounting as class work and complete at home.
Resources: <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk. • . 	Resources: <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk. • Chart with concepts • Calculators 	Resources: <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk. • Colored pens or coloring pencils or highlighters for color coding. 			
Teacher's comments / reflection: <p>.....</p> <p>.....</p> <p>.....</p>					
HOD's input: monitoring and support <p>.....</p> <p>.....</p> <p>.....</p>					

Economic and Management Sciences
LESSON PLAN 7
GRADE 7 – 9

TERM 3: Week 7

GRADE 7		GRADE 8		GRADE 9	
Topic: ENTREPRENEURS HIP Sub-topic: Characteristics and skills of an entrepreneur	Duration: 2 hours in total Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Accounting equation	Duration: 2 hours only Start date: Completed date:	Topic: ENTREPRENEURSHIP Sub-topic: Sectors of the economy (Primary and secondary)	Duration: 2 of 4 hours for this topic Start date: Completed date:
Prior content knowledge: Own knowledge of entrepreneurs in local community	Link with next lesson: Starting a business	Prior content knowledge: Double entry rule in Accounting, Accounting house, classification of accounts	Link with next lesson: Entrepreneurship: Levels of management	Prior content knowledge: Own general knowledge/experience of different types of businesses in the primary and secondary industries	Link with next lesson: Functions of a business
Content: <ul style="list-style-type: none"> • Definition of an entrepreneur • Characteristics of a successful entrepreneur • Skills of a successful entrepreneur 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Skills, characteristics • Energetic, tactful, creative, organised. • risk taker • Visionary, honesty, perseverance. 	Content: <ul style="list-style-type: none"> • Accounting concepts. • Identifying accounts affected in a transaction • Classifying accounts • Accounting equation. • Accounting cycle. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Assets, current assets, non-current assets. • Owner's equity. • Income and expenses. 	Content: <ul style="list-style-type: none"> • 1 The primary sector (Farming; Fishing; Mining; Forestry) • The secondary sector. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • The primary sector, extract. • Farming: traditional subsistence farming, emergent farmers, commercial farming, • Fishing: trawling, line fishing, dwindling fish resources. • Mining: gold, platinum, coal. • Forestry: plantations, sawn timber. • The secondary sector, transformation,
Aims and Objectives of the lesson By the end of the lesson learners will be able to:	Aims and Objectives of the lesson By the end of the lesson learners will be able to:	Aims and Objectives of the lesson By the end of the lesson learners will be able to:	Aims and Objectives of the lesson By the end of the lesson learners will be able to:	Aims and Objectives of the lesson By the end of the lesson learners will be able to:	Aims and Objectives of the lesson By the end of the lesson learners will be able to:

<ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List characteristics of a successful entrepreneur. ✓ List skills needed to be successful as an entrepreneur. ✓ Analyse characteristics and skills from case studies on entrepreneurs. 	<ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Show the effect of cash transactions on the Accounting equation 	<ul style="list-style-type: none"> ✓ Describe the different types of businesses and activities found in each of these sectors. ✓ List the most important minerals produced in South Africa and where it is found. ✓ Know where the most important industries are found. ✓ Understand the interrelationship between the sectors. ✓ Understand the important role the sectors play in the South African economy. 																		
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 																		
<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <table border="1" data-bbox="1272 1524 1443 2126"> <tr> <td>Define vocabulary words</td> <td>Glossary in textbook</td> </tr> <tr> <td>Period 13: Activity</td> <td></td> </tr> <tr> <td>Period 14: Activity</td> <td></td> </tr> </table> <p>EVIDENCE OF ASSESSMENT Teacher:</p>	Define vocabulary words	Glossary in textbook	Period 13: Activity		Period 14: Activity		<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <table border="1" data-bbox="1272 905 1443 1524"> <tr> <td>Define vocabulary words</td> <td>Glossary in textbook</td> </tr> <tr> <td>Period 13: Activity</td> <td></td> </tr> <tr> <td>Period 14: Activity</td> <td></td> </tr> </table> <p>EVIDENCE OF ASSESSMENT Teacher:</p>	Define vocabulary words	Glossary in textbook	Period 13: Activity		Period 14: Activity		<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Assessment</p> <p>Tool:</p> <table border="1" data-bbox="1272 218 1443 905"> <tr> <td>Define vocabulary words</td> <td>Glossary in textbook</td> </tr> <tr> <td>Period 13: Activity</td> <td></td> </tr> <tr> <td>Period 14: Activity</td> <td></td> </tr> </table> <p>EVIDENCE OF ASSESSMENT Teacher:</p>	Define vocabulary words	Glossary in textbook	Period 13: Activity		Period 14: Activity	
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Define vocabulary words	Glossary in textbook																			
Period 13: Activity																				
Period 14: Activity																				

<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p>		
<p>Period 13: TEACHER'S ACTIVITIES</p>	<p>Period 13: LEARNERS' ACTIVITIES</p>	<p>Period 13: LEARNERS' ACTIVITIES</p>
<p>ENTREPRENEUR : CHARACTERISTIC S</p> <ul style="list-style-type: none"> Ask learners to define 'entrepreneur'. Briefly explain the characteristics of the entrepreneur and give examples where necessary. Ask learners to copy the characteristics of the entrepreneur into their exercise books. <p>TEST</p>	<p>ACCOUNTING EQUATION:</p> <ul style="list-style-type: none"> Ask learners to do corrections after the discussion on the solutions in Activity 8.3.12. <p>TEST</p>	<p>ENTREPRENEUR : CHARACTERISTICS</p> <ul style="list-style-type: none"> Define 'entrepreneur' in their own words. Listen to the teacher's explanation on the characteristics of the entrepreneur and ask clarity seeking questions. Copy the characteristics of the entrepreneur into their exercise books.
<p>SECTORS OF ECONOMY:</p> <ul style="list-style-type: none"> Do corrections on the activity with the guidance of the teacher. Listen to the teacher's explanation on what a primary sector of the economy is and ask clarity seeking questions. Give examples of businesses found in the primary sector. Listen to the teacher's explanation on the role of the primary sector. 	<p>SECTORS OF ECONOMY:</p> <ul style="list-style-type: none"> Guide learners to do corrections on the activity in class. Explain by means of examples what a primary sector of the economy is. Ask learners to give examples of businesses found in the primary sector. Explain the role of the primary sector in the economy Discuss with learners the types of skills required in the primary sector. 	<p>SECTORS OF ECONOMY:</p> <ul style="list-style-type: none"> Do corrections on the activity with the guidance of the teacher. Listen to the teacher's explanation on what a primary sector of the economy is and ask clarity seeking questions. Give examples of businesses found in the primary sector. Listen to the teacher's explanation on the role of the primary sector.

<p>Period 14: TEACHER'S ACTIVITIES</p> <p>SKILLS OF AN ENTREPRENEUR:</p> <ul style="list-style-type: none"> • Explain the skills of the entrepreneur to learners. • Discuss entrepreneurial actions of buying, selling, producing and making a profit. • Ask learners to do Activity 7.3.14 as home work 	<p>Period 14: LEARNERS' ACTIVITIES</p> <p>SKILLS OF AN ENTREPRENEUR:</p> <ul style="list-style-type: none"> • Listen to the teacher's explanation and ask clarity seeking questions. • Participate in the discussion on entrepreneurial actions of buying, selling, producing and making a profit. • Copy summary of the discussion into their exercise books.. 	<p>Period 14: TEACHER'S ACTIVITIES</p> <p>ACCOUNTING EQUATION:</p> <ul style="list-style-type: none"> • Ask learners to do an activity in class. • Go through all the steps followed when recording both in the CRJ and CPJ at the same time and iron out any misunderstanding that the learners may have. 	<p>Period 14: LEARNERS' ACTIVITIES</p> <p>ACCOUNTING EQUATION:</p> <ul style="list-style-type: none"> • Go through all the steps followed when recording both in the CRJ and CPJ. • Ask clarity seeking questions on recordings in the cash journals. 	<ul style="list-style-type: none"> • Write a summary on the primary sector on the board and ask learners to copy them into their exercise books. <p>TEST</p>	<ul style="list-style-type: none"> • Participate in the discussion on the types of skills required in the primary sector. • Copy notes on the primary sector given by the teacher.
				<p>Period 14: TEACHER'S ACTIVITIES</p> <p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> • Explain by means of examples what a secondary sector of the economy is. • Ask learners to give examples of businesses found in the secondary sector. • Explain the role of the secondary sector in the economy • Discuss with learners the types of skills required in the secondary sector. • Write a summary on the secondary sector on the board and ask learners to copy them into their exercise books. 	<p>Period 14: LEARNERS' ACTIVITIES</p> <p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> • Listen to the teacher's explanation on what a secondary sector of the economy is and ask clarity seeking questions. • Give examples of businesses found in the secondary sector. • Listen to the teacher's explanation on the role of the secondary sector. • Participate in the discussion on the types of skills required in the secondary sector. • Copy notes on the secondary sector given by the teacher.

<p>Resources:</p> <ul style="list-style-type: none"> • Case studies from any CAPS textbook. • Questions from old provincial exam papers for revision activities. 	<p>Resources:</p> <ul style="list-style-type: none"> • Poster showing the three elements of the Accounting Equation • Questions from old provincial exam papers for revision. 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Poster of the different sectors • Case studies from any CAPS textbook • Questions from old provincial exam papers for revision.
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p>		

**LESSON PLAN 8
GRADE 7 – 9**

TERM 3: Week 8

Economic and Management Sciences

GRADE 7		GRADE 8		GRADE 9	
Topic: ENTREPRENEURSHIP	Duration: 2 hours only	Topic: ENTREPRENEURSHIP	Duration: 2 of 3 hours	Topic: ENTREPRENEURSHIP	Duration: 2 of a total of 4 hours for this topic
Sub-topic: Starting a business (Period 15+16)	Start date: Completed date:	Sub-topic: NEURSHIP Levels of management (Period 15) Management functions (Period 16+17)	Start date: Completed date:	Sub-topic: Sectors of the economy. (Period 15+16)	Start date: Completed date:
Prior content knowledge: Own general knowledge of family members who started their own businesses	Link with next lesson: Entrepreneurship: Entrepreneurs day/ market day	Prior content knowledge:	Link with next lesson: Different management styles (democratic, autocratic and free rein)	Prior content knowledge: Own general knowledge/experience of	Link with next lesson: Business functions (Week 9+10) (Period 17, 18 + 19))
Content:	Vocabulary/ Important Words:	Content:	Vocabulary/ Important Words:	Content:	Vocabulary/ Important Words:
<ul style="list-style-type: none"> • Needs + Wants • SWOT analysis • Setting goals for advertising • What makes a good business idea • Advertising: principles 	<ul style="list-style-type: none"> • Target market • Market research • Consumers • Meaning of SWOT (Strengths, Weakness, Opportunity, Threats). 	<ul style="list-style-type: none"> • Levels of management • Functions of management • Planning and organizing 	<ul style="list-style-type: none"> • Enterprise • Management • Lower • Middle • Top • Accountable • Delegate • Planning • Organizing • Leading • Controlling 	<ul style="list-style-type: none"> • Sector of the economy: <ul style="list-style-type: none"> - Tertiary (Types of businesses and skills needed) - Interrelationships and role in the economy. 	<ul style="list-style-type: none"> • Wholesalers • Retailers • Financial services • Transport services • Insurance services • Communication services • Hospitality industry • Government services

<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ . Give examples of good business idea ✓ Explain the reason why an entrepreneur should do market research ✓ Do a SWOT analysis ✓ List different advertising media ✓ List some of the principle or rules of advertising. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ . Define all the relevant concepts ✓ Know the levels and functions of management by using the ORGANOGRAM of the school. ✓ Knows the characteristics of good management in a successful business. ✓ Knows the functions of management 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ . Define all the relevant concepts ✓ Identify factories in their community ✓ Know where to get raw material in their community ✓ The differences between wholesalers and retailers ✓ Different sub-sectors in the tertiary sector. ✓ Services rendered by the tourism industry
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other:
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 15: Activity 3.15</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 15: Activity 3.15</p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Tool: Define vocabulary words Period 15: Activity 3.15</p>

<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p>		
<p>Period 15:</p> <p>TEACHER'S ACTIVITIES</p>	<p>Period 15:</p> <p>LEARNERS' ACTIVITIES</p>	<p>Period 15:</p> <p>LEARNERS' ACTIVITIES</p>
<p>STARTING A BUSINESS:</p> <ul style="list-style-type: none"> Ask learners how an entrepreneur can get a good business idea. Explain a market research briefly. Ask learners why it is necessary to do market research. Explain what the SWOT-analysis means. Task learners to do Activity 7.3.15 based on the development of a SWOT analysis. 	<p>STARTING A BUSINESS:</p> <ul style="list-style-type: none"> Give examples of good business ideas. Listen to the teacher's explanation and make notes. Summarize the new vocabulary words in their workbooks for homework. Follow the explanation of a 	<p>LEVELS OF MANAGEMENT:</p> <ul style="list-style-type: none"> Explain what management means. Discuss the levels of management with the learners and give examples. Give a summary of the levels of management
<p>TEACHER'S ACTIVITIES</p>	<p>LEARNERS' ACTIVITIES</p>	<p>LEVELS OF MANAGEMENT:</p> <ul style="list-style-type: none"> Listen to the explanation given by the teacher on management. Participate in the discussion on the levels of management. Write the summary of the levels of management given by the
<p>TEACHER'S ACTIVITIES</p>	<p>LEARNERS' ACTIVITIES</p>	<p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> Explain by means of examples what a tertiary sector of the economy is. Ask learners to give examples of businesses found in the tertiary sector. Explain the role of the tertiary sector in the economy Discuss with learners the types of skills required in the tertiary sector.
<p>LEARNERS' ACTIVITIES</p>	<p>TEACHER'S ACTIVITIES</p>	<p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on what a tertiary sector of the economy is and ask clarity seeking questions. Give examples of businesses found in the tertiary sector. Listen to the teacher's explanation on
<p>LEARNERS' ACTIVITIES</p>	<p>TEACHER'S ACTIVITIES</p>	<p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on what a tertiary sector of the economy is and ask clarity seeking questions. Give examples of businesses found in the tertiary sector. Listen to the teacher's explanation on
<p>LEARNERS' ACTIVITIES</p>	<p>TEACHER'S ACTIVITIES</p>	<p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on what a tertiary sector of the economy is and ask clarity seeking questions. Give examples of businesses found in the tertiary sector. Listen to the teacher's explanation on

	<p>SWOT-analysis given by the teacher.</p> <ul style="list-style-type: none"> Do Activity 7.3.15. 	<p>and ask learners to copy them into their exercise books.</p>	<p>teacher in their exercise books.</p>	<ul style="list-style-type: none"> Write a summary on the tertiary sector on the board and ask learners to copy them into their exercise books. 	<p>the role of the tertiary sector.</p> <ul style="list-style-type: none"> Participate in the discussion on the types of skills required in the tertiary sector. Copy notes on the tertiary sector given by the teacher.
<p>Period 16:</p> <p>TEACHER'S ACTIVITIES</p> <p>STARTING A BUSINESS:</p> <ul style="list-style-type: none"> Provide the correct answers for Activity 7.3.15 and ask learners to do corrections. Explain why it is important to set goals in a business and ensure that they are achieved. Ask learners to define advertising. Explain the purpose of advertising. 	<p>Period 16:</p> <p>LEARNERS' ACTIVITIES</p> <p>STARTING A BUSINESS:</p> <ul style="list-style-type: none"> Mark Activity 3.15 and do corrections. Define advertising in their own words and explain the purpose of advertising. Listen to the teacher's explanation on the various media that 	<p>Period 16:</p> <p>TEACHER'S ACTIVITIES</p> <p>FUNCTIONS OF MANAGEMENT:</p> <ul style="list-style-type: none"> Discuss the functions of management under planning and organizing. Write down the summary on the functions of management under planning and organizing on the board. 	<p>Period 16:</p> <p>LEARNERS' ACTIVITIES</p> <p>FUNCTIONS OF MANAGEMENT:</p> <ul style="list-style-type: none"> Participate in the discussions on the functions of management under planning and organizing. Write down the summary on the functions of management under planning and 	<p>Period 16:</p> <p>TEACHER'S ACTIVITIES</p> <p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> Discuss the interrelationship among the three sectors. Discuss the sustainable use of resources in the three sectors. Give a summary of interrelationship and 	<p>Period 16:</p> <p>LEARNERS' ACTIVITIES</p> <p>SECTORS OF THE ECONOMY:</p> <ul style="list-style-type: none"> Participate in the discussion on the interrelationship among the three sectors. Participate in the discussion on the sustainable use of resources

<ul style="list-style-type: none"> • Ask learners to mention the various media that could be used to advertise. • Discuss the principles of advertising. • Ask learners to do an Activity where they have to design an advertisement. 	<p>could be used to advertise.</p> <ul style="list-style-type: none"> • Participate in the discussion on the principles of advertising. • Do an activity where an advertisement is designed. 		<p>organizing in their exercise books.</p>	<p>the sustainable use of resources in the three sectors and ask learners to copy them into their exercise books.</p>	<p>among the three sectors.</p> <ul style="list-style-type: none"> • Copy the summary of interrelationship and the sustainable use of resources in the three sectors into their exercise books.
<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk • Local entrepreneurs to interview or to visit the classroom. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk 	
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p>					
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>					

LESSON PLAN 9 GRADE 7 – 9

Economic and Management Sciences

TERM 3: Week 9

GRADE 7		GRADE 8		GRADE 9	
<p>Topic: ENTREPRENEURSHIP Sub-topic: Entrepreneurs day</p>	<p>Duration: 4 hours Start date: Completed date:</p>	<p>Topic: ENTREPRENEURSHIP Sub-topic: Management functions Management styles</p>	<p>Duration: 2 hours only Start date: Completed date:</p>	<p>Topic: ENTREPRENEURSHIP Sub-topic: Functions of a business</p>	<p>Duration: 3 hours Start date: Completed date:</p>
<p>Prior content knowledge: Own knowledge and experience of selling something and making a profit.</p>	<p>Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.</p>	<p>Prior content knowledge: Own knowledge of management functions of teachers or entrepreneurs</p>	<p>Link with next lesson: Management styles (democratic, autocratic and free rein)</p>	<p>Prior content knowledge: Own general knowledge/experience of functions of businesses in own community</p>	<p>Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.</p>
<p>Content:</p> <ul style="list-style-type: none"> • Planning a market day at school • Classification of costs • Cash budget • Design an advertisement to advertise their products before the market day 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Variable costs • Fixed costs • Total costs • Selling price and cost price • Receipts • Payments • Surplus • Deficit • Target market • Slogan • logo • Statement of income and 	<p>Content:</p> <ul style="list-style-type: none"> • Functions of management - leading - control • Management styles - democratic - autocratic - free rein 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Leading • Control • Democratic • Autocratic • Free rein • Laissez faire 	<p>Content:</p> <ul style="list-style-type: none"> • Administration function • Purchasing function • Marketing function • Finances • Human resources • Public relations • Risk management • Production function • Importance of functions 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Line functions, • strategic planning, CEO, information technology, administrative systems, procurement, supply-chain, obsolete, target market, promotion, • marketing mix, Equity, borrowed capital, own capital, budget, vacancies, recruitment, placement, • skills development, grievance procedures, • Resignations, positive image, publicity, press

<ul style="list-style-type: none"> Statement of income and expenditure 	<p>expenditure, profit, loss.</p>				<p>conferences, Sponsorships, social responsibility, bad depts., property risks, insurance premium, production, inputs, outputs, transformation, Cash flow, high staff turnover</p>
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts Distinguish between variable costs and fixed costs. Calculate the total cost, cost price and selling price of different products. Draw up a cash budget for a business and/or their market day from given information. Draw up a statement of income and expenditure for a business and/or their market day. Plan and organize a successful market day and make a reasonable profit. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts Give and explain each management function and style briefly. Understand the importance of each management function and style to build and sustain a successful business. Distinguish between the functions and the styles of good management 			<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> Define all the relevant concepts Describe each business function briefly. List some of the tasks involved in each business function. Understand the importance of each function in order to make a success of a business. 	
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples. Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> Narrative method Discussion method Question and answer Demonstrations Group activities Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> Use practical examples to illustrate the Accounting cycle. Make instructions simple to address the language barrier

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ASSESSMENT STRATEGY Formal Informal <input checked="" type="checkbox"/>			
Form of Assessment: Assessment Tool: Period 17: Activity Period 18: Activity	Form of Assessment: Assessment Tool: Period 17: Activity Period 18: Activity	Form of Assessment: Assessment Tool: Period 17: Activity 3.17 Period 18: Activity 3.18	Form of Assessment: Assessment Tool: Period 17: Activity 3.17 Period 18: Activity 3.18
EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
LESSON, CLASS WORK AND HOMEWORK: Period 17: TEACHER'S ACTIVITIES			
PLANNING FOR A MARKET DAY: <ul style="list-style-type: none"> Divide learners into groups of 4 and ask them to 	PLANNING FOR A MARKET DAY: <ul style="list-style-type: none"> Appoint a group leader. 	FUNCTIONS OF MANAGEMENT: <ul style="list-style-type: none"> Discuss the functions of management 	FUNCTIONS OF MANAGEMENT: <ul style="list-style-type: none"> Participate in the discussions on the functions of
PLANNING FOR A MARKET DAY: <ul style="list-style-type: none"> Appoint a group leader. 	PLANNING FOR A MARKET DAY: <ul style="list-style-type: none"> Appoint a group leader. 	FUNCTIONS OF BUSINESS: <ul style="list-style-type: none"> Explain the administration, purchasing and 	FUNCTIONS OF BUSINESS: <ul style="list-style-type: none"> Listen to the teacher's explanation on administration,

<p>appoint a group leader.</p> <ul style="list-style-type: none"> • Ask each group to do a market research at school to determine what to sell on the market day. Learners can use recycled material, homemade products arts and crafts etc. • Let learners brainstorm and develop a short questionnaire to do market research. • Explain the difference between variable costs and fixed costs and show learners how to determine the total cost. • Work together with learners and calculate the cost of a selected good. • Ask learners to calculate the 	<ul style="list-style-type: none"> • Prepare a short questionnaire to do a market research at school after the brainstorming exercise. • Listen to the teacher's explanation on how to calculate variable and fixed costs. • Brainstorm on the questionnaire to be developed for the research. • Listen to the teacher's explanation on the differences between fixed costs and variable costs • Work together with the teacher to calculate the cost of a selected good. • Calculate the fixed costs and variable costs of the products they intend to sell on the market day in 	<p>under leading and controlling.</p> <ul style="list-style-type: none"> • Write down the summary on the functions of management under leading and controlling. • Explain the characteristics of good management • Write a summary of the characteristics of good management on the board and ask learners to copy it into their exercise books. 	<p>management under leading and controlling.</p> <ul style="list-style-type: none"> • Write down the summary on the functions of management under leading and controlling. • Listen to the teacher's explanation on the characteristics of good management. • Copy the summary on the characteristics of good management given by the teacher. 	<p>marketing functions with reference to their roles and their importance.</p> <ul style="list-style-type: none"> • Write a summary on the administration and purchasing functions with reference to their roles and their importance on the board and ask learners to copy it into their exercise books. 	<p>purchasing and marketing functions with reference to their roles and their importance.</p> <ul style="list-style-type: none"> • Copy the teacher's summary on the administration and purchasing functions with reference to their roles and their importance into their exercise books.
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<p>fixed costs and variable costs of the products they intend to sell on the market day in their groups in class.</p> <ul style="list-style-type: none"> Let learners hand in the calculations of their group at the end of the period, for the teacher to check at home. If their calculations are incorrect, they might not make any profit at the end. Check these calculations at home and have corrections ready for the next period. 	<p>their groups in class.</p> <ul style="list-style-type: none"> Hand in the groups' calculations to the teacher for marking. Do the necessary corrections after the marking by the teacher 				
<p>Period 18: TEACHER'S ACTIVITIES</p> <p>MARKET DAY:</p> <ul style="list-style-type: none"> Use examples to explain how to prepare an income and 	<p>Period 18: LEARNERS' ACTIVITIES</p> <p>MARKET DAY:</p> <ul style="list-style-type: none"> Work through the examples on how to prepare an income and 	<p>Period 18: TEACHER'S ACTIVITIES</p> <p>DIFFERENT MANAGEMENT STYLES:</p> <ul style="list-style-type: none"> Explain by means of an example the 	<p>Period 18: LEARNERS' ACTIVITIES</p> <p>DIFFERENT MANAGEMENT STYLES:</p> <ul style="list-style-type: none"> Listen to the teacher's explanation on 	<p>Period 18: TEACHER'S ACTIVITIES</p> <p>FUNCTIONS OF A BUSINESS:</p> <ul style="list-style-type: none"> Explain the financial, public relations and human resource functions 	<p>Period 18: LEARNERS' ACTIVITIES</p> <p>FUNCTIONS OF A BUSINESS:</p> <ul style="list-style-type: none"> Listen to the teacher's explanation financial, public relations and human resource

<p>expenditure statement.</p> <ul style="list-style-type: none"> • Ask the learners to actively engage in the processes of the entrepreneur's day. • Ask learners to prepare a statement of income and expenditure for their respective groups. • Collect learners' income and expenditure statements for marking. 	<p>expenditure with the teacher.</p> <ul style="list-style-type: none"> • Engage actively in the process of the entrepreneur's day. • Prepare a statement of an income and expenditure for the respective groups. • Do corrections after marking by the teacher. 	<p>autocratic style of management.</p> <ul style="list-style-type: none"> • Explain by means of an example the permissive style of management. • Explain by means of an example the laissez-faire style of management. • Explain by means of an example the democratic style of management. • Explain by means of an example the participatory style of management. • Give an activity based on the levels and functions of management as class work. 	<p>autocratic style of management.</p> <ul style="list-style-type: none"> • Listen to the teacher's explanation on permissive style of management • Listen to the teacher's explanation on laissez-faire style of management • Listen to the teacher's explanation on democratic style of management • Listen to the teacher's explanation on participatory style of management. • Do an activity based on the levels and functions of management as class work. 	<p>with reference to their roles and their importance.</p> <ul style="list-style-type: none"> • Write a summary on the financial, public relations and human resource functions with reference to their roles and their importance. and ask learners to copy it into their exercise books. 	<p>functions with reference to their roles and their importance.</p> <ul style="list-style-type: none"> • Copy the teacher's summary on the financial, public relations and human resource functions with reference to their roles and their importance. into their exercise books.
<p>Resources:</p> <ul style="list-style-type: none"> • Any products to be sold on the market day. • Change for the money box. • Any box or container to keep money/change while selling. • Packing material if needed. • Poster paper for advertisement. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook. 	

- Poster paper to indicate prices at the stall.
- Copies of the rubric to assess the market day.

Teacher's comments / reflection:

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HOD's input: monitoring and support

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LESSON PLAN 10

TERM 3: Week 10

Economic and Management Sciences

GRADE 7 – 9

GRADE 7		GRADE 8		GRADE 9	
Topic: ALL TOPICS Sub-topic: Revision of term 3 work Duration: 2 hours only Start date: Completed date:	Topic: ALL TOPICS Sub-topic: Revision of term 3 work Duration: 2 hours only Start date: Completed date:	Topic: ENTREPRENEURSHIP Sub-topic: Functions of a business Duration: 3 hours Start date: Completed date:	Prior content knowledge: Own knowledge of term 3 work, after doing many informal activities throughout the term Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.	Prior content knowledge: Own general knowledge/experience of producing any product. Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.	Vocabulary/Important Words: <ul style="list-style-type: none"> Production as a business function The importance of all business functions in order to make a success of a business.
Prior content knowledge: Own knowledge of term 3 work, after doing many informal activities throughout the term Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.	Prior content knowledge: Own knowledge of term 3 work, after doing many informal activities throughout the term Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.	Prior content knowledge: Own general knowledge/experience of producing any product. Link with next lesson: Revision of all term 3 work to prepare for the term 3 controlled test.	Content: <ul style="list-style-type: none"> All term 3 content covered during term 3. 	Content: <ul style="list-style-type: none"> Production as a business function The importance of all business functions in order to make a success of a business. 	Vocabulary/Important Words: <ul style="list-style-type: none"> Production Input Transformation Output
Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Answer all type of questions on all the topics covered during term 3. 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Answer all type of questions on all the topics covered during term 3. 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the production function. 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the production function. 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the production function. 	Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the production function.

<p>✓ Understand the role of all business functions in order to make a success of a business. ✓ Answer all type of questions on all the topics covered during term 3.</p>		
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other:
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other:
<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal</p>		
<p>Form of Assessment: Define vocabulary words Period 19: Activity Period 20: PROJECT</p>		
<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal</p> <p>Form of Assessment: Define vocabulary words Period 19: Activity Period 20: Controlled test for term 3</p>		
<p>ASSESSMENT STRATEGY Formal <input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal</p> <p>Form of Assessment: Define vocabulary words Period 19: Activity Period 20: Memorandum</p>		
<p>Form of Assessment: Define vocabulary words Period 19: Activity Period 20: Memorandum</p>		
<p>Assessment Tool: Define vocabulary words Period 19: Activity Period 20: PROJECT</p>		
<p>Assessment Tool: Define vocabulary words Period 19: Activity Period 20: Controlled test for term 3</p>		
<p>Assessment Tool: Define vocabulary words Period 19: Activity Period 20: Memorandum</p>		
<p>EVIDENCE OF ASSESSMENT</p>		

EVIDENCE OF ASSESSMENT Teacher:		EVIDENCE OF ASSESSMENT Teacher:		Teacher:	
<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Controlled test marked, marks recorded and final term 3 marks calculated and submitted for capturing. 		<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Controlled test marked, marks recorded and final term 3 marks calculated and submitted for capturing. 		<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Controlled test marked, marks recorded and final term 3 marks calculated and submitted for capturing. 	
Learners:		Learners:		Learners:	
<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. Controlled tests marked, remedial work done and filed in the learners' portfolios or workbooks. 		<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. Controlled tests marked, remedial work done and filed in the learners' portfolios or workbooks. 		<ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. Controlled tests marked, remedial work done and filed in the learners' portfolios or workbooks. 	
LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
Period 19:		Period 19:		Period 19:	
TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
Revision activities on the most difficult topics covered during term 3:	Revision activities on the most difficult topics covered during term 3:	Revision activities on the most difficult topics covered during term 3:	Revision activities on the most difficult topics covered during term 3:	<u>FUNCTIONS OF A BUSINESS:</u>	<u>FUNCTIONS OF A BUSINESS:</u>
				<ul style="list-style-type: none"> Explain the production, and general management functions with reference to their roles and their importance. 	<ul style="list-style-type: none"> Listen to the teacher's explanation on the production, and general management functions with reference to their roles and

				<ul style="list-style-type: none"> Write a summary on the production and the general management functions with reference to their roles and their importance and ask learners to copy it into their exercise books. Ask learners to do Activity 9.3.19 based on all the functions of a business which have been taught and discussed. 	<p>their importance.</p> <ul style="list-style-type: none"> Copy the teacher's summary on the production, and general management functions with reference to their roles and their importance into their exercise books. Do Activity 9.3.19 based on all the functions of a business which have been taught and discussed as class work and complete at home.
Period 20:	Period 20:	Period 20:	Period 20:	Period 20:	Period 20:
TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
Resources:		Resources:		Resources:	
<ul style="list-style-type: none"> Any CAPS approved textbook to set a test on term 3 work. Previous exam papers to do revision of term 3 work. 		<ul style="list-style-type: none"> Any CAPS approved textbook to set a test on term 3 work. Previous exam papers to do revision of term 3 work. 		<ul style="list-style-type: none"> Any CAPS approved textbook to set a test on term 3 work. Previous exam papers to do revision of term 3 work. 	

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| <ul style="list-style-type: none">• Copies of different CAPS approved textbooks to do extra revision activities. | <ul style="list-style-type: none">• Copies of different CAPS approved textbooks to do extra revision activities. | <ul style="list-style-type: none">• Copies of different CAPS approved textbooks to do extra revision activities. |
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Teacher's comments / reflection:
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HOD's input: monitoring and support
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CLASS ACTIVITIES



TERM 3
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 7

WEEK 1 PERIOD 1

ACTIVITY 7.3.1

Concepts

Class work/Home work

Explain the following concepts

1. Inequality
2. Poverty
3. Sustainable development
4. Socio-economics
5. Affirmative action

MARKING GUIDE

ACTIVITY 7.3.1

Class work/Home work

1. **Inequality**- Unequal distribution of assets or wealth and income within or between populations or individuals
2. **Poverty**-The state of being poor, or where people have little or no money and often cannot pay for their basic needs
3. **Sustainable development** –Development in which the basic needs of people today are met without ruining the chances of future generations to do the same
4. **Socio economics**- A grouping of people with the same social, economic, or educational status
5. **Affirmative action**- action favouring those who tend to suffer from discrimination; positive discrimination.

WEEK 2 PERIOD 3

ACTIVITY 7.3.3

Importance of education and skills needed to address inequality.

Education and skills development can assist break the poverty cycle. When people are empowered with knowledge and skills they will be more equipped to participate in the economy. They can find jobs and also create employment in order to reduce poverty cycle.

MARKING GUIDE

ACTIVITY 7.3.3

Importance of education and skills needed to address inequality.

Education and skills development can assist break the poverty cycle. When people are empowered with knowledge and skills they will be more equipped to participate in the economy. They can find jobs and also create employment in order to reduce poverty cycle.

WEEK 3 PERIOD 5

ACTIVITY 7.3.5

Give **three** (3) socio-economic challenges that exist in rural and urban areas in table form.

MARKING GUIDE

ACTIVITY 7.3.5

URBAN CHALLENGES	RURAL CHALLENGES
Cost of living is very high	Cost of living is low
It is over populated	Population is low
There is congestion in infrastructure	Poor infrastructure

WEEK 3 PERIOD 6

ACTIVITY 7.3.6

Class work

Name and explain 3 programmes that were implemented to address inequality and poverty in South Africa.

MARKING GUIDE

ACTIVITY 7.3.6

Programmes implement to address inequality.

RDP – To build up something again after it has broken down.

BEE – To rebuild and develop a strong black owned South African businesses (Economy)

NDP – To reduce inequality and get rid of poverty by creating more jobs.

WEEK 5 PERIOD 10

ACTIVITY 7.3.12

Savings and roles of banks

1. Explain in your own words the purpose of savings.
2. Explain the role of banks
3. Mention services offered by banks.
4. Explain the procedure to be followed when opening a savings account.
5. Mention the documents needed when opening a savings account.
6. Name the advantages and disadvantages of community saving schemes.

7. Name financial organizations that you know of.
8. Mention the financial institutions that promote entrepreneurship.

MARKING GUIDE

ACTIVITY 7.3.12

Savings and roles of banks

1. Purpose of savings
 - To use it during difficult times rather than to borrow.
 - To set aside money for unexpected medical expenses or accident.
 - To set aside money for retirement when they cannot work anymore.
 - To earn interest.
 - To avoid buying things on credit.
 - To be able to buy expensive commodities.
2. Role of banks
 - Receive money from customers and keep it safe
 - Allow customers to pay accounts without using cash
 - Allow customers to have different types of bank accounts to suit their different needs
 - Encourage people to save money
 - Loan money to businesses and people for short – or long – term projects
 - Help to improve the standard of living by giving loans for housing, cars and so on
3. Services offered by banks.
 - They provide current account services that manage clients' day-to-day transactions.
 - They arrange overdraft facilities which allow clients to withdraw more money from their account than what they have deposited.
 - They help people open savings accounts for the purpose of saving money for later use.
 - They issue credit cards to clients.
 - They issue debit cards which clients use to pay at many shops and to use at the ATM
 - [May add more]

4. The procedure to be followed when opening a savings account.
 - You must be 18 years or older, if not, you must be accompanied by an adult or guardian.
 - Advisable to choose a bank that best suits your needs.
 - Identity document and proof of residents must accompany application to open an account.
 - All necessary application forms must be filled in fully and honestly.
 - Pay the minimum amount required to open an account.

5. Documents needed when opening a savings account.
 - Identity document (if older than 16).
 - Birth certificate (if younger than 16).
 - Proof of residents not older than 3 months.

6. Advantages and disadvantages of community saving schemes.
 - Advantages of community saving schemes
 - Collective banking services.
 - Direct selling channel.
 - Collective buying of expensive products and cash discounts.
 - Investment Stockvels can provide capital for starting small businesses.
 - Funeral Stockvels can be used as funeral policy.
 - It can be used as insurance in the case of accidents.
 - Disadvantages of community saving schemes
 - A scheme can have many members and become uncontrollable.
 - Corruption and mismanagement can occur.
 - If a scheme is too small, no benefits can be acquired as the money is too little.
 - It can be used as insurance in the case of accidents.

7. Financial organisations.

- Local banks such as FNB, ABSA, CAPITEC, STANDARD
- Public sector institutions like the South African Reserve Bank
- Non-banks such as Life assurers, General Insurers, Pension Fund and Asset Management companies.
- Foreign Financial Institutions (Sanlam, Old Mutual, Momentum, etc)

8. Mention the financial institutions that promote entrepreneurship.

- Business Partners Limited is an investment company for SMEs.
- Commercial banks have specialist SME divisions that provide finance to qualifying entrepreneurs.
- Khula Enterprises Finance is an agency of the Department of Trade and Industry (DTI) and it facilitates access to finance for SMEs.
- The Industrial Development Corporation promotes economic growth and industrial development in South Africa.
- SASFIN Private Equity provides private equity funding for entrepreneurs.
- The National Youth Development Agency works on youth development by reducing youth unemployment and promoting social cohesion.

WEEK 7 PERIOD 14

ACTIVITY 7.3.14

Answer the following questions

1. Define the concept 'entrepreneur'.
2. List **three** skills that an entrepreneur should develop.
3. Fill in the missing words:
 - a. Most entrepreneurs buy and sell goods in order to make a _____
 - b. A good _____ system will help the entrepreneur to work out what to buy from, when to buy and how much to pay.
 - c. If the _____ price is too low the entrepreneur may not be able to cover their expenses.
 - d. The entrepreneur must bring goods to the notice of potential customers by _____ those goods.
 - e. The amount an entrepreneur adds on to the cost price of a product is called _____



MARKING GUIDE
ACTIVITY 7.3.14

1. An entrepreneur is a business person who organises a business√, takes a risk√, sees an opportunity for gaining profit√, make a plan√, starts a business√, often manages the business√, receives profit√, if the business is successful.
Accepts any five (5) valid points.
2. Creative thinking, self-motivation, management, leadership, decision making, teambuilding, research and planning.
Accept any three (3) points.
3.
 - a. Profit
 - b. Stock control
 - c. Selling
 - d. Advertising
 - e. Mark-up

TERM 3
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 8

WEEK 1 PERIOD 1

ACTIVITY 8.3.1

Compare modern society and rural society

1. Distinguish between a modern and rural society, and discuss the importance of both in the economy.

MARKING GUIDE

ACTIVITY 8. 3.1

Modern Society

- A modern society focuses on the needs and wants of the individuals
- Extended families are not important but friends and social groups become the support group
- Image is often important therefore brand label clothing, big homes and modern cars are purchased
- Employment is competitive and housing is more expensive
- Cost of living is also more expensive as modern societies buy processed and ready-to-eat foods
- They are dependent on their employer for income and shops to provide their food and clothing
- They need to work to support their lifestyle

- Services. Receipt no. 01 is issued
- Buy gardening tools from Dion and pay by cheque, R4 200.
 - Buy insecticide, fertilizer and plant food from F& G Wholesalers and pay by cheque, R980
 - Cash received for services rendered, R5 700

No.	ASSETS	EQUITY	Effect	Reason
	Effect	Reason		

MARKING GUIDE
ACTIVITY 8.3. 11 (ACCOUNTING EQUATION)

No.	ASSETS	EQUITY	Effect	Reason
	Effect	Reason		
1.	+240 000√	Cash Increased√	+240 000√	Owner's capital contribution√
2.	-4 200√	Cash decreased√		
	+4 200√	Equipment increased√		
3.	-980√	Cash decreased√	-980√	Consumables is an expense√
4.	+5 700√	Cash increased√	+5 700√	Services rendered√

Activity 8.3.12

- Record the information given below of Makondo Suppliers in the following subsidiary books:

1.1 The Cash Receipts Journal- with analysis columns for: Analysis of receipts; Bank; Sales; Cost of sales and Sundry accounts.

1.2 Cash Payments Journal – with analysis columns for: Bank; Stationery; Wages; trading stock and sundry accounts.

2. Close off the subsidiary journals at the end of the month.

3. Analyse the transactions of Makondo Suppliers using the following columns:

Day	Source document	Subsidiary Journal	Account debited	Account credited	Effect on the Accounting equation		
					A	OE	L

Information taken from the source documents: June 20.4

Duplicates of receipts issued:

3 021 N. Makondo for capital contribution, R50 000.

Cash Sales of merchandise according to the cash register roll (profit mark-up of 50% on cost)

3 R4 500
6 R1 890
30 R1 088

Duplicate deposit slips

3 R54 500
6 R 1 890
30 R 1 088

Cheque counterfoils:

3 024 to ML Stores, R1 000: goods, R800 and stationery, R200
025 for wages, R1 020
4 026 to Office Suppliers for equipment, R471.
6 027 to SS Insurers for insurance premium, R189.
29 028 N. Makondo, owner for personal use, R1 200.

Solution Activity 8.3.12

CASH RECEIPTS JOURNAL OF MAKONDO SUPPLIERS- JUNE 20.4

CRJ3

Doc No.	Day	Details	Fol	Analysis of receipts	Bank	Sales	Cost of sales	Sundry accounts		
								Amount	Fol	Details
021	3	N. Makondo		50 000 -				50 000	-	Capital
CRR		Sales		4 500 -	54 500 -	4 500 -	3 000 -			
CRR	6	Sales		1 890 -	1 890 -	1 890 -	1 260 -			
CRR	30	Sales		1 050 -	1 050 -	1 050 -	700 -			
					57 440 -	7 440 -	4 960 -	50 000 -		

CASH PAYMENTS JOURNAL OF MAKONDO SUPPLIERS- JUNE 20.4

CPJ3

Doc No.	Day	Details/ Name of payee	Fol	Bank	Stationery	Wages	Trading stock	Sundry accounts		
								Amount	Fol	Details
024	3	ML Stores		1 000 -	200 -		800 -			
025		Cash		1 020 -		1 020 -				
026	4	Office Suppliers		471 -				471 -		Equipment
027	6	SS Insurers		189 -				189 -		Insurance
028	29	N. Makondo		1 200 -				1 200 -		Drawings
				3 880 -	200 -	1 020 -	800 -	1 860 -		

Transaction analysis

Day	Source document	Subsidiary Journal	Account debited	Account credited	Effect on the Accounting equation		
					A	OE	L
3	Duplicate	CRJ	Bank	Capital	+50	+50	0
	Cash register roll	CRJ	Bank Cost of sales	Sales Trading stock	+4 500 -3 000	+4 500 -3 000	0
	Cheque counterfoil	CPJ	Stationery Trading stock	Bank	-1 000 +800	-200	0
4	Cheque counterfoil	CPJ	Equipment	Bank	-471 +471	0	0
6	Cash register roll	CRJ	Bank Cost of sales	Sales Trading stock	+1 890 -1 260	+1 890 -1 260	0
	Cheque counterfoil	CPJ	Insurance	Bank	-189	-189	0
29	Cheque counterfoil	CPJ	Drawings	Bank	-1 200	-1 200	0
30	Cash register roll	CRJ	Bank Cost of sales	Sales Trading stock	+1 050 -700	+1 050 -700	0

TERM 3
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 9

WEEK 1 PERIOD 1

ACTIVITY 9.3.1

TRADE UNIONS IN SOUTH AFRICA

Investigate which trade unions exist in South Africa then choose one South African trade union and :

1. Write down the name of your chosen trade union.
2. List the trades people or professional groups that may belong to your chosen union.
3. Draw the emblem/logo and find out what it represents.
4. Write a brief paragraph on the history of the trade union or when it was formed.
5. Other than lobbying for improved wages what type of support does this union offer to its members.

HINT: Use the internet or news papers to research the above or alternatively you may interview your parent who may possibly be a member of the trade union.

MARKING GUIDE

ACTIVITY 9. 3.1

1. Example of a name of a trade union
National Union of Mineworkers (NUM)
2. Professional groups that may belong to your chosen union
NUM represents workers in the mining, construction and electrical energy industries
3. The emblem /logo and what it represents.
The colours are the same as the COSATU logo where red is for the working class, black for the struggle against racial oppression and gold for the wealth of South Africa
A triumphant worker with mining machinery in the background shows the union is linked to the mining industry and the worker is rising above oppression.
4. Brief paragraph on the trade union
Formed on 4 December 1982. Grew rapidly to become the largest affiliate of COSATU.
Affiliated internationally with the International Federation of Chemical, Energy, Mine and General Workers' Unions.
Encourages education, offers bursary schemes for members and dependents.
Develops social plan programmes for retrenched mine, energy and construction workers.

WEEK 1 PERIOD 2

ACTIVITY 9.3.4 A [ADDITIONAL ACTIVITY]

The social and political role of trade unions in the apartheid era (Individual activity)

Read the extract below and answer the questions that follow. You need to do some research to answer all the questions.

A trade union movement is born

The basis of today's trade union movement was laid in 1973 when about 100 000 workers in Durban, KwaZulu-Natal embarked on strike action to demand higher wages. Other workers joined in, engulfing Durban's entire industrial heartland in strike activity.

The strikes soon spread to other major centres in the country, prompting the formation of a number of industrially demarcated unions, starting in Durban and Pietermaritzburg. Thus was born a national, albeit fragmented, trade union movement.

The unions challenge apartheid

The militancy shown by the trade union movement in support of union recognition and higher wages soon translated into political mobilisation against apartheid structures.

The apartheid era Industrial Conciliation Act, for example, recognised the right of white, Indian and coloured workers to belong to trade unions while denying black workers the same right. Consequently, trade unions argued that workers and their unions could not remain disengaged from community struggles to dismantle the apartheid system.

Unions soon began participating in community struggles against high rent, unrepresentative local councils and apartheid laws, leading in the 1980s to the establishment of community organisations, including youth, student and women's structures.

A co-operative relationship between unions and community organisations was established. The many stay aways in support of political demand in the 1980s were jointly organised by the unions and community organisations. The trade unions' valuable organisational and negotiating experience was shared with community activists, ensuring effective community mobilisation.

The unions also played an important political role when, in 1983, they joined up with anti-apartheid organisations to form the United Democratic Front, a broad-based movement that campaigned against the tri-cameral parliament catering for whites, Indians and coloureds to the exclusion of black people. Many trade union leaders became prominent members of the African National Congress (ANC) after the 1994 elections.

(Source: International Marketing Council of South Africa)

- | | |
|--|-----------|
| a) What caused the strike action in Durban in 1973? | [1 mark] |
| b) Why was the Industrial Conciliation Act discriminatory? | [1 mark] |
| c) Why did the trade unions become involved in the politics of the time? | [2 marks] |
| d) How did the trade unions become involved in the politics of the time? | [2 marks] |
| e) What is the difference between a strike and a stay away? | [2 marks] |
| f) How did trade unions contribute to effective community mobilisation? | [2 marks] |
| g) Who was the United Democratic Front? | [2 marks] |
| h) What is the tri-cameral parliament? | [3 marks] |

MARKING GUIDE

ACTIVITY 9.3.4 A [ADDITIONAL ACTIVITY]

Question number	Possible marks	Solution
1	15	<p>a) Workers' demands for higher wages caused the strike action of 1973. [1 mark]</p> <p>b) It recognised the right of white, Indian and coloured workers to belong to trade unions while denying black workers the same right. [1 mark]</p> <p>c) The trade unions argued that workers and their unions could not remain disengaged from community struggles to dismantle the apartheid system and therefore they participated in the freedom struggle. [2 marks]</p> <p>d) They began participating in community struggles against high rent, unrepresentative local councils and apartheid laws. [2 marks]</p> <p>e) When workers and students do not go to work or school in protest, it is called a stay away, and it is done in response to socio-political or socio-economic issues to draw public attention to a political event or grievance. During strikes, workers also don't go to work, but strikes are meant to focus on work-related issues – not socio-political issues. [2 marks]</p> <p>f) The trade unions' valuable organisational and negotiating experience was shared with community activists, ensuring effective community mobilisation. [2 marks]</p> <p>g) A broad-based movement that campaigned against the tri-cameral parliament catering for whites, Indians and coloureds to the exclusion of black people. [2 marks]</p> <p>h) A parliament comprising of three representative groups that made provision for whites, Indians and coloureds, but not for blacks. [3 marks]</p>

ACTIVITY 9.3.4 B

[ADDITIONAL ACTIVITY]

The influence of apartheid on poverty

Read the information below and answer the questions that follow in your workbook.

Poverty and unemployment are serious problems in South Africa. About 23, 5% of South Africans are unemployed. This means that there are many households without an income.

According to the *Income and Expenditure Survey 2005/2006* done by Statistics SA, the Presidency considers a person as living in poverty if the person earns less than R367 per month. Using this figure, findings were made that in 2007, 41% of South Africa's population were living below the poverty line. In other words, they cannot satisfy their basic needs, which are necessary for survival. This figure is down from the 1996 figure of 53%.

To help its citizens, Government has set the goal to halve poverty and unemployment by 2014. This is also part of the Millennium Development Goals set by the United Nations for 2015. In order to achieve this goal, Government pays childcare grants to needy children under the age of 14. Over 12 million children receive this grant. However, these grants only help to satisfy some of the most basic needs. The gap between rich and poor in South Africa is still widening.

Many black people who grew up during apartheid were denied opportunities to get skilled work. They also did not undergo proper education and training. They therefore lack the qualifications and skills that are needed in the job market. Proper education, training and skills development enable people to become good income earners. The better your qualifications or experience and skills, the better the income you will be able to earn. Now that we have a democracy in South Africa, everybody has a better opportunity to improve their skills and to fight poverty.

(Source: http://www.sairr.org.za/sairr-today/news_item.2008-11-28.9488661622/)

- a) Explain what it means to live below the poverty line. [2 marks]
- b) How does Government try to help households where the income is below the poverty line? [3 marks]
- c) "Poverty and unemployment in South Africa are partly due to the legacy of apartheid." Explain this statement. [3 marks]
- d) Consult a dictionary or an adult to find definitions for the following words: [3 marks]
- (i) grant
 - (ii) democracy
 - (iii) skills development
- e) What does it mean to say that the gap between rich and poor is widening? [1 mark]
- f) How can a person ensure that he or she becomes a good income earner? [3 marks]
- (15)**

MARKING GUIDE

ACTIVITY 9.3.4 B [ADDITIONAL ACTIVITY]

Criteria	Yes	No
Our group could explain what living below the poverty line means.		
Our group could explain how Government tries to help households where the income is below the poverty line.		
Our group could explain the statement about the legacy of apartheid.		
Our group could explain the meanings of the concepts given.		
Our group could explain what it means when the gap between rich and poor is widening.		
Everybody in our group showed sensitivity towards people suffering from poverty because of unequal opportunities.		
Our group could explain how to ensure that a person becomes a good income earner.		

ACTIVITY 9.3.4 C [ADDITIONAL ACTIVITY]

CONDITIONS OF EMPLOYMENT

Case Study 1

It is 1963. Thembi is 14 years old. She works in a factory making clothes. She starts work at 6 am every day and spends all day sewing in a dimly lit room. Thembi finishes work at 6 pm in the evening after a 12 hour shift. She works everyday. She only gets paid for the days that she works. Thembi earns enough to buy a loaf of bread and a liter of milk each day. If she does not arrive for work because she is sick then she does not get paid. Her employers say she will lose her job for taking time off work when her elderly, sick mother died.

Case Study 2

It is 2013 and Mbali is 19 years old and has just finished school. She is working as a seamstress in the same factory and doing the same job as Thembi. However it is 40 years later. Mbali enjoys her job; the factory is well lit and ventilated. Mbali studied Consumer Studies at school. She is thrilled with her first job as she has always wanted to work in the fashion industry. She manages to save a small amount of money each year for her annual holiday. She is keen to work hard and hopes that her finances will improve as she gains experience and gets more responsibility at work.

QUESTIONS:

1. Read the two case studies above
2. Write a paragraph describing Mbali's working day and explain how her conditions of employment are much better than those of Thembi's.
3. Assuming Thembi is presently employed as a worker in the new South Africa, discuss four ways in which her rights are being violated.
4. Explain what you believe led to the improved working conditions, i.e. what factors have enabled Mbali to work in less harsh conditions than Thembi?

MARKING GUIDE

ACTIVITY 9.3.4 C [ADDITIONAL ACTIVITY]

1. Learners to read and compare the situation for each Case Study
2. Mbali's working day
Mbali would probably not be expected to work more than eight hours a day or 45 hours a week. She will be given an hour off (a lunch hour) after five hours of work. If Mbali worked overtime she would be paid at a higher rate. Mbali would be paid a living wage. Mbali would also be entitled to paid sick leave; she would not have to go to work if she felt ill. She would also be entitled to family responsibility leave in the event of a sick child or death of a next of kin. She will not have to feel guilty about leaving her family to be at work at times when her family really needs her. Her working environment is reasonably comfortable and will not harm her health. Mbali has obtained a good education at school and is skilled in her job. She will be able to do it well and opportunities for her promotion are likely to come her way. She can go to work feeling motivated and enjoy her job.
3. Ways that Thembi's rights will be violated:
 - Working long hours
 - Not getting sick leave
 - Being threatened with losing her job when she did not do anything wrong such as stealing from her employer

The above violate terms are laid down in the Basic Conditions of Employment Act.

4. Improved working conditions come about because of the Basic Conditions of Employment Act. This is because of trade unions and government intervention in the way the economy is run- South Africa has a mixed economy. This legislation was introduced mainly because the alliance trade unions have with the government. (COSATU, the largest federation of trade unions in South Africa, has an alliance with the ANC government.)

WEEK 3 PERIOD 5

Activity 9.3.5

Credit Purchases Invoice:

Received from a supplier when the business purchases goods on credit. The business receive the original which is used as the source document to record the transaction in the CJ of the business.

The following transactions appeared in the books of NTT Dealers for the month of February 2015. Premises at 21X Mine Building, Johannesburg 2001

Transactions:

15. The owner S. Lehae bought the following on credit from Danso Dealers
One HP Laptop @ R5400 each. (Price code 123)
(Details of Danso Dealers: 123 Thando Street, Crown Mines 2012. Telephone number 011 234 5678 and cell 0842340987
21. Received invoice from Makro for the following credit purchases:
50 T-shirts at R50 each; 25 Ladies dresses at R120; 10 Pairs of males sandals at R150 and 15 pairs of ladies sandals at R120. (Price code TR 009)
Stationery for the office R450 less 10% trade discount.
Received invoice L202 renumbered to 002. (Price code X076)
(Details for Makro: 222 Struben Street, Pretoria, 0001. Telephone 012 687 3456



and Cell: 074 231 4321)

Instruction:

Complete the two invoices received from the two wholesalers in class with your teacher.

Invoice

To: _____ No.: _____

Date: _____
Tel: _____
Cell: _____

From: _____

_____ Tel: _____

Quantity	Code	Description	Unit Price	Amount

E & EO

Invoice

To: _____ No.: _____

Date: _____
Tel: _____
Cell: _____

From: _____

_____ Tel: _____

Cell: _____



10	TR 09	Men's Sandals	150		1 500	
15	TR 09	Ladies sandals	120		1800	
	X076	Stationery	4050		4 050	
					12 850	
E & EO						

WEEK 3 PERIOD 6

Activity 9.3.6 Creditors Journal

INSTRUCTION:

Use the information in Activity 9.3.5 to record the transactions in the Creditors Journal of THE NTT Dealers for February 2015. (Show the effect on the Accounting Equation)

Creditors Journal of NTT Dealers for February 2015

CJ 1

Doc No	Day	Name of Creditor	Fol	Creditors Control	Trading Stock	Stationery	Sundry Accounts	Fol	Details
							Amount		

WEEK 3 PERIOD 6

ACTIVITY 9.3.6

Sam's Brolly Shop buys items on credit from suppliers. The following transactions took place during July 2015.

Transactions for July 2015

- 2 Purchased umbrellas from SA Shades for R5 600.
Received invoice no. 760, which was re numbered to 323.
- 4 Received an invoice from Chrome Limited for new shelving purchased for the shop, which cost R23 050.
- 7 An invoice for R24 800 was received from Evershade for stock (R13 500) and stationery.
- 13 Purchased parking material for R5 600 from Packers on credit.
- 18 Trading stock was bought on credit from Brolly Brooks for R4 500 less 10% trade discount.
- 25 Bought equipment for R12 340 and stationery for R560 from Durban Dealers on credit.
Durban Dealers give Sam 5% discount on equipment purchased.

MARKING GUIDE

ACTIVITY 9.3.6

Creditors Journal of Samm's Brolly Shop for July 2015

CJ1

Doc	Day	Creditor	Fol	Creditors control	Trading stock	Equipment	Stationery	Sundry account		
								Amount	Fol	Details
323	2	SA Shades		5 600	5 600					
324	4	Chrome LTD		23 050		23 050				
324	7	Evershade		24 800	13 500		11 300			
325	13	Packers		5 600				5 600	Packing Material	
326	18	Brolly Brook		4 050	4 050					
327	25	Durban Dealers		12 283		11 723	560			
				75 383	23 150	34 773	11 860	5 600		

Total = All these columns added together, so the Journal cross checks.

$4\,500 \times 10\% = 450$ (discount) therefore the amount owed $4\,500 - 450 = 4\,050$

Note: the business can buy more than one thing from their suppliers. These are added together and recorded in the Creditors control column.

WEEK 3 PERIOD 7

Activity 9.3.7

Debit Note:

The business issue a debit note to a supplier for incorrect or faulty goods purchased from them. The original is given to the supplier and the duplicate is used as source document to record the transaction in the CAJ of the business. It also indicates that the supplier's account will be debited/ decreased (-)

The following transactions appeared in the books of NTT Dealers for the month of February 2015. Premises at 21X Mine Building, Johannesburg 2001

Transactions:

- The owner S. Lehae returned the following goods to Makro:
2 T-shirts (wrong sizes) at R50 each, 5 Ladies dresses at R120 (incorrect number purchased) and stationery R 700. Issued debit note to them for the goods returned. DN 003
- Received credit note from Danso Dealers for 5% trade discount not deducted on price of HP Laptop bought from them on the 15 February 2015. Issued a debit note to them for the correction. DN 005

Instruction:

Complete the two debit noted issued to the two wholesalers in class with your teacher. (Show the effect on the Accounting Equation)



Activity: 9.3.7

Debit Note

To: _____ No.: _____

Date: _____
 Tel: _____
 Cell: _____

Debit note to: _____

Tel: _____
 Cell: _____

Quantity	Code	Description	Unit Price	Amount

E & EO

Debit Note

To: _____ No.: _____

Date: _____
 Tel: _____
 Cell: _____

From: _____

Tel: _____
 Cell: _____

Quantity	Code	Description	Unit Price	Amount

E & EO

Answers:

Debit Note

To: Makro
222 Struben Street
Pretoria
0001

No: 003

Tel: 012 687 3456

Date: 23 February 2015

Tel: 012 687 3456

Cell: 074 231 4321

NTT Dealers

Quantity	Code	Description	Unit Price	Amount
2		T-shirts	50	100
5		Ladies dresses	120	600
		Stationery		700
				1 400

E & EO

Debit Note

To: Danso Dealers
123 Thando Street
Crown Mines
2012

No.: 005

Tel: 011 234 5678

Cell: 0842340987

Date: 27 February 2015

NTT Dealers

Quantity	Code	Description	Unit Price	Amount
		HP Laptop 5% discount not charged		270
				270

E & EO



Answer:

Creditors Journal of NTT Dealers for February 2015

CJ 1

D o c N o	Da y	Name of Creditor	F ol	Creditors Control	Trading Stock	Stationery	Sundry Accounts	Fo l	Details
							Amount		
0 0 1	15	Danso Dealers		5 400			5 400		Equipment
0 0 2	21	Makro		12 850	8 800	4 050			
				18 250	8 800	4 050	5 400		

Accounting Equation

Date	Source Document	Account Debited	Account Debited	Assets	Owners Equity	Liabilities
15	Original Invoice	Equipment	Creditors Control	+ 5 400	0	+ 5 400
21	Original Invoice	Trading Stock	Creditors Control	+ 8 800		
	Original Invoice	Stationery	Creditors Control		- 4 050	+12 850

FORMAL ASSESSMENT ACTIVITIES
GRADE 7: PROJECT
GRADE 8: CASE STUDY
GRADE 9: PROJECT



**FORMAL ASSESSMENT ACTIVITIES
GRADE 7: PROJECT**

**ECONOMIC AND MANAGEMENT SCIENCES
TERM 3: PROJECT
ENTREPRENEUR'S DAY
GRADE 7**

Total marks: 50

Weeks: 6 – 7

BASED ON CONTENT TOPICS:	<ul style="list-style-type: none">• Term 3• Week 2 – 5• The Entrepreneur & Starting a Business
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INSTRUCTIONS TO LEARNERS:

Your school will be hosting a Market Day for the Grade 7 group of learners.

Your teacher will divide you into groups to complete the task.

Your teacher will assess all your work using the assessment tools below.

You can complete this task (depending on the contextual factors of your school/ community) with your teacher through a simulation exercise.

Steps to follow:

1. Develop business idea of a product/ service for your market day.
2. Develop a SWOT analysis of your idea(s).
3. Conduct a survey to test the viability of your product/ service for the market day (will you product / service be profitable)
4. A brief Business Plan would be advisable to show how your project will unfold.
5. Budget for your market day.
6. Cost calculations:
 - a. Cost price of your product/ service
 - b. Selling price
 - c. Variable and fixed costs
 - d. Projected profit to be made
 - e. **Some things to consider:** (Choose a product that you would like to make or sell and consider the following factors: make a list of all the items that you will need for your product. make a list of all your expenses or costs like ingredients or raw materials, advertising, stall renting, packaging, etc for your product. calculate the costs of all these items (total cost) where applicable. work out how many units of the product you think you can make with the items above; calculate how much it will cost to make one unit of the product. Record how you will determine your selling price. selling your products with confidence; determine what worked? what did not work? What will you do to improve your effort?)
7. Marketing strategy (Advertising of your product/ service on A4, A3 or A5 poster, business cards, pamphlets)
8. Producing your product using recycled materials or materials found in your community.
9. Capital to produce your product/ service, paying for expenses before and on market day.
10. Planning of your stall and equipment and materials needed.
11. Group objectives - Tasks per team members of your group shown clearly.
12. Hosting your market day with your teacher(s) assistance. Placement and layout of stalls on school premises, time, advertising, selling to rest of school.
13. Selling on market day: Cash float (change), enough products to sell, packaging, team work, record keeping of all money, control and monitoring by group leader, liaising with teacher(s) to prevent problems.



14. Clean up
15. Drawing up an Income and Expenditure Statement to determine profit made.

“TEAM WORK MAKES THE DREAM WORK”

ECONOMIC AND MANAGEMENT SCIENCES MARKET DAY: ADVERTISEMENT 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 decide on size of poster depending on context of school)

Name of Learner(s): _____ Grade: _____ Date: 20 _____

Teacher Assessment Rubric: Advertisement

Assessment Criteria	Level Descriptors			Learner's Mark	
	Not Achieved 0	Partially Achieved 1	Achieved 2		Outstanding Achievement 3
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 attracts a lot of attention through the use of colour, headings and pictures.	Max = 3
Creates desire for product	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
Convinces	Reasons to	Only one	A variety of	A wide variety of	Max = 3

		after due date ☹			
Team Work	No Team work evident. Complete by one team member only ☹	Little team work evident. Completed by only two team members ☹	Some team work evident. Completed by only three members (1)	All team members assisted in the completion of task. (2)	Max = 2
	TOTAL:				25

ECONOMIC AND MANAGEMENT SCIENCES MARKET DAY: CHECKLIST

Group Activity:

Instruction to learners:

Use this checklist to prepare for assessment by your teacher:

	Assessment Criteria	Yes	No
A	Before the market day:		
1	Was market research done in advance in order to motivate the choice of product? (Include evidence of people interviewed)		
2	Did the group set clear objectives for themselves on what they wanted to achieve? (How many products, possible profit, etc.)		
3	Are the group members' roles clearly defined and described? (Include a list of members and their roles before and on the market day)		
4	Did the group advertise the product at least a week before the market day?		
B	On the market day:		
5	Did the group make provision for enough change (cash float/change)		
6	Is the layout of the stall suitable for the specific goods or service?		
7	Is the stall accessible for customers, but secure enough to ensure that goods will not be stolen?		
8	Is the price clearly displayed?		
C	After the market day:		
9	Did the group work well together, without any conflict? (Team Work)		
10	Did all the group members perform their allocated tasks well?		
11	Did the group achieve all the objectives that they defined before the market day?		
12	Were most of the goods sold?		
13	Did the group make a reasonable profit?		



ECONOMIC AND MANAGEMENT SCIENCES MARKET 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, team work, selling on market day, income and expenditure statement (profit/ loss)

Name of Learners/ Group:

Assessment Criteria	Not Achieved (0 – 1)	Partially Achieved (2)	Achieved (3)	Outstanding Achievement (4 – 5)	Learners Mark
1 Market research was done in advance	Unable to collect relevant data for motivation of choice of product/ service (0). But tried a little (1)	Able to collect data, but not able to analyse it correctly in order to motivate choice of product/ service (2)	Able to collect most of the relevant data to motivate choice of product/ service (3)	Able to collect data in order to motivate choice of product/ service (4). Did thorough market research in a very professional way (5)	
2 Choice of product	Product choice does not meet the recommended criteria at all (0). Product choice meets only one of two criteria (1)	With some guidance the product meets some of the recommended criteria (2)	Most criteria of the product choice/ selection were met. (3)	Meets (4) or exceeds (5) all the criteria, including: <ul style="list-style-type: none"> - Recommendation from market research • Recommended price • Affordability • Quality • Marketability 	
3 Ability to draw up a budget according to given example	No attempt (0) Not able to draw up a cash budget, but tried (1)	Drew up cash budget, but made many mistakes (2)	Drew up a cash budget, but made minor mistakes (3)	Able to draw up a cash budget (4) exactly according to the given example (5)	
4 Distinguished between fixed and variable	No attempt to distinguish between costs (0). Some attempt (1)	Attempted to distinguish between costs, but made many mistakes (2)	Made mistakes in distinguishing between fixed and variable costs (3)	Able to distinguish between fixed and variable costs without any mistakes (4 – 5)	

5	Advertising (Advertising at least a week before the market day)	None (0) Little attention or persuasion evident in promotion strategies (1)	Attracts some attention, but does not provoke desire to buy (2)	Attracts attention and provides desire to buy to some extent (3)	Convinces customers to buy (4) Very effective marketing strategies were used (5)	
6	Planning of stall • Layout • Appearance • Accessibility	None (0) Little attention paid to 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 – 5)	
7	Group organisation	Group roles and skills not define (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 extend in the entrepreneurial activity (3)	Group roles and skills clearly defined, understood and utilised (4). Group roles effectively utilised in the entrepreneurial activity (5)	
8	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 all expenditure (2)	Able to calculate profit, but made mistakes and/ or did not include all proof of expenditure (3)	Able to calculate profit very accurately (4) And had proof of all expenses in the form of source documents (5)	
9	Achievement of group's objectives	None of the defined objectives, if any were achieved (made a loss) (0 – 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 (4) And a substantial big profit was made (5)	
10	Selling of goods/ services	Good/ services sold were not popular at all (0 – 1)	Some of the good/ services were sold, but not all(2)	Most of the goods/ services utilised to great extent (3)	All goods/ services fully utilised (4) And were very popular 5)	
TOTAL:						50

GRADE 8: CASE STUDY

ECONOMIC AND MANAGEMENT SCIENCES

**GRADE 8
CASE STUDY – TERM 3**

SUBJECT	:	EMS
YEAR	:	2014
TASK	:	CASE STUDY
TIME	:	30 MINUTES
MARKS	:	30
TOPICS	:	FINANCIAL LITERACY & ENTREPRENEURSHIP

Name of Learner: _____ Grade 8: _____

Name of School: _____

QUESTION MARK	1	2	TOTAL

This assessment task consists of 5 pages

INSTRUCTIONS:

Read the case study and two scenarios and answer the questions on the answer book provided.

CASE STUDY**GRADE: 8****TERMS: 3****MARKS:30****QUESTION 1****[20]**

Read the case study below and assist Bridget to record the transactions of her business in the following journals for March 2014:

1. Cash Receipts Journal (6)
2. Cash Payments Journal of Bridget Hair Salon. (14)

Supply the analysis columns for:

CRJ: Analysis of Receipts, Bank, Current income and Sundry accounts.

CPJ: Bank, Wages, Consumable goods/ Material costs, and Sundry accounts.

Do not close off CRJ and CPJ at the end of March.

Your friend, Bridget Mafafo, comes to you for advice; her bookkeeper has failed to record the transactions for the month of March.

Bridget has started her own business Bridget Hair Salon on 01 March 2014.

She deposited R22 000 directly into the business' current bank account. The first receipt from the receipt book was issued to her by her bookkeeper. On the second of March she issued cheque no. 001 to Sabre Properties for rent of the building, R3 000. She bought tables, chairs, and a cash register from Office Teq for R8 500 on the sixth. On the eighth the salon started operating and received R400 from clients as per cash register. The cheque book showed that on the eleventh some additional hair products were bought by Bridget from Nice Hair Dealers for R1 500. On the twelfth the business received R1 750 for services rendered according to cash register roll. Bridget withdrew R2 400 from current bank account to pay wages of her

**ANSWER SHEET
QUESTION 1**

Cash Receipts Journal of Bridget Hair Salon for March 2014

CRJ 1

Doc No	Day	Details	Fol	Analysis of Receipts	Bank	Current income	Sundry account		
							Amount	Fol	Details

(6)

Cash Payments Journal of Bridget Hair Salon

CPJ 1

Doc No	Day	Details	Fol	Bank	Wages	Consumable Goods	Sundry account		
							Amount	Fol	Details

(14)

QUESTION 2

a. Two Advantages of a Sole Trader:

Three disadvantages of a Sole Trader:

b. Two Advantages of a public limited company:

Three disadvantages of a public limited company:

(10)

TOTAL: 30



ECONOMIC AND MANAGEMENT SCIENCES

GRADE 8

CASE STUDY – TERM 3

SUBJECT	:	EMS
YEAR	:	2014
TASK	:	MEMORANDUM
TIME	:	30 MINUTES
MARKS	:	30
TOPICS	:	FINANCIAL LITERACY & ENTREPRENEURSHIP

This assessment task consists of 5 pages

Cash Receipts Journal of Bridget Hair Salon for March 2013

CRJ1

Doc No	Day	Details	Fol	Analysis of Receipts	Bank	Current income	Sundry account		
							Amount	Fol	Details
01	1	Bridget Mafafo			22 000✓		22 000✓		Capital ✓
CR R	8	Services rendered		400	400	400✓			
CR R	12	Services rendered		1 750✓	1 750	1 750			
✓ All 3 Doc									

(6)

Award mark only if analysed (bold line below the amount)

Cash payments Journal of Bridget Hair Salon for March 2013

CPJ1

Doc No	Day	Details	fol	Bank	Wages	Consumable goods	Sundry account		
							Amount	Fol	Details
001	2	Sabre Properties		3 000✓			3 000✓		Rent expense✓
002	6	Officeteq		8 500✓			8 500✓		Equipment✓
003	11	Nice Hair Dealers		1 500		1 500✓			
004	14	Cash		2 400✓	2 400✓				
006	30	Cash		2 900✓✓	2 500		400✓		Drawings✓
✓ All 5 Doc									

(14)

QUESTION 2

a) Advantages of a sole trader

- The owner makes own decisions ✓
- The owner keeps all the profits ✓
- It is easy to establish

(Any two) (2)

Disadvantages of a sole trader

- It is difficult to raise capital ✓
- The owner has unlimited liabilities towards the debts of a business. ✓
- The owner might not be skilled in all areas of business management. ✓
- The owner might be away or on leave and someone unmotivated may be employed to be in charge.
- When the owner dies, the business may collapse(Any three) (3)

b) Advantages of Public company

- Owners and shareholders have limited liability towards debts of a business. ✓
 - It can raise capital by issuing shares to the public. ✓
 - The company will continue even if the owner die or shareholders sell their shares
- (Any two) (2)

Disadvantages of a public company

- Shareholders must be consulted on key decisions ✓

GRADE 9: PROJECT

INSTRUCTIONS AND INFORMATION

1. This task consists of **TWO Sections: The Economy and Financial Literacy.**
2. Answer ALL questions in class under the supervision of the teacher.
3. Write in the spaces provided or on your OWN Answer Sheet.
4. Calculators may be used.

SECTION A: THE ECONOMY: TRADE UNIONS

[25]

QUESTION 1

- 1.1 Explain the concept **trade union**. (2)

- 1.2 Name **THREE** of the largest trade unions in full in South Africa. (3)

- 1.3 Differentiate between a **strike** and **picketing**. (4)

- 1.4 Give **TWO** issues that trade unions can negotiate between employers and employees. (2)

- 1.5 List **TWO** responsibilities of trade unions in the table below. (4)

Responsibilities of trade unions

- 1.6 Discuss **trade unions** with your neighbour who has just been employed.

Use the following headings:

- 1.6.1. Role of trade unions in S.A. in changing the political and economic policies during the apartheid era.

74

1.6.2. **TWO** negatives that influence of trade unions on business in South Africa

(4)

1.6.3. How trade unions can help to grow the South African economy. (Contribute to sustainable growth and development)

(2)

SECTION B Financial literacy: Debtors Ledger and General Ledger [25]

QUESTION 2 (5)

Choose from the word bank below and FILL in the missing words.

Sales Credit	Debit Debtors ledger	Credit sales invoice Credit purchases invoice
-------------------------	---------------------------------	--

2.1 The statement of account sent to the debtors each month showing clearly how much the debtor owes to the business. (1)

2.2 When debtors buy goods on credit, in the Debtors Ledger, it is recorded in the _____ column and when they pay their accounts, it is recorded _____ column. (2)

2.3 Which source document would be used when goods are sold on credit? (1)

2.4 When a business sells goods to A. Bothe on credit (1)

QUESTION 3**(4)**

Analyse the following transactions under the headings provided.

In the accounting equation, indicate an increase with a “+”, a decrease with a “-“and no change with a “0” before the amount.

10. Sold goods on credit to Fairs, R 500, and cost price R 250.

Day	ASSETS		OWNER'S EQUITY		Liabilities	
	Effect	Reason	Effect	Reason	Effect	Reason
10						

QUESTION 4

Study the Cash Receipts Journal and Debtors Journal below and complete the table.

1. Debtors ledger of H. Ramsay (9)
2. General ledger of Springs Stores on 28 February 2014 (7)

CASH RECEIPTS JOURNAL OF SPRINGS STORES- FEBRUARY 2014 CRJ1

Doc No.	Day	Details	Fol	Analysis of receipts		Bank	Sales	Cost of sales	Debtors control	Sundry accounts				
										Amount	Fol.	Details		
200	23	H. Ramsay	D2	400	-				400	-				
CRR		Sales		210	-	610	-	210	-	175	-			
201	28	M. Siaga	D1	1 800	-					1 800	-			
CRR		Sales		480	-	2 280	-	480	-	400	-			
						2 890	-	690	-	575	-	2 200	-	
						B3		N1		N2				

B1DEBTORS JOURNAL OF SPRINGS STORES - FEBRUARY 2014 DJ1

Inv. No.	Day	Debtor	Fol	Sales	Cost of Sales
311	3	M. Siaga	D1	1 200	1 000
312	7	H. Ramsay	D2	900	750
313	25	H. Ramsay	D2	1 320	1 100
				3 420	2 850
				N1	N2

DEBTORS LEDGER OF SPRINGS STORES

H. RAMSAY

D2

DATE	DETAILS	FOL	DEBIT	CREDIT	BALANCE
2014 Feb					

DR.	GENERAL LEDGER OF SPRINGS STORES								CR.
DEBTORS CONTROL					B1				

TOTAL: 50 MARKS



ECONOMIC AND MANAGEMENT SCIENCES
GRADE 9
PROJECT
TERM 3
MEMORANDUM
MARKS 50

SECTION A: THE ECONOMY: TRADE UNIONS [25]

QUESTION 1

1.1 Trade union is an association or group of workers in any trade ✓ for the purpose of protecting the interests of the workers. ✓ (2)

1.2 Name **THREE** of the largest trade unions in South Africa.

- COSATU- Congress of South African Trade Unions ✓
- FEDUSA – Federation of Unions of South Africa ✓
- NACTU- National Council of Trade Unions ✓
- COSAWU- Confederation of South African Workers` Unions (3)

1.3 **Strike** is when workers stay away from work to force management to accept their demands(grievances). ✓ ✓ (2)

Picketing is a form of protest in which people congregate outside a place of work or location where an event is taking place or Picketing, act of patrolling a place of work affected by a strike in order to discourage its patronage, to make public aware of the workers' grievance ✓ ✓ (2)

1.4 Salary increase/ living wages ✓ improvement of working conditions/ hours of

1.6.2. **TWO** negative influence of trade unions on business in South Africa

- Business can lose contracts or pay penalties for work done ✓✓
- Business`s profit will decrease. ✓✓
- Business`s assets can be damaged
- The strike actions create an image of instability.
- Negative an image discuss foreign and domestic investment
- More jobs will be lost
- Decrease in exports (Any two) (4)

1.6.3. How trade unions can help to grow the South African economy.

- The trade unions can force government to spend money on projects and services that will bring growth and development in the community. ✓✓
- The trade unions can force business to increase spending on skills training for workers.
- The trade unions ensure that workers are paid fairly
- Ensure that there that workers in good conditions. (Any two) (2)

SECTION B Financial literacy: Debtors Ledger and General Ledger [25]
QUESTION 2

- 2.1 Debtors ledger ✓ (1)

QUESTION 4
DEBTORS LEDGER OF SPRINGS STORES
H. RAMSAY

D2

DATE	DETAILS	FOL	DEBIT	CREDIT	BALANCE
2014 Feb	7 Invoice: 312✓	DJ1✓	900✓		900
	23 Receipt:200✓	CRJ1 ✓		400✓	500✓
	25 Invoice: 314	DJ1	1 320✓		1 820✓

(9)

DR.		GENERAL LEDGER OF SPRINGS STORES										CR.	
DEBTORS' CONTROL						B1							
2014 Feb	28	Sales✓	DJ1✓	3 420✓	-	2014 Feb	28	Bank✓	CRJ1✓	2 200✓	-		
								Balance	c/d	1220✓			
				3 420						3 420			
Mar	1	Balance	b/d	1220									

(7)

TOTAL: 50





MULTI GRADE PERIOD PLANNING

PLAN – MULTI-GRADE SCHOOLS ANNUAL TEACHING

PERIOD PLANNING FOR TEACHERS – TERM 4

WEEKS	GR. 7			GR. 8			GR. 9		
	WEEK 1	Period 1 Financial Literacy: Budgets (Business budget)	Period 2 Financial Literacy: • Budgets (Business budget)	Period 1 Financial Literacy: • Double entry rule • T-accounts	Period 2 Financial Literacy: • Double entry rule • T-accounts	Period 1 Financial Literacy: • Recording of cash and credit transactions	Period 2 Financial Literacy: • Posting of cash and credit transactions to the General Ledger and Creditors and Debtors Ledger.		
WEEK 2	Period 3 Financial Literacy: Budgets (business budget)	Period 4 Financial Literacy: Budgets (business budget)	Period 3 Financial Literacy: • General Ledger • Trial Balance	Period 4 Financial Literacy: • General Ledger • Trial Balance	Period 3 Financial Literacy: • Recording of cash and credit transactions	Period 4 Financial Literacy: Posting of cash and credit transaction to the General Ledger and Debtors and Creditors Ledger. Prepare the trail balance			
WEEK 3	Period 5 Entrepreneurship: Formal and informal businesses.	Period 6 Entrepreneurship: Types of businesses (trading and manufacturing)	Period 5 Financial Literacy: • General Ledger • Trial Balance	Period 6 Financial Literacy: • General Ledger • Trial Balance	Period 5 Entrepreneurship: Business plan: • Concepts and components. • Reasons	Period 6 Entrepreneurship: Business plan: • Description of products/services • Goals • Business owners			

WEEK 4	Period 7 Entrepreneurship: Businesses <ul style="list-style-type: none"> • Service businesses 	Period 8 Entrepreneurship: Businesses <ul style="list-style-type: none"> • Role of businesses as producers and consumers 	Period 7 Entrepreneurship: Forms of ownership <ul style="list-style-type: none"> • Sole trader -Characteristics -Advantages and disadvantages -Role in sustainable job creation -Role in sustainable use of natural resources. 	Period 8 Entrepreneurship: Forms of ownership <ul style="list-style-type: none"> • Partnership and Close corporation -Characteristics -Advantages and disadvantages -Role in sustainable job creation -Role in sustainable use of natural resources. 	Period 7 Entrepreneurship: Business plan: <ul style="list-style-type: none"> • Production plan • Marketing plan • Management plan 	Period 8 Entrepreneurship: Business plan: <ul style="list-style-type: none"> • SWOT-analysis • Extra Case study on SWOT-analysis
WEEK 5	Period 9 Entrepreneurship: Businesses <ul style="list-style-type: none"> • Impact of natural disasters and health epidemics on businesses. 	Period 10 Entrepreneurship: Businesses <ul style="list-style-type: none"> • Private and Public Companies 	Period 9 Entrepreneurship: Forms of ownership <ul style="list-style-type: none"> • Private and public companies. -Characteristics -Advantages and disadvantages -Role in sustainable job creation -Role in sustainable use of natural resources. 	Period 10 Entrepreneurship: Forms of ownership	Period 9 Entrepreneurship: Financial plan <ul style="list-style-type: none"> • Fixed and variable costs. • Breakeven point. 	Period 10 Entrepreneurship: <ul style="list-style-type: none"> • Mark-up • Cost price • Selling price.
WEEK 6+7	Period 11 REVISION	Period 12 REVISION	Period 11 REVISION	Period 12 REVISION	Period 11 REVISION	Period 12 REVISION
WEEK 8-10	FINAL EXAMINATIONS		FINAL EXAMINATIONS		FINAL EXAMINATIONS	

TERM 4 LESSON PLANS



**GR. 7-9 EMS MULTI-GRADE LESSON PLANS – TERM 4 (WEEK 1-5)
LESSON PLAN 1**

Economic and Management Sciences GRADE 7 – 9 TERM 4: Week 1

GRADE 7		GRADE 8		GRADE 9	
Topic: FIN. LITERACY Sub-topic: Budgets	Duration: 4 hours Start date: Completed date:	Topic: FIN. LITERACY Sub-topic: Double entry rule (Period 1+2)	Duration: 2 hours Start date: Completed date:	Topic: FINANCIAL LITERACY Sub-topic: Recording of cash and credit transactions (Period 1+2 of a total of 5 periods)	Duration: 2 of 5 hours Start date: Completed date:
Prior content knowledge: General knowledge of budgeting in own family or with pocket money.	Link with next lesson: Entrepreneurship (Week 3-5)	Prior content knowledge: Prior knowledge of the classification of accounts into assets, liabilities and owners' equity and the Accounting equation.	Link with next lesson: Financial Literacy: Posting CRJ and CPJ to the General Ledger accounts	Prior content knowledge: Prior knowledge of posting of the CRJ, CPJ, DJ and CJ.	Link with next lesson: Drawing up a Trial Balance to test the accuracy of posting to the General Ledger accounts.(Done during revision week)
Content: <u>WEEK 1</u> <ul style="list-style-type: none"> • Purpose of a budget. • Components of a personal budget. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Income • Expenses • Budget deficit 	Content: <ul style="list-style-type: none"> • Assets • Liabilities 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Assets • Liabilities 	Content: <ul style="list-style-type: none"> • Recording of transactions in 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Cash • Payments • Journal

<ul style="list-style-type: none"> • How to balance a personal budget. • Wrong ways to balance a budget = credit + loans! 	<ul style="list-style-type: none"> • Budget surplus 	<ul style="list-style-type: none"> • Owners' equity accounts • Income accounts • Expense accounts • Accounting equation 	<ul style="list-style-type: none"> • Owners' equity • Income accounts • Expense accounts • Accounting equation 	<p>the CPJ, CJ and CAJ.</p> <ul style="list-style-type: none"> • Posting of the CPJ, CJ and CAJ to the General Ledger • Posting of the CPJ, CJ and CAJ to the Creditors Ledger. 	<ul style="list-style-type: none"> • Creditors Journal • Credit invoice • Credit note • Debit note • Cheque • Cheque counterfoil • Settled account • Paid in full
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List different ways to receive income. ✓ List different types of expenses. ✓ Understand how to balance a budget by decreasing the expenses, or increasing the income. ✓ Understand the dangers of credit as a means to balance a budget! 		<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the Accounting equation ✓ Understand the double entry rule ✓ Classify accounts correctly and know the impact of cash transactions on the Accounting equation. 		<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between cash and credit transactions. ✓ Distinguish between debtors and creditors. ✓ Record cash and credit transactions in the relevant journals. ✓ Record allowances in the DAJ and CAJ. ✓ Post all journals to the debtors and creditors ledgers, as well as the general ledger accounts. ✓ Draw up a trial balance at the end of the month to test the accuracy of recording and posting. 	

<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples and pictures from newspapers/textbooks to illustrate the actions of trade unions. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY</p> <p>Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Glossary in textbook</p>	<p>ASSESSMENT STRATEGY</p> <p>Formal <input type="checkbox"/></p> <p>Informal <input type="checkbox"/></p> <p>Form of Assessment: Glossary in textbook</p>	<p>ASSESSMENT STRATEGY</p> <p>Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Glossary in textbook</p>	<p>ASSESSMENT STRATEGY</p> <p>Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Glossary in textbook</p>	<p>ASSESSMENT STRATEGY</p> <p>Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Glossary in textbook</p>	<p>ASSESSMENT STRATEGY</p> <p>Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p> <p>Form of Assessment: Glossary in textbook</p>

<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>On the classification of accounts and Accounting equation.</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books All work is marked and corrected by the learner and controlled by the teacher. 	<p>Period 1: Activity Record</p> <p>transactions in the CPJ, CJ and CAJ</p> <p>Memorandum Gr. 9 EMS Multi-grade activities for term 4 Fin.</p> <p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1:</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1:</p>	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 1:</p>
<p><u>Introduction</u></p> <p>Before a business starts operating, it needs money which is called capital. In order to use this capital wisely, it needs to plan. This plan is referred to as the budget. Then it continues to trade and receives income and pays for expenses. These transactions are then recorded using the double entry system commonly known as the T-accounts.</p>		

TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
<p>Business Budgets</p> <ul style="list-style-type: none"> • Ask questions on the purpose of the personal budget and its components. • Give Activity 7.4.1 and ask learners to balance the personal budget. • Explain the business budget. • Revise the concept of surplus and deficits in the budget of businesses. • Differentiate between a personal and business budget. • Give learners notes on the components of the business budget. 	<p>Business Budgets</p> <ul style="list-style-type: none"> • Answer questions on the purpose of the personal budget and its components. • Complete Activity on how to balance the personal budget. • Listen and ask clarity seeking questions on the business budget. • Summarise all the new concepts in their workbooks. • Pay attention to the teacher illustrating the difference between the surplus and deficit of the business budget. • Copy notes from the board on the 	<p>Double entry rule and T-accounts</p> <ul style="list-style-type: none"> • Ask learners to explain the concepts: Assets, Liabilities and Owners' equity and give examples. • Use an example to illustrate the classification of accounts into income and expense accounts. • Explain the different 	<p>Double entry rule and T-accounts</p> <ul style="list-style-type: none"> • Answer questions on the concepts and give examples of Assets Owner's equity and Liabilities. • Listen and pay attention to the classification of accounts into income and expenses. • Learners will classify accounts 	<p>Recording of cash and credit transactions in the journals.</p> <ul style="list-style-type: none"> • Distinguish amongst the six journals (CRJ, CPJ, DJ, CJ, DAJ and CAJ). • Give learners an activity to record transactions in the three journals. • Read sets of transactions while learners identify in 	<p>Recording of cash and credit transactions in the journals.</p> <ul style="list-style-type: none"> • Listen to the explanation of the differences amongst the six journals (CRJ, CPJ, DJ, CJ, DAJ and CAJ). • Record transactions in the three journals as instructed by the teacher. • Listen while the teacher reads the transactions and identify the journals in which the transactions

			<p>accounting equation. $A = O.E + L$ $A = L + O.E$ $O.E + L = A$</p> <ul style="list-style-type: none"> Explain the double entry rule (rule of debit and credit). Write a summary of the explanation s given and ask learners to write it into their exercise books. 	<p>form according to Assets, Liabilities and Owner's Equity.</p> <p>Copy the summary given by the teacher into their exercise books.</p>	<p>transactions will be recorded.</p> <ul style="list-style-type: none"> Ask learners to do Activity 9.4.1 in CPJ, CJ and CAJ as class work. Provide copies of the memorandum for learners to mark the activity. 	<p>will be recorded.</p> <ul style="list-style-type: none"> Complete activity 9.4.1 in the CPJ, CJ and CAJ as class work. Mark activity 9.4.1 from the memorandum that was provided by the teacher.
Period 2: TEACHER'S ACTIVITIES	Period 2: LEARNERS' ACTIVITIES	Period 2: TEACHER'S ACTIVITIES	Period 2: TEACHER'S ACTIVITIES	Period 2: LEARNERS' ACTIVITIES	Period 2: TEACHER'S ACTIVITIES	Period 2: LEARNERS' ACTIVITIES
Business Budgets:	Business Budgets:	Business Budgets:	Business Budgets:	Business Budgets:	Business Budgets:	Business Budgets:
<ul style="list-style-type: none"> Give learners activity 7.4.2 on the purpose and balancing of a business budget 	<ul style="list-style-type: none"> Do activity 7.4.2 on the purpose and balancing of a business budget 	<ul style="list-style-type: none"> Give 	<ul style="list-style-type: none"> Double entry rule and T-accounts 	<ul style="list-style-type: none"> Double entry rule and T-accounts 	<ul style="list-style-type: none"> Posting to ledgers: Provide the answers of 	<ul style="list-style-type: none"> Posting to ledgers: Learners mark the

<ul style="list-style-type: none"> • Mark learners' activity on the purpose of balancing of a business budget. • Provide learners with feedback on the activity. 	<p>business budget.</p> <ul style="list-style-type: none"> • Listen and ask clarity seeking questions. • Listen to the feedback from the teacher on the activity. 	<p>8.4.2 on the double entry rule.</p> <ul style="list-style-type: none"> • Observe learners while they are doing activity 8.4.2. • Assist learners to do corrections on activity 8.4.2. 	<p>the double entry rule.</p> <ul style="list-style-type: none"> • Do corrections on 8.4.2 based on the double entry rule with the help of the teacher. 	<p>9.4.1 and learners check that mark their work and correct their mistakes.</p> <ul style="list-style-type: none"> • Ask learners to do Activity 9.4.2 by posting the recordings made in the journals in Activity 9.4.1 to the General Ledger and the Creditors Ledger. • Provide learners with the solution to the activity 9.4.2. 	<p>and correct their responses, where necessary.</p> <ul style="list-style-type: none"> • Ask clarity seeking questions. • Do Activity 9.4.2 by posting the recordings made in the journals in Activity 9.4.1 to the General Ledger and the Creditors Ledger. • Do corrections on Activity 9.4.2
<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk • Examples of everyday expenses in the learners' 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved text book • Chalkboard and different 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS textbook. • Chalkboard and different 	

	<ul style="list-style-type: none"> • The Accounting house poster 	<ul style="list-style-type: none"> • Eight-column Cash Books or the answer sheets of Activity 4.1 and Activity 4.2.
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p>		
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p> <p>.....</p>		

LESSON PLAN 2

TERM 4: Week 2

GRADE 7 – 9

Economic and Management Sciences

GR. 7		GR. 8		GR. 9	
<p>Topic: FIN. LITERACY Sub-topic: Budgets</p>	<p>Duration: 4 hours Start date: Completed date:</p>	<p>Topic: FIN. LITERACY Sub-topic: Posting the CRJ and CPJ to the General Ledger accounts (Period 3+4)</p>	<p>Duration: 4 hours Start date: Completed date:</p>	<p>Topic: FINANCIAL LITERACY Sub-topic: Recording of cash and credit transactions (Period 3+4 of a total of 5 periods)</p>	<p>Duration: 2 of 5 hours Start date: Completed date:</p>
<p>Prior content knowledge: General knowledge of budgeting in own family or with pocket money.</p>	<p>Link with next lesson: Entrepreneurship (Week 3-5)</p>	<p>Prior content knowledge: Prior knowledge of the classification of accounts into assets, liabilities and owners' equity and the Accounting equation.</p>	<p>Link with next lesson: Financial Literacy: Posting CRJ and CPJ to the General Ledger accounts</p>	<p>Prior content knowledge: Prior knowledge of posting of the CRJ, CPJ, DJ and CJ.</p>	<p>Link with next lesson: Drawing up a Trial Balance to test the accuracy of posting to the General Ledger accounts. (Done during revision week)</p>
<p>Content: <u>WEEK 2</u></p> <ul style="list-style-type: none"> • Purpose of a budget. • Components of a personal budget. • How to balance a personal budget. • Wrong ways to balance a budget = credit + loans! 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Income • Expenses • Budget deficit • Budget surplus 	<p>Content:</p> <ul style="list-style-type: none"> • Assets • Liabilities • Owners' equity • Income accounts • Expense accounts • Accounting equation 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Assets • Liabilities • Owners' equity • Income accounts • Expense accounts • Accounting equation • Balancing of Balance sheet accounts 	<p>Content:</p> <ul style="list-style-type: none"> • Recording of transactions in the CRJ, DJ and DAJ. • Posting of the CRJ, DJ and DAJ to the General Ledger • Posting of the CRJ, DJ and DAJ to the Debtors Ledger. 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Cash Receipts Journal • Debtors Journal • Credit invoice • Credit note • Debit note • Receipt • Duplicate receipt • Settled account • Paid in full

		<ul style="list-style-type: none"> • Balancing of Balance sheet accounts • Totaling of nominal accounts. 	<ul style="list-style-type: none"> • Totaling of nominal accounts 	
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List different ways to receive income. ✓ List different types of expenses. ✓ Understand how to balance a budget by decreasing the expenses, or increasing the income. ✓ Understand the dangers of credit. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the Accounting equation ✓ Understand the double entry rule ✓ Classify accounts correctly and know the impact of cash transactions on the Accounting equation. ✓ Post all cash receipts and payments to the general ledger accounts. ✓ Balance a Balance Sheet account. ✓ Total a nominal account the correct way. ✓ Draw up a Trial balance at the end of the month. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the Accounting equation ✓ Understand the double entry rule ✓ Classify accounts correctly and know the impact of cash transactions on the Accounting equation. ✓ Post all cash receipts and payments to the general ledger accounts. ✓ Balance a Balance Sheet account. ✓ Total a nominal account the correct way. ✓ Draw up a Trial balance at the end of the month. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between cash and credit transactions. ✓ Distinguish between debtors and creditors. ✓ Record cash and credit transactions in the relevant journals. ✓ Record allowances in the DAJ and CAJ. ✓ Post all journals to the debtors and creditors ledgers, as well as the general ledger accounts. ✓ Draw up a trial balance at the end of the month to test the accuracy of recording and posting. 	
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other:

ASSESSMENT STRATEGY	Formal Assessment	Formal Assessment	Formal Assessment
.....
ASSESSMENT STRATEGY	Formal Assessment	Formal Assessment	Formal Assessment
Form of Assessment:	Formal Assessment	Formal Assessment	Formal Assessment
Tool:	Formal Assessment	Formal Assessment	Formal Assessment
Period 3: Activity Case study: draft a budget for a specific family			
Period 4: Activity Response on text: Give learners a budget and they have to improve it and answer questions about it.	Memorandum		
ASSESSMENT STRATEGY	Formal Assessment	Formal Assessment	Formal Assessment
Form of Assessment:	Formal Assessment	Formal Assessment	Formal Assessment
Tool:	Formal Assessment	Formal Assessment	Formal Assessment
Period 3: Activity Posting CRJs of term 2 to the general ledger accounts.	Memorandum		
Period 4: Activity Posting CPJs of term 3 to the general ledger accounts.	Memorandum		
EVIDENCE OF ASSESSMENT	EVIDENCE OF ASSESSMENT	EVIDENCE OF ASSESSMENT	EVIDENCE OF ASSESSMENT
Teacher:	Teacher:	Teacher:	Teacher:
<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books.
Form of Assessment:	Formal Assessment	Formal Assessment	Formal Assessment
Tool:	Formal Assessment	Formal Assessment	Formal Assessment
Define vocabulary words			Glossary in textbook
Period 3: Activity Recording transactions of Activity 4.3 in the CRJ, DJ and DAJ.			Memorandum
Period 4: Activity Posting the journals of Activity to the General Ledger and Debtors Ledger.			Memorandum

		<ul style="list-style-type: none"> All work is marked and corrected by the learner and controlled by the teacher.
LESSON, CLASS WORK AND HOMEWORK:		
Period 3: TEACHER'S ACTIVITIES <u>Business Budgets: case studies</u> <ul style="list-style-type: none"> Give learners activity 7.4.3 (case study) as class work. Check on the progress of learners on the activity 7.4.3 Ask learners to complete the activity 7.4.3 at home. 	Period 3: TEACHER'S ACTIVITIES <u>Posting from CRJ of the General Ledger accounts:</u> <ul style="list-style-type: none"> Give learners a completed CRJ and ask them to post the information on the CRJ to the General Ledger Activity 8.4.3 Ask learners to complete the activity 8.4.3 as homework. 	Period 3: LEARNERS' ACTIVITIES <u>Posting from CRJ to the General Ledger accounts:</u> <ul style="list-style-type: none"> Post the information from the completed CRJ to the General Ledger (Activity 8.4.3). Complete activity 8.4.3 at home.
Period 3: LEARNERS' ACTIVITIES <u>Budgets: case studies</u> <ul style="list-style-type: none"> Do activity 7.4.3 and do corrections in their exercise books. Ask clarity seeking questions as they progress with their activity. 	Period 3: TEACHER'S ACTIVITIES <u>Posting from CRJ of the General Ledger accounts:</u> <ul style="list-style-type: none"> Give learners a completed CRJ and ask them to post the information on the CRJ to the General Ledger Activity 8.4.3 Ask learners to complete the activity 8.4.3 as homework. 	Period 3: LEARNERS' ACTIVITIES <u>Posting from CRJ to the General Ledger accounts:</u> <ul style="list-style-type: none"> Post the information from the completed CRJ to the General Ledger (Activity 8.4.3). Complete activity 8.4.3 at home.
LESSON, CLASS WORK AND HOMEWORK:		
Period 3: TEACHER'S ACTIVITIES <u>Recording of cash and credit transactions in the journals.</u> <ul style="list-style-type: none"> Give learners an activity to record transactions in the three journals. Read sets of transactions while learners identify in which journals the transactions will be recorded. Ask learners to do Activity 9.4.3 in CRJ, DJ and DAJ as class work. Provide copies of the memorandum for learners to mark 	Period 3: LEARNERS' ACTIVITIES <u>Posting to Ledgers:</u> <ul style="list-style-type: none"> Record transactions in the three journals as instructed by the teacher. Listen while the teacher reads the transactions and identify the journals in which the transactions will be recorded. Complete activity 9.4.3 in the CRJ, DJ and DAJ as class work. Mark activity 9.4.3 from the memorandum that was provided by 	

Period 4: TEACHER'S ACTIVITIES	Period 4: LEARNERS' ACTIVITIES	Period 4: TEACHER'S ACTIVITIES	Period 4: LEARNERS' ACTIVITIES	Period 4: TEACHER'S ACTIVITIES	Period 4: LEARNERS' ACTIVITIES
<p>Business Budgets:</p> <ul style="list-style-type: none"> • Provide the correct answers of Activity 7.4.3 to learners. • Give an informal test on business budgets. • Supervise the writing of the informal test. 	<p>Business Budgets:</p> <ul style="list-style-type: none"> • Do corrections on activity 7.4.3 their exercise books. • Write informal test on business budgets. 	<p>Posting from the CPJ to the General Ledger accounts:</p> <ul style="list-style-type: none"> • Give learners a completed CPJ and ask them to post the information on the CPJ to the General Ledger (Activity 8.4.4) • Ask learners to complete the activity 8.4.4 as homework 	<p>Posting from CPJ to the General Ledger accounts:</p> <ul style="list-style-type: none"> • Post the information from the completed CPJ to the General Ledger (Activity 8.4.4). • Use totals\balances obtained from Activity 8.4.4 to prepare a trial balance 	<p>Trial balance:</p> <ul style="list-style-type: none"> • Provide answers activity 9.4.3 and ask learners to do corrections. • Allow learners to ask clarity seeking questions. • Ask learners to do Activity 9.4.4 by posting the recordings made in the journals in Activity 9.4.3 to the General Ledger and the Debtors Ledger. • Ask learners to draw a Trial Balance for Activities 9.4.2 and 9.4.4 	<p>Trial balance:</p> <ul style="list-style-type: none"> • Mark the journals of Activity 9.4.3 and correct their mistakes. • Ask clarity seeking questions. • Extract information from the Activities 9.4.2 and 9.4.4 and draw a trial balance
<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and chalk • Calculators and long rulers 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and COLOURED chalk • Calculators and long rulers • Double Ledger Accounting books, or answer sheets with the correct columns. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and COLOURED chalk • Calculators and long rulers • Double Ledger Accounting books or answer sheets for the General Ledger and Debtors Ledger of Activity 3.4. 	

Teacher's comments / reflection:

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HOD's input: monitoring and support

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LESSON PLAN 3

TERM 4: Week 3

GRADE 7 – 9

Economic and Management Sciences

GRADE 7		GRADE 8		GRADE 9	
Topic: ENTREPRENEURS HIP	Duration: 6 hours Start date: Completed date:	Topic: FIN. LITERACY Sub-topic: Posting the CRJ and CPJ to the General Ledger accounts (Period 3+4)	Duration: 4 hours Start date: Completed date:	Topic: ENTREPRENEURSHIP Sub-topic: Business plan (Introduction, components, reasons and goals) (Period 5+6)	Duration: 2 of 6 hours for the Business plan Start date: Completed date:
Prior content knowledge:	Link with next lesson:	Prior content knowledge:	Link with next lesson:	Prior content knowledge:	Link with next lesson:

<p>Prior knowledge of different types of businesses and informal businesses</p>	<p>Content:</p> <ul style="list-style-type: none"> • <u>Informal businesses</u> • Characteristics of informal businesses. • Advantages of <u>informal</u> businesses • Disadvantages of <u>informal</u> businesses. • Comparison between formal and informal businesses. 	<p>Different types of formal businesses, their characteristics, advantages and disadvantages.</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Trading business • Manufacturing business • Service enterprise • Informal business • . • . 	<p>Prior knowledge of the classification of accounts into assets, liabilities and owners' equity and the Accounting equation.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Assets • Liabilities • Owners' equity • Income accounts • Expense accounts • Accounting equation • Balancing of Balance sheet accounts • Totalling of nominal accounts 	<p>Financial Literacy: Posting CRJ and CPJ to the General Ledger accounts</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Assets • Liabilities • Owners' equity • Income accounts • Expense accounts • Accounting equation • Balancing of Balance sheet accounts • Totalling of nominal accounts 	<p>General knowledge of friends or family members who started their own businesses</p>	<p>Content:</p> <ul style="list-style-type: none"> • What is a business plan • Reasons for drafting of a business plan • Components of a business plan 	<p>Components of the business plan</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Business plan • Cover page • Table of contents • Description of business • Long term goals • Medium term goals • Short-term goals • Business owners
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Classify businesses into trading, manufacturing or service enterprises. ✓ Describe an informal and formal business. ✓ Distinguish between the advantages and disadvantages of formal businesses. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand the Accounting equation ✓ Understand the double entry rule ✓ Classify accounts correctly and know the impact of cash transactions on the Accounting equation. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ List the components of a business plan ✓ Describe each component of the business plan. ✓ Develop a business plan fusing their own business id ✓ Describe their own business idea in a convincing way. 									

<ul style="list-style-type: none"> ✓ Distinguish between the advantages and disadvantages of informal businesses. ✓ Appreciate the value of informal businesses to reduce poverty in SA. 	<ul style="list-style-type: none"> ✓ Post all cash receipts and payments to the general ledger accounts. ✓ Balance a Balance Sheet account. ✓ Total a nominal account the correct way. ✓ Draw up a Trial balance at the end of the month 	<p>✓ Post all cash receipts and payments to the general ledger accounts.</p> <p>✓ Balance a Balance Sheet account.</p> <p>✓ Total a nominal account the correct way.</p> <p>✓ Draw up a Trial balance at the end of the month</p>																		
<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 																		
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<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>Period 6: Activity 4.6</p> <ul style="list-style-type: none"> Draw up a trial balance for Activity 4.5. Correct an incorrect trial balance also! <p>Memorandum</p> <p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p> <p>Businesses: <u>Formal and informal</u></p> <ul style="list-style-type: none"> Explain what a business is. Mention that a business can either be formal or informal. Explain what a formal business is and give examples. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p> <p><u>Posting CRJ and CPJ to the General Ledger accounts and draw up a trial balance:</u></p> <ul style="list-style-type: none"> Give learners Activity 8.4.5 on the posting of the transactions from the CRJ and CPJ to the General Ledger. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 5:</p> <p>TEACHER'S ACTIVITIES</p> <p><u>Business plan Components and reasons:</u></p> <ul style="list-style-type: none"> Explain what a business plan is and why it is important to have a business plan. Show an example of a business plan and ask learners to
<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 5:</p> <p>LEARNERS' ACTIVITIES</p> <p><u>Businesses:</u> <u>Formal and informal</u></p> <ul style="list-style-type: none"> Listen to the teacher's explanation of what a business is. Listen to the teacher's explanation of formal and 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 5:</p> <p>LEARNERS' ACTIVITIES</p> <p><u>Posting CRJ and CPJ to the General Ledger Accounts And Draw Up A Trial Balance:</u></p> <ul style="list-style-type: none"> Do Activity 8.4.5 on the posting of transactions from the CRJ and CPJ to the general ledger. 	<p>LESSON, CLASS WORK AND HOMEWORK:</p> <p>Period 5:</p> <p>LEARNERS' ACTIVITIES</p> <p><u>Business plan Components and reasons:</u></p> <ul style="list-style-type: none"> Listen to an explanation of a business and plan and its important Observe the business plan and copy it into

<ul style="list-style-type: none"> Explain what an informal business is and give examples. 	<p>informal businesses.</p> <ul style="list-style-type: none"> Write down the examples of formal and informal businesses. 	<ul style="list-style-type: none"> Explain what a trial balance is. Give the format/example of a trial balance. Populate the format of the trial balance by using the information from the General Ledger. 	<ul style="list-style-type: none"> Listen to the explanation of the teacher on the trial balance. Copy the format of the trial balance into their exercise books. Populate the format of the trial balance by using the information from the General Ledger with the assistance of the teacher. 	<p>copy it into their exercise books.</p> <ul style="list-style-type: none"> Explain the components on the business plan that has been shown to the learners. Give a format/ template of a business plan and ask learners to fill in the missing components. Give learners feedback on the completed/ filled in format/ template of a business plan and correct learner's responses. Ask learners to do Activity 9.4.5 (a) as class work. Ask learners to do Activity 9.4.5(b) as home work. 	<p>their exercise books.</p> <ul style="list-style-type: none"> Listen to the explanation of components of a business plan. Complete/ fill in the missing components of a format/ template of a business plan. Participate in the feedback discussion with the teacher and make the necessary corrections. Do activity 9.4.5 (a) as class work Do Activity 9.4.5(b) as home work.
<p>Period 6:</p> <p>TEACHER'S ACTIVITIES</p> <p>Businesses:</p> <ul style="list-style-type: none"> Explain the difference between trading business and manufacturing 	<p>Period 6:</p> <p>LEARNERS' ACTIVITIES</p> <p>Businesses:</p> <ul style="list-style-type: none"> Listen to explanation of the teacher on difference between 	<p>Period 6:</p> <p>TEACHER'S ACTIVITIES</p> <p>Draw up a trial balance:</p> <ul style="list-style-type: none"> Give learners an incorrect trial balance and ask 	<p>Period 6:</p> <p>LEARNERS' ACTIVITIES</p> <p>Draw up a trial balance:</p> <ul style="list-style-type: none"> Copy and correct the incorrect trial balance in their 	<p>Period 6:</p> <p>TEACHER'S ACTIVITIES</p> <p>Business plan:</p> <p>Description of products/services, goals and business owners:</p>	<p>Period 6:</p> <p>LEARNERS' ACTIVITIES</p> <p>Business plan:</p> <p>Description of products/services, goals and business owners:</p>

<ul style="list-style-type: none"> • Give examples of trading businesses and manufacturing businesses. • Brainstorm on the different types of businesses in the community. Write examples and responses on the board. • Ask learners to classify the examples given into trading and manufacturing businesses. 	<p>and manufacturing business. Ask clarity seeking questions.</p> <ul style="list-style-type: none"> • Listen to examples of trading businesses and manufacturing businesses and ask clarity seeking questions. • Participate in the brainstorming of the different types of businesses in the community and write the examples given in their note books. • Classify the examples given into trading and manufacturing businesses 	<ul style="list-style-type: none"> • Give an activity for learners to classify the accounts in the general ledger into balance sheet accounts and nominal accounts. • Supervise while learners are marking the classification of the accounts. 	<p>exercise books. (Activity 8.4.6).</p> <ul style="list-style-type: none"> • Classify accounts in the general ledger into balance sheet accounts and nominal accounts. • Mark the classification of the accounts. 	<ul style="list-style-type: none"> • Check learners home work • Explain the product or service is described in the business plan • Explain importance of having clear goals included in the business plan • Explain the importance of including the details of who owns the business. • Write a summary on the explanations. 	<ul style="list-style-type: none"> • Do corrections on home work • Listen to the explanation of the importance of products/ services, goals and business owners. • Ask clarity seeking questions. • Write down the teacher's explanations from the board in their exercise books.
<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS textbook. • Blackboard and chalk • Examples of different types of businesses from their own community/town. • Examples of different types of informal businesses from their own community. <p>Teacher's comments / reflection:</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved textbook • Chalkboard and COLOURED chalk • Calculators and long rulers • Double Ledger Accounting books, or answer sheets with the correct columns. 		<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS textbook. • Blackboard and chalk • Examples of business plans from any CAPS approved EMS textbook. 	

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HOD's input: monitoring and support

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LESSON PLAN 4

Economic and Management Sciences GRADE 7 – 9 TERM 4: Week 4

GRADE 7	GRADE 8	GRADE 9
<p>Topic: ENTREPRENEURS HIP</p> <p>Sub-topic: Businesses: Formal businesses (Period 7+8) of 6 periods)</p> <p>Prior content knowledge: Prior knowledge of different types of in- formal and formal businesses</p>	<p>Topic: ENTREPRENEURS HIP</p> <p>Sub-topic: Forms of ownership (Introduction, sole trader, Partnership + CC) (2 periods of a total of 4 periods)</p> <p>Prior content knowledge: Own knowledge of friends or family members who started their own businesses.</p>	<p>Topic: ENTREPRENEURSHIP</p> <p>Sub-topic: The Business Plan (Production plan, Marketing plan, Management plan + SWOT (Period 7+8) of a total of 6 periods of 1 hour each</p> <p>Prior content knowledge: Knowledge of the components of a business plan done in period 5+6.</p>
<p>Duration: 6 hours</p> <p>Start date:</p> <p>Completed date:</p>	<p>Duration: 2 hours of a total of 4 hours for Forms of ownership</p> <p>Start date:</p> <p>Completed date:</p>	<p>Duration: 2 of 6 hours for the Business Plan</p> <p>Start date:</p> <p>Completed date:</p>
<p>Link with next lesson: The impact of natural disasters and health</p>	<p>Link with next lesson: Private and public companies</p>	<p>Link with next lesson: Financial plan, including fixed and variable costs, breakeven point,</p>

<p>Content:</p> <ul style="list-style-type: none"> • Formal businesses • Characteristics of formal businesses. • Advantages of formal businesses • Disadvantages of formal businesses. • Comparison between formal and informal businesses. 	<p>epidemics on businesses</p> <p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Formal business • Registered business • Financial records • Accounting system • Record keeping. 	<p>Content:</p> <ul style="list-style-type: none"> • Forms of ownership • How to choose the right form of ownership • Depending on : <ul style="list-style-type: none"> - capital needs - Legal requirements • Characteristics of a sole trader, partnership and CC • Advantages of a sole trader, partnership and CC • Disadvantages of a sole trader, partnership + CC 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Sole trader • Unlimited liability • Partnership • partners • Partnership agreement • Jointly and separately liable • Close corporation • Limited liability • Members of a CC 	<p>Content:</p> <ul style="list-style-type: none"> • Production plan • Marketing plan • 4 P's o marketing (product, price, promotion, place) • Management plan • SWOT-analysis • Case studies on the SWOT-analysis 	<p>mark-up, cost price and selling price.</p> <p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Marketing • Advertising • Marketing mix • Target market • Organogram • SWOT-analysis • Internal factors • External factors
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Describe an informal and formal business. ✓ Distinguish between the advantages and disadvantages of formal businesses. ✓ Distinguish between the advantages and disadvantages of informal businesses. 	<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List the factors to consider when choosing a form of ownership. ✓ List the characteristics of a sole trader, partnership and CC ✓ List the advantages of a sole trader, partnership and CC. 	<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Describe each of the components of a business plan. ✓ List and describe the 4 P's of marketing. ✓ Draft an organogram for a local business. 			

<p>✓ Appreciate the value of informal businesses to reduce poverty.</p>	<p>✓ List the disadvantages of a sole trader, partnership and CC.</p>	
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier
<p>Teaching Methods: Tick the applicable teaching method:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: • • 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to explain the components of a business plan. • Make instructions simple to address the language barrier
<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p>	<p>ASSESSMENT STRATEGY Formal <input type="checkbox"/></p> <p>Informal <input checked="" type="checkbox"/></p>
<p>Form of Assessment:</p>	<p>Form of Assessment:</p>	<p>Form of Assessment:</p>
<p>Tool:</p>	<p>Tool:</p>	<p>Tool:</p>
<p>Define vocabulary words</p> <p>Period 7: Activity 4.7</p>	<p>Define vocabulary words</p> <p>Period 7: Activity 3.7</p> <p>Answer questions on marketing</p>	<p>Glossary in textbook</p> <p>Memorandum</p>
<p>Period 8: Activity 4.8</p> <p>..... be guided by the aims and objectives!</p>	<p>Period 8: Activity 3.8</p> <p>SWOT-analysis done from a given case study!</p>	<p>Memorandum</p> <p>Memorandum</p>
<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p>	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p>	<p>EVIDENCE OF ASSESSMENT</p> <p>Teacher:</p>

<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<p>EVIDENCE OF ASSESSMENT Teacher:</p> <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	<ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. <p>Learners:</p> <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher.
<p>LESSON, CLASS WORK AND HOMEWORK:</p>		
<p>Period 7:</p> <p>TEACHER'S ACTIVITIES</p>	<p>Period 7:</p> <p>LEARNERS' ACTIVITIES</p>	<p>Period 7:</p> <p>LEARNERS' ACTIVITIES</p>
<p>BUSINESSES:</p> <ul style="list-style-type: none"> Define what a service business is and ask learners to write the definition into their exercise books. Explain the types of service businesses such as personal, commercial, professional and transport. Ask learners to give examples of service businesses. 	<p>TEACHER'S ACTIVITIES</p> <p>FORMS OF OWNERSHIP</p> <ul style="list-style-type: none"> Explain the term sole trader and ask learners to give examples of sole trading businesses. Discuss the characteristics of a sole trader with the learners and ask them to write the characteristics into their exercise books. 	<p>BUSINESS PLAN:</p> <ul style="list-style-type: none"> Explain how to develop a production plan, management plan and marketing plan in a business plan. Write a summary of the explanations given and ask learners to copy it into their exercise books. Give learners Activity 9.4.7 as home work.

<p>service businesses and write the responses on the board.</p> <ul style="list-style-type: none"> Write a summary on service businesses and ask learners to write it into their exercise books. 	<p>for the teacher to write them on the board.</p> <ul style="list-style-type: none"> Write a summary of service businesses given by the teacher. 	<ul style="list-style-type: none"> Discuss the advantages and the disadvantages of a sole trader with the learners Ask the learners to write down the advantages and disadvantages of the sole trader into their exercise books. Discuss the role played by the sole trader in sustainable job creation Discuss the role played by the sole trader in sustainable use of natural resources Ask learners to do Activity 7.4.7 based on the characteristics and the roles played by the sole trader in sustaining job creation and the sustainable use of natural resources as class work and complete at home. 	<p>the advantages and disadvantages of a sole trader and write them in their exercise books</p> <ul style="list-style-type: none"> Participate in the discussion on the role of the sole trader in sustaining job creation and the sustainable use of natural resources and write a summary given by the teacher in their exercise books Do Activity 7.4.7 based on the characteristics and the roles played by the sole trader in sustaining job creation and the sustainable use of natural resources as class work and complete at home. 	
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Period 8: TEACHER'S ACTIVITIES	Period 8: LEARNERS' ACTIVITIES	Period 8: TEACHER'S ACTIVITIES	Period 8: LEARNERS' ACTIVITIES	Period 8: TEACHER'S ACTIVITIES	Period 8: LEARNERS' ACTIVITIES
<p>BUSINESSES:</p> <ul style="list-style-type: none"> • Discuss together with the learners the roles of formal and informal businesses as producers and consumers. • Write a summary of the roles of formal and informal businesses as producers and consumers and ask learners to copy it into their exercise books. 	<p>BUSINESSES:</p> <ul style="list-style-type: none"> • Participate in the discussion on the roles of formal and informal businesses as producers and consumers. • Copy notes on formal and informal businesses as producers and consumers from the teacher's summary into their exercise books. 	<p>BUSINESSES:</p> <ul style="list-style-type: none"> • Explain what partnership and close corporation are and ask learners to give examples of each of the two businesses. • Discuss the characteristics of a partnership and a close corporation with the learners and ask them to write the characteristics into their exercise books. • Discuss the advantages and disadvantages of a partnership and a close corporation with the learners. 	<p>BUSINESSES:</p> <ul style="list-style-type: none"> • Listen to the teacher's explanation on a partnership and a close corporation and the examples given. • Participate in the discussion on the characteristics of a partnership and a close corporation and write them in their exercise books. • Participate in the discussion on the advantages and disadvantages of a partnership and a close corporation and write them in 	<p>Business plan:</p> <ul style="list-style-type: none"> • Explain how to develop a SWOT analysis and do conclusions in a business plan.. • Write a summary of the explanation on the board.. • Ask learners to do Activity 9.4.8 as class work 	<p>Business plan:</p> <ul style="list-style-type: none"> • Listen to the teacher's explanation of the SWOT analysis and how to do conclusions in a business plan. • Copy the teacher's summary of the explanations given. • Do Activity 9.4.8 as class work.

	<p>Resources:</p> <ul style="list-style-type: none"> Any CAPS approved EMS textbook Blackboard and chalk Examples of businesses (from their own community) as producers Examples of businesses (from their own community) as consumers 		<p>Resources:</p> <ul style="list-style-type: none"> Any CAPS approved EMS textbook Blackboard and chalk Examples of different businesses from their own community/town. Newspapers with articles about different forms of ownership. Case studies to compare a sole trader with a partnership or CC. 		<p>Resources:</p> <ul style="list-style-type: none"> Any CAPS textbook with an example of a business plan. Any textbook with case studies of a SWOT-analysis. Previous exam papers with questions on the SWOT-analysis done from case studies. Chalkboard and chalk.
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>					



LESSON PLAN 5

Economic and Management Sciences GRADE 7 – 9 TERM 4: Week 5

GR. 7		GR. 8		GR. 9	
<p>Topic: ENTREPRENEURS HIP</p> <p>Sub-topic: Businesses (Period 9+10) of 6 periods)</p>	<p>Duration: 6 hours</p> <p>Start date:</p> <p>Completed date:</p>	<p>Topic: ENTREPRENEURS HIP</p> <p>Sub-topic: Private and public companies (Period 9+10 of a total of 4 periods)</p>	<p>Duration: 2 hours of a total of 4 hours for Forms of ownership.</p> <p>Start date:</p> <p>Completed date:</p>	<p>Topic: ENTREPRENEURSHIP</p> <p>Sub-topic: The Business Plan (Financial plan with fixed and variable costs, break- even point etc.) (Period 9+10) of a total of 6 periods of 1 hour each</p>	<p>Duration: 2 of 6 hours for the Business Plan</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge: Prior knowledge of different natural disasters or health epidemics</p>	<p>Link with next lesson: Revision (Week 6+7)</p>	<p>Prior content knowledge: Prior knowledge of private and public companies listed on the JSE.</p>	<p>Link with next lesson: Revision for the Final examination</p>	<p>Prior content knowledge: Knowledge of the components of a business plan done in period 5-8.</p>	<p>Link with next lesson: Revision for the final examination</p>
<p>Content:</p> <ul style="list-style-type: none"> • Natural disasters • Man-made disasters • Difference between natural and man-made disasters. • Impact of disasters on businesses. 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Natural disasters • Man-made disasters. • Earthquake • Floods • Hurricanes • Twisters 	<p>Content:</p> <ul style="list-style-type: none"> • Characteristics of a private and public company • Advantages of a private and public company • Disadvantages of a private and public company 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Private company • Limited liability • Public company • JSE • Shares • add please 	<p>Content:</p> <ul style="list-style-type: none"> • Financial plan • Fixed and variable costs • Break-even point • Mark-up • Cost price and selling price • Projected profit 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Financial plan • Start-up costs • Fixed costs • Variable costs • Break-even point • Cost price • Selling price • Mark-up

<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between natural and man-made disasters. ✓ Explain the impact of different disasters on businesses and our economy. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List the factors to consider when choosing a form of ownership. ✓ List the characteristics of a private and public company. ✓ List the advantages of a private and public company. ✓ List the disadvantages of a private and public company. ✓ Compare the advantages and disadvantages of different forms of ownership in case studies. 	<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between fixed and variable costs. ✓ Know how to determine the cost price, selling price and mark-up. ✓ Know how to determine the break-even point. ✓ Be able to draft a business plan for own business idea.
<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier <p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples. • Make instructions simple to address the language barrier <p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other: 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate cost price, selling price, fixed and variable costs, etc. • Make instructions simple to address the language barrier <p>Teaching Methods: <u>Tick the applicable teaching method:</u></p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities • Other:

ASSESSMENT STRATEGY Formal Informal Form of Assessment: Assessment Tool:	Glossary in textbook Memorandum	ASSESSMENT STRATEGY Formal Informal Form of Assessment: Assessment Tool:	Glossary in textbook Memorandum Memorandum	ASSESSMENT STRATEGY Formal Informal Form of Assessment: Assessment Tool:	Glossary in textbook Memorandum Gr. 9 Multi-grade TG for term 4
Define vocabulary words Period 9: Activity 4.9	Glossary in textbook Memorandum	Define vocabulary words Period 9: Activity 4.9 Case studies on private and public companies.	Glossary in textbook Memorandum Memorandum	Define vocabulary words Period 9: Example 3.9 Explain an example of fixed costs, variable costs and the break-even point	Glossary in textbook Memorandum Gr. 9 Multi-grade TG for term 4
Period 10: Activity 4.10		Period 10: Activity 4.10 Compare the advantages and disadvantages of different forms of ownership in case studies.	Memorandum	Period 10: Activity 3.10 Case study: calculation of cost price, selling price and mark-up	Memorandum Gr. 9 Multi-grade TG for term 4
EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 		EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 		EVIDENCE OF ASSESSMENT Teacher: <ul style="list-style-type: none"> Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books. Learners: <ul style="list-style-type: none"> Summary of the definitions and other class/homework in the learners' exercise books. All work is marked and corrected by the learner and controlled by the teacher. 	

LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:		LESSON, CLASS WORK AND HOMEWORK:	
Period 9:	Period 9:	Period 9:	Period 9:	Period 9:	Period 9:
TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
BUSINESSES: <ul style="list-style-type: none"> • .Discuss with the learners the impact of natural disasters and health epidemics on formal and informal businesses. 	BUSINESSES: <ul style="list-style-type: none"> • .Participate in the discussion on the impact of natural disasters and health epidemics on formal and informal businesses. • Copy notes on the impact of natural disasters and 	BUSINESSES: <ul style="list-style-type: none"> • .Explain and differentiate between a private company and a public company and ask learners to give examples of each of the two businesses. • Discuss the characteristics of 	BUSINESSES: <ul style="list-style-type: none"> • .Listen to the teacher's explanation on private and public companies and the examples given. • .Participate in the discussion on the characteristics of private and public companies and 	Business plan: <ul style="list-style-type: none"> • Explain the importance of a financial plan in a business plan. • .Explain with examples how to calculate start up costs (fixed and variable costs) and break even points. 	Business plan: <ul style="list-style-type: none"> • Listen to the teacher's explanation of the importance of a financial plan in a business plan. • Work together with the teacher to calculate start up costs (fixed and

<ul style="list-style-type: none"> • Write a summary of the impact of natural disasters and health epidemics on formal and informal businesses and ask learners to copy it into their exercise books. 	<p>health epidemics on formal and informal businesses.</p>	<p>private and public companies with the learners and ask them to write the characteristics into their exercise books.</p> <ul style="list-style-type: none"> • .Discuss the advantages and the disadvantages of private and public companies with the learners. • .Ask the learners to write down the advantages and disadvantages of private and public companies into their exercise books. • Discuss the roles played by private and public companies in sustainable job creation • Discuss the role played by private and public companies in sustainable use of natural resources. 	<p>write them in their exercise books.</p> <ul style="list-style-type: none"> • .Participate in the discussion on the advantages and disadvantages of private and public companies and write them in their exercise books • Participate in the discussion on the roles played by private and public companies in sustaining job creation and the sustainable use of natural resources and write a summary given by the teacher in their exercise books' • Do Activity 7.4.8 based on the characteristics and the roles played by of private and public companies in sustaining job creation and the sustainable use of natural resources 	<ul style="list-style-type: none"> • Ask learners to do Activity 9.4.9 as class work. 	<p>variable costs) and break even points.</p> <ul style="list-style-type: none"> • Do Activity 9.4.9 as class work.
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		<ul style="list-style-type: none"> Ask learners to do Activity 7.4.9 based on the characteristics and the roles played by private and public companies in sustaining job creation and the sustainable use of natural resources as class work and complete at home. 	as class work and complete at home.		
Period 10:	Period 10:	Period 10:	Period 10:	Period 10:	Period 10:
TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
BUSINESSES: <ul style="list-style-type: none"> Ask learners to do Activity 7.4.10 as class work based on businesses as class work. Go through Activity 7.4.10 and ask learners to do corrections. 	BUSINESSES: <ul style="list-style-type: none"> Do Activity 7.4.10 as class work based on businesses as class work. Go through Activity 7.4.10 and ask learners to do corrections. 	<ul style="list-style-type: none"> Ask learners to do an Activity from the text book based on the forms of ownership as class work. Mark the activity given to learners from the text book and ask learners to do corrections. 	<ul style="list-style-type: none"> Do the Activity from the text book based on forms of ownership. .Do the Activity from the text book and make corrections. 	Business plan: <ul style="list-style-type: none"> Explain how to calculate the mark-up on sales (profit percentage), the cost price and the selling price. .Explain with examples how a project profit statements are prepared. Ask learners to do Activity 9.4.10 as class work and complete it at home. 	Business plan: <ul style="list-style-type: none"> Listen to the teacher's explanation of the calculation on the mark-up on sales (profit percentage), the cost price and the selling price. Work together with the teacher on the preparation of profit projection statements .Do Activity 9.4.10 as class work and complete it at home.

<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Chalkboard and chalk • Pictures of natural disasters • Videos of natural disasters • Pictures of health epidemics, • News on the health epidemics. • News on natural disasters, 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS textbook • Blackboard and chalk • Examples of different businesses from their own community/town. • Newspapers with articles about different forms of ownership. • Case studies to compare a sole trader with a partnership or CC. • Newspaper articles about sustainable job creation by the private sector. • Newspaper articles about sustainable use of natural resources by different companies. 	<p>Resources:</p> <ul style="list-style-type: none"> • Any CAPS approved EMS text book with good examples of the above calculations. • Chalkboard and chalk • Calculators.
<p>Teacher's comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>HOD's input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>		

CLASS ACTIVITIES



TERM 4
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 7

WEEK 1 PERIOD 1

ACTIVITY 7.4.1

Personal budgets (Revision) – balancing

Instruction

1. Review the personal budget of Thandi and balance the account to determine how much money she will have at the end of the month of June 2013.

Income		Expenses	
Pocket money	R 450	Transport to town	R 20
Money from part time job	R 50	Toiletries	R 100
Interest on savings	R 50	Tuck shop	R 80
		Air time for cell phone	R 50
		Movies	R 100

Answer sheet

Income (money received)		
Total income		
Expenses (payments)		
Total expenses (payments)		
Money at the end of the month		

MARKING GUIDE

ACTIVITY 7. 4.1

Marking guide for the teacher

Income (money received)		
Pocket money		R 450
Money from part time job		R 50
Interest on savings		R 50
Total income		R 500
Expenses (payments)		
Transport to town		R 20
Toiletries		R 100
Tuck shop		R 80
Air time for cell phone		R 50
Movies		R 100
Total expenses (payments)		R 360
Money at the end of the month		R 240

WEEK 1 PERIOD 2

ACTIVITY 7.4.2

Business budget

Instruction

Use the information below and prepare the business budget of Refilwe Tuck (Spaza) Shop for November 2013

Refilwe owns a spaza shop. Her expected income for the month is R4000. She also received R80 as interest from her savings account. There is R450 in the businesses' bank account. She made the following payments: Water and Electricity R500; Ingredients R800; Air time for the cell phone R250; Advertising R 50; Rent of the building R400; Stationery R150; Salaries R300 and Cleaning Materials R200.

Answer sheet

REFILWE'S BAKERY: BUDGET FOR NOVEMBER 2013

Income (money received)		
Total income		
Less expenses		
Total expenses (payments)		
Money at the end of the month		

MARKING GUIDE ACTIVITY 7. 4.2

REFILWE'S BAKERY: BUDGET FOR NOVEMBER 2013

Income (money received)		
Income for the month	R	4000
Interest in the savings account	R	80
Money in Bank	R	450
Total income	R	4500
Less Expenses		
Water and Electricity	R	(500)
Ingredients	R	(800)
Air time (cell phone)	R	(250)
Advertising	R	(50)
Rent of building	R	(400)
Stationery	R	(100)
Wages	R	(300)
Cleaning Materials	R	(200)
Total expenses (payments)	R	(2600)
Money at the end of the month	R	1900

WEEK 2 PERIOD 3
ACTIVITY 7.4.3

Case study- Business Budget

1. Scenario: A simple Business Budget

Hair by ANA

Adam, Neo and Amina live in Soweto. They run a hair dressing salon near the Hector Peterson Memorial Museum. They specialize in African braiding and hair accessories. They would like to expand the business and have applied to the local bank for a loan. The bank manager gave them application forms to fill out. One of the requirements is to prepare a budget for the business. They have very little Financial Literacy skills and do not know how to prepare a budget. According to their records the estimated income and expenditure for the business is as follows:

Income:		Expenses:	
Services rendered	R85 500	Rent	R6 750
Sales of products	R55 500	Wages for casual workers	R5 500
		Purchases	R34 000
		Water and electricity	R7 500
		Salaries	R60 000
Refreshments:			
		R3 450	

- 1.1 List the main sources of income for the business
- 1.2 What is the largest expense? Why is this so?
- 1.3 Prepare the budget for "Hair by ANA"
- 1.4 What is the total income?
- 1.5 What is the total expenditure?
- 1.6 How much profit or loss will they make?
- 1.7 What advice will you give Neo, Adam and Amina regarding their profit or loss?
- 1.8 Give **two** reasons why it is important for a business to have a budget?

Answer Sheet

Budget for *Hair by ANA*

	R
Income:	
Total income	
Less: Expenses	
Total expenses	
Profit	

MARKING GUIDE

ACTIVITY 7. 4.3

1.1 Prepare the budget for “*Hair by ANA*”

Budget for *Hair by ANA*

	R
Income:	
Services rendered	85 500-00
Sales of products	55 500-00
Total income	141 000-00
Less: Expenses	
Rent	(6 750-00)
Wages	(5 500-00)
Salaries	(60 000-00)
Purchases	(34 000-00)
Water and electricity	(7 500-00)
Refreshments	(3 450-00)
Total expenses	(117 200-00)
Profit	23 800-00

R117 200-00

1.6 Income – Expenses = Profit/ (Loss)
R141 000-00 – R117 200-00 = R23 800-00
The company made a profit

To invest the profit; to open up a saving account; to use a portion of the profit to fund the expansion of the business.

(Any suitable response from the learners)

To plan the expenditure against the income of the business; it helps the business to make better plans for the future; the business is able to work out how much money it should borrow from the bank should the need arise; it will help the business to find ways of decreasing its expenses; it helps the business to identify which expenses are more than what it budgeted for; it helps the business to compare its income and expenses; his informs the business if it should increase its sales or decrease its expenses to make more profits.

(Any two reasons- Take any suitable suggestions / responses from learners into account).

TERM 4
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 8

WEEK 1 PERIOD 2

ACTIVITY 8.4.2

Instruction

Analyse the transactions of Dixie Hairdressers by identifying the “T” accounts

1. The owner deposited R10 000 in the businesses’ bank account.
2. Paid R100 for the trading license.
3. Received R800 from a client.
4. Paid the wages for the week R900.
5. Purchased a vehicle for R4000 and paid by cheque.
6. Issued a cheque to pay the water and electricity R500.

Answer sheet

No.	Account 1 (Debit)	Account 2 (Credit)	Amount
1.			
2.			
3.			
4.			
5.			
6.			

MARKING GUIDE

ACTIVITY 8. 4.2

No.	Account 1 (Debit)	Account 2 (Credit)	Amount
1.	Bank	Capital	R10 000
2.	Trading license	Bank	R 100
3.	Bank	Current Income	R 800
4.	Wages	Bank	R 900
5.	Vehicles	Bank	R 4 000
6.	Water and electricity	Bank	R 500

WEEK 2 PERIOD 3

ACTIVITY 8.4.3

Posting from the CRJ to the General Ledger
Instruction

1. Use the information taken from the CRJ of Grant's Plumbing Services for March 2012 and post to the following accounts in the General Ledger:

- (a) Capital
- (b) Bank
- (c) Current Income
- (d) Rent Income

CASH RECEIPTS JOURNAL OF CRJ1

Do c no.	Day	Details	Fo l.	Analysis of receipts		Bank		Current Income		Sundry accounts			
										Amount	Fo l.	Details	
001	1	G. Gous		<u>120 000</u>	<u>00</u>	120 000	00			120000	00	B1	Capital
				<u>4000</u>	<u>00</u>	4000	00	4000	00				
009	30	L.Danso		<u>1200</u>	<u>00</u>	1200	00			1200	00	N5	Rent Income
						125 200	00	4000	00				
						B5		N1					



Answer sheet

GENERAL LEDGER OF GRANT'S PLUMBING

BALANCE SHEET SECTION

Dr				Capital				B1				Cr			
Date		Details		Fol.	Amount		Date		Details		Fol.	Amount			

Bank				B5									
Date		Details		Fol.	Amount		Date		Details		Fol.	Amount	

NOMINAL ACCOUNT SECTION

Current Income				N1									
Date		Details		Fol.	Amount		Date		Details		Fol.	Amount	

Rent Income				N5									
Date		Details		Fol.	Amount		Date		Details		Fol.	Amount	

MARKING GUIDE

ACTIVITY 8. 4.3

GENERAL LEDGER OF GRANT'S PLUMBING

BALANCE SHEET SECTION

Dr				Capital				B1				Cr	
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount			
						2012 March	1	Bank	CRJ	120 000	00		

Bank				B5							
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
2012 March	31	Total receipts	CRJ	125 200	00						

NOMINAL ACCOUNT SECTION

Current Income				N1							
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
						2012 March	1	Bank	CRJ	4000	00

Rent Income				N5							
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
						2012 March	30	Bank	CRJ	1200	00

WEEK 2 PERIOD 4

ACTIVITY 8.4.4

Posting from the CPJ to the General Ledger

Instruction

Use the information taken from the CPJ of Grant Plumbing Services for March 2012 and post to the following accounts in the General Ledger:

- a) Vehicles
- b) Bank
- c) Stationery
- d) Wages
- e) Telephone

CASH PAYMENTS JOURNAL OF CPJ1

Do c no.	Da y	Details	Fol .	Bank		Stationery		Wages		Sundry accounts		
										Amount	Fol .	Details
001												
003	7	T. Motors		10 000	00					10 000	00	B4 Vehicles
						300	00					
								600	00			
009	15	Telkom		200	00					200	00	N4 Telephone
								600	00			
						300	00					
				12 000	00	600	00	1200	00			
				B5		N2		N3				

MARKING GUIDE

ACTIVITY 8. 4.4

GENERAL LEDGER OF GRANT'S PLUMBING BALANCE SHEET SECTION

Dr				Vehicles				B4		Cr	
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
2012 March	7	Bank	CPJ1	10000	00						

Bank				B5							
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
						2012 March	31	Total payments	CPJ1	12 000	00

NOMINAL ACCOUNT SECTION

Stationery				N2							
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
2012 March	31	Bank	CPJ1	600							

Wages				N3							
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
2012 March	31	Bank	CPJ1	1200	00						

Telephone				N4							
Date		Details	Fol.	Amount		Date		Details	Fol.	Amount	
2012 March	15	Bank	CPJ1	200							

WEEK 3 PERIOD 5

ACTIVITY 8.4.5

Posting from the CRJ and CPJ to the General Ledger

Instruction

1. Use the information taken from the CRJ and CPJ of NC Services for April 2013 and post to the following accounts in the General Ledger:

- | | |
|--------------------|----|
| (a) Capital | B1 |
| (b) Equipment | B3 |
| (c) Bank | B5 |
| (d) Current Income | N1 |
| (e) Telephone | N3 |
| (f) Rent Income | N5 |

CASH RECEIPTS JOURNAL OF CRJ3

Do c no.	Day	Details	Fo l.	Analysis of receipts	Bank		Current Income		Sundry accounts			
									Amount	Fo l.	Details	
001	1								11 535	00	B1	Capital
009	19								1250	00	N5	Rent Income
					16 182	80	3397	80				
						B5		N1				

CASH PAYMENTS JOURNAL OF CPJ3

Do c no.	Da y	Details	Fo l.	Bank		Stationery		Wages		Sundry accounts			
										Amount	Fo l.	Details	
001	12								4856	00	B3	Equipment	
004	15								850	00	B2	Drawings	
009	30								513	00	N4	Telephone	
				7735	00	436	00	1080	00				
					B5		N2		N3				

Answer sheet

GENERAL LEDGER OF

BALANCE SHEET SECTION

Dr				Capital				B1		Cr	
Date	Details	Fol.	Amount	Date	Details	Fol.	Amount				

				Equipment				B3	
Date	Details	Fol.	Amount	Date	Details	Fol.	Amount		

				Bank				B5	
Date	Details	Fol.	Amount	Date	Details	Fol.	Amount		

NOMINAL ACCOUNT SECTION

				Current Income				N1	
Date	Details	Fol.	Amount	Date	Details	Fol.	Amount		

				Telephone				N4	
Date	Details	Fol.	Amount	Date	Details	Fol.	Amount		

				Rent Income				N5	
Date	Details	Fol.	Amount	Date	Details	Fol.	Amount		



WEEK 3 PERIOD 6

ACTIVITY 8.4.6

Trial balance

Instruction

1. The bookkeeper of Hair To Do F.Sidlani, has been prepared the Trial Balance incorrectly.
2. Re-arrange the order of the accounts into Balance Sheet and Nominal accounts section.
3. Prepare the Trial balance for August 2013

TRIAL BALANCE OF

	Fol.	Debit	Credit
Water and electricity		2900	00
Current Income			11 000
Equipment		8 000	00
Stationery		2500	00
Vehicles		10 000	00
Telephone		1960	00
Wages		3300	00
Rent income			6610
			00

MARKING GUIDE

ACTIVITY 8. 4.6

TRIAL BALANCE OF

	Fol.	Debit		Credit	
Balance Sheet Section					
Capital	B1			19 000	00
Bank	B2	5 200	00		
Vehicles	B3	10 000	00		
Equipment	B4	8 000	00		
Nominal Accounts Section					
Current Income	N1			11 000	00
Stationery	N2	2500	00		
Wages	N3	3300	00		
Telephone	N4	1960	00		
Vehicle repairs	N5	1250	00		
Rent expense	N6	1500	00		
Water and electricity	N7	2900	00		
Rent income	N8			6610	00
		36 610	00	36 610	00

TERM 4
Economic and Management Sciences
MULTI-GRADE ACTIVITIES FOR GRADE 9

WEEK 1 PERIOD 1

ACTIVITY 9.4.1

(CPJ, CJ AND CAJ)

B. Brook started a bookshop with the name “**Incredible books**”.

Use the information to complete the following:

1. The **Cash Payments Journal** with columns for Bank, Trading stock, Creditors Control and Sundry Accounts.
2. The **Creditors Journal** and **Creditors Allowances Journal** with columns for Creditors control, Trading stock, Stationery and Sundry Accounts.
3. USE THE ANSWER SHEETS PROVIDED.

Some of the transactions for January 2014:

- 1 Bought books (trading stock) from ABC Publishers on credit, R12 500 and received their invoice no. Z132. Re-number this external invoice to C01 for filing purposes.
- 6 Bought books (trading stock), R5 100 and stationery for office use, R340 from Dladla Wholesale Stationers and received their credit invoice, no. SS128 for the total amount. Re-number this external invoice for filing purposes.
- 10 Repaired the business vehicle on credit at Pit Stop Garage and received their credit invoice, nr. PS139 for R2 700. Re-number this external invoice.
- 12 Sent a debit note no. CN331 to Pit Stop Garage for R200, to correct a mistake made on the original invoice of 10 January. Received their Credit note and an apology for the mistake they have made.
- 18 Bought the following on credit from “Books for Africa”:
 - Goods for re-sale, R5 700
 - Stationery for office use, R310
 - One shelf, R1 200Received their invoice no. AA2034 and re-number it.
- 20 Bought Trading Stock from ABC Publishers and issued cheque no. 220 for the amount of R2 300.
- 23 Bought books from Dladla Wholesalers on credit:
 - For re-sale, R8 300
 - For the owner’s children, R290Received invoice no. RR239 for the total amount.
- 25 Returned books with missing pages to Dladla Wholesalers, together with a debit note for the cost price of the books, R440.
- 30 Issued cheque no 221 to pay ABC Publishers for the purchases made on 1 January.
- 31 Issued a cheque to pay Dladla Wholesalers for the purchases made on 6



Cash Payments Journal of Incredible Books for January 20....

CPJ 5

Doc no.	Day	Name of payee	Fol.	Bank	Trading stock	Creditors control	Sundry accounts		
							Amount	Fol.	Details

Creditors' Journal of Incredible Books for January 20...

CJ 5

Doc no.	Day	Creditor	Fol.	Creditors control	Trading stock	Stationery	Sundry accounts		
							Amount	Fol.	Details

Creditors Allowances Journal of Incredible Books for January 20...

CAJ 5

Doc no.	Day	Creditor	Fol.	Creditors control	Trading stock	Stationery	Sundry accounts		
							Amount	Fol.	Details

MARKING GUIDE

ACTIVITY 9.4.1 (CPJ, CJ AND CAJ)

Cash Payments Journal of Incredible Books for January 20..

CPJ 5

Doc	Day	Name of payee	Fol	BANK	Trading Stock	Creditors Control	Sundry Accounts		
							Amount	Fol	Details
220	20	ABC Publishers		2 300	2 300				
221	30	ABC Publishers	C1	12 500		12 500			
222	31	Dladla Wholesalers	C2	5 000		5 000			
223	31	Pit Stop Garage	C3	2 500		2 500			
				22 300	2 300	20 000			

B6

B4

B5

Creditors' Journal of Incredible Books for January 20...

CJ 5

Doc	Day	Creditors	Fol	Creditors control	Trading Stock	Stationery	Sundry Accounts		
							Amount	Fol	Details
C 01	1	ABC Publishers	C1	12 500	12 500				
C 02	6	Dladla Wholesalers	C2	5 440	5 100	340			
C 03	10	Pit Stop Garage	C3	2 700			2 700	N5	Vehicle repairs
C 04	18	Books for Africa	C4	7 210	5 700	310	1 200	B3	Equipment
C 05	23	Dladla Wholesalers	C2	8 590	8 300		290	B2	Drawings
				36 440	31 600	650	4 190		

B5

B4

N4

Creditors Allowances Journal of Incredible Books for January 20...

CAJ 5

Doc no.	Day	Creditors	Fol	Creditors control	Trading Stock	Stationery	Sundry Accounts		
							Amount	Fol	Details
CN33 1	12	Pit Stop Garage	C3	200			200	N5	Vehicle repairs
CN33 2	25	Dladla Wholesalers	C2	440	440				
				640	440		200		

B5

B4

WEEK 1 PERIOD 2

ACTIVITY 9.4.2

(Posting CPJ, CJ AND CAJ of Activity 9.4.1)

1. Post the 3 journals to the accounts in the General Ledger as well as the Creditors Ledger. Balance the accounts where applicable and complete the Creditors' list.

General Ledger of Incredible Books

Balance Sheet Section

Dr	Drawings										B2	Cr

Dr	Equipment										B3	Cr

Dr	Trading Stock										B4	Cr

Dr	Creditor's Control										B5	Cr

Dr	Bank										B6	Cr

Nominal Section

Dr	Stationery										N4	Cr

Dr		Vehicle repairs						N5		Cr	

Creditors' Ledger of Incredible Books

ABC Publishers

C1

Date	Day	Details	Fol	Debit	Credit	Balance

Diadla Wholesalers

C2

Date	Day	Details	Fol	Debit	Credit	Balance

Pit Stop Garage

C3

Date	Day	Details	Fol	Debit	Credit	Balance

Books for Africa

C4

Date	Day	Details	Fol	Debit	Credit	Balance

Creditor's list of Incredible Books on 31 January 20.... :

MARKING GUIDE

ACTIVITY 9.4.2 (POSTING OF CPJ, CJ, CAJ)

General Ledger of Incredible Books

Balance Sheet Section

.....

Amounts paid up to date: R20 000 Owed to creditors for items bought on credit:
R36 440
Amount owed to creditors at the beginning of Feb: R15 800

Dr						Bank		B6		Cr	
						20.. Jan	31	Total payments	CPJ5	22 300	00

Dr						Nominal Section Stationery		N4		Cr	
20.. Jan	28	Creditors control	CJ5	650	00						

Dr						Vehicle repairs				N5		Cr	
20.. Jan	10	Creditors control	CJ5	2 700	00	20.. Jan	12	Creditors control	CAJ	200	00		
							31	Balance	c/d	2 500	00		
				2 700	00					2 700	00		
Feb	1	Balance	b/d	2 500	00								

Creditors' Ledger of Incredible Books

ABC Publishers							C1			
Date	Day	Details	Fol	Debit		Credit		Balance		
20.. Jan	1	Invoice no. C01	CJ5			12 500	00	12 500	00	
	30	Cheque no. 221	CPJ 5	12 500	00			-	-	

The credit entry was made when the business bought on credit from ABC Publishers (a liability was created of R12 500). When the business paid this amount a debit entry was made (L-)

Diadla Wholesalers							C2			
Date	Day	Details	Fol	Debit		Credit		Balance		
20.. Jan	6	Invoice no. C02	CJ5			5 440	00	5 440	00	
	23	Invoice no. C05	CJ5			8 590	00	14 030	00	

	25	Debit note no. CN332	CAJ 5	440	00			13 590	00
	31	Cheque no. 222	CPJ 5	5 000	00			8 590	00

Pit Stop Garage

C3

Date	Day	Details	Fol	Debit		Credit		Balance	
20.. Jan	10	Invoice no. C03	CJ5			2 700	00	2 700	00
	12	Debit note no. CN331	CAJ 5	200	00			2 500	00
	31	Cheque no. 223	CPJ 5	2 500	00			-	-

Books for Africa

C4

Date	Day	Details	Fol	Debit		Credit		Balance	
20.. Jan	18	Invoice no. C04				7 210	00	7 210	00

Note that the final balances of the creditors' accounts should add up to the same total as the final balance of the Creditor's control account.

Creditor's list of Incredible Books on 31 January 20.. :

C1	ABC Publishers	-	-
C2	Dladla Wholesalers	8 590	00
C3	Pit Stop Garage	-	-
C4	Books for Africa	7 210	00
		15 800	00

The total amount owed to Creditors on 31 January 20..= R15 800

The same as the final balance of the Creditors' Control account in the general ledger of Incredible Books = R15 800 Cr

WEEK 2 PERIOD 3

ACTIVITY 9.4.3

(CRJ, DJ and DAJ)

Use the information to complete the following in the books of “DJ’s Music Store”:

1. The Cash Receipts Journal (CRJ12) with columns for Analysis of receipts, Bank, Sales, Cost of Sales, Debtor’s Control and Sundry Accounts
2. The Debtor’s Journal (DJ12) and Debtors Allowance Journal (DAJ12).
3. **Mark-up is always 50%.**

Some of the balances on 1 December 20..:

Capital	B1	R89600
Trading stockB2	R48 800	
Debtors control	B3	R 3 500
Bank	B4	R45 600
Sales	N1	R24 900
Cost of sales	N2	?

Debtors Ledger:

S. Samson	D1	R 2 400
C. Cool	D2	R 1 100

Some of the transactions of “DJ’s Music Store” for December 20..:

- 1 The owner, Mr. DJ Jackson increased his capital with R50 000, deposited directly into the business account at ABC Bank. Issued receipt no. 350. Cash sales per cash register roll, R3 000. (Mark-up is always 50%)
- 4 Sold trading stock on credit to S. Samson, R1 200. (Determine cost of sales). Issued the original invoice no. D400.
- 5 S. Samson returned 3 CDs that were wrongly added to his order of 4 December, R600. Issued credit note no. CN44 for the amount.
- 11 Sold trading stock on credit to C. Cool, R900. (Invoice no. ?). Determine the cost of sales.
- 12 C. Cool returned goods that were totally damaged by the courier on delivery, R250. It is not possible to sell these goods again to any other customer. Issued the next credit note for this amount. Number all source documents on your own.
- 15 Goods sold on account to M. Moon, R1 800. Determine the cost of sales.
- 18 Cash sales for the day, R9 000. (Cost of Sales?)
- 25 Sold goods on credit to S. Samson, R1 500. (Cost of sales?)
- 30 Received R700 from M Moon as payment of his account. Issued a receipt. Received rent from the tenant, P Malan, R1 700.
- 31 Received an amount from C. Cool to settle his account.

Cash Receipts Journal of DJ's Music Store for December 20....CRJ 12

Doc no.	Day	Details	Fol.	Analysis of receipts	Bank	Sales	Cost of sales	Debtors control	Sundry accounts		
									Amount	Fol	Details

Debtors' Journal of DJ's Music Store for December 20 DJ12

Doc no.	Day	Debtors	Fol.	Sales	Cost of sales

Debtors Allowance Journal of DJ's Music Store for December 20 DAJ 12

Doc no.	Day	Debtors	Fol.	Debtors allowance		Cost of sales	

MARKING GUIDE

ACTIVITY 9.4.3

(CRJ, DJ and DAJ)

Debtors' Journal of DJ's Music Store for December 20 ..

DJ 12

Doc	Day	Debtors	Fol	Sales		Cost of Sales	
D400	4	S. Samson	D1	1 200	00	800	00
D401	11	C. Cool	D2	900	00	600	00
D402	15	M. Moon	D3	1 800	00	1 200	00
D403	25	S. Samson	D1	1 500	00	1 000	00
				5 400	00	3 600	00

B3/N1

B2/N2

If goods were always marked at cost + 50%, the total of the Cost of Sales column can be checked as follows: $\frac{5\,400}{1} \times \frac{100}{150} = 3\,600$

Debtors Allowance Journal of DJ's Music Store for December 20 .. DAJ 12

Doc	Day	Debtors	Fol	Debtors allowance		Cost of Sales	
CN44	5	S. Samson	D1	600	00	400	00
CN45	12	C. Cool	D2	250	00	-	-
				850	00	400	00

B3/N3

B2/N2

Cash Receipts Journal of DJ's Music Store for December 20 .. CRJ 12

Doc	Day	Details	Fol	Analysis of Receipts	BANK	Sales	Cost of Sales	Debtors Control	Sundry Accounts		
									Amount	Fol	Details
350	1	DJ Jackson			50 000				50 000	B1	Capital
CR		Sales		3 000	3 000	3 000	2 000				
CR	18	Sales		9 000	9 000	9 000	6 000				
351	30	M. Moon	D3	700				700			
352		P. Malan		1 700	2 400				1 700	N4	Rent Income
353	31	C. Cool	D2	1 750				1 750			
354		S. Samson	D1	1 000	2 750			1 000			
					67 150	12 000	8 000	3 450	51 700		
					B4	N1	B2/N2	B3			

WEEK 2 PERIOD 4

ACTIVITY 9. 4. 4

(Posting CRJ, DJ, DAJ + Trial Balance)

1. Post the journals of Activity 4.2 to the accounts provided.
2. Balance the accounts where applicable and complete the Debtors list.
3. Draw up a Trial Balance on 31 December 20....

**General Ledger of DJ's Music Store
Balance Sheet Section**

Dr	Capital								B1	Cr

Dr	Trading Stock								B2	Cr

Dr	Debtors' Control								B3	Cr

Dr	Bank								B4	Cr

	Nominal Section									
Dr	Sales								N1	Cr

Dr	Cost of Sales								N2	Cr

Dr	Debtors allowances								N3	Cr

Dr	Rent income								N4	Cr

Debtors' Ledger of DJ's Music Store

S. Samson

D1

Date	Day	Details	Fol	Debit	Credit	Balance

C. Cool

D2

Date	Day	Details	Fol	Debit	Credit	Balance

M. Moon

D3

Date	Day	Details	Fol	Debit	Credit	Balance

Debtor's list of DJ's Music Store on 31 December 20... :

MARKING GUIDE

ACTIVITY 4.4 (POSTING OF CRJ, DJ AND DAJ)

General Ledger of DJ's Music Store

Balance Sheet Section

Dr		Capital				B1		Cr	
20.. Dec	1	Balance	b/d	89 600	00				
		Bank	CRJ	50 000	00				
				13960	00				

Dr		Trading Stock				B2		Cr			
20.. Dec	1	Balance	b/d	48 800	00	20.. Dec	31	Cost of Sales	CRJ12	8 000	00
	31	Cost of sales	DAJ12	400	00		31	Cost of Sales	DJ12	3 600	00
							31	Balance	c/d	37 600	00
				49 200	00					49 200	00
Jan	1	Balance	b/d	37 600	00						

Trading stock sold for cash: R8 000, and Trading stock sold on credit: R3 600

Dr		Debtors' Control				B3		Cr			
20.. Dec	1	Balance	b/d	3 500	00	20.. Dec	31	Bank	CRJ12	3 450	00
	31	Sales	DJ12	5 400	00		31	Debtors Allowances	DAJ12	850	00
							31	Balance	c/d	4 600	00
				8 900	00					8 900	00
Jan	1	Balance	b/d	4 600	00						

Owed by Debtors for items bought on credit: R5 400 (Asset +)

Amounts paid up to date: R3 450 (Asset -)

Dr		Bank				B4		Cr	
20.. Dec	1	Balance	b/d	45 600	00				
	31	Total Receipts	CRJ12	67 150	00				

					112							
					750	00						

Nominal Section

Dr		Sales				N1		Cr		
	20..				Dec	1	Total/Balance	b/d	24900	00
						31	Bank	CRJ12	12	00
						31	Debtors' Control	DJ12	5 400	00
									42	00
									300	00

Dr		Cost of Sales				N2		Cr					
20..	Dec	1	Balance	b/d	16 600	00	20..	Dec	31	Trading Stock	DAJ12	400	00
		31	Trading Stock	CRJ12	8 000	00				Balance	c/d	27	00
		31	Trading Stock	DJ12	3 600	00							
					28 200	00						28 200	00
Jan		1	Balance	b/d	27	00							

Opening balance of Cost of Sales: $\text{Sales} \times \frac{100}{150} = 24\,900 \times \frac{100}{150} = \text{R}16\,600$

Dr		Debtors allowance				N3		Cr		
20..	Dec	31	Debtors control	DAJ12	850	00				

Dr		Rent income				N4		Cr		
	20..				Dec	30	Bank	CRJ12	1 700	00

Debtors' Ledger of DJ's Music Store

S. Samson				D1					
Date	Day	Details	Fol	Debit		Credit		Balance	
20.. Dec	1	Account rendered						2 400	00
	4	Invoice no. D400	DJ12	1 200	0			3 600	00
	5	Credit note no. CN44	DAJ1 2			600	0	3 000	00
	25	Invoice no. D403	DJ12	1 500	0			4 500	00
	31	Receipt no. 354	CRJ1 2			1 000	0	3 500	00

C. Cool				D2					
Date	Day	Details	Fol	Debit		Credit		Balance	
20.. Dec	1	Account rendered						1 100	00
	11	Invoice no. D401	DJ12	900	0			2 000	00
	12	Credit note no. CN45	DAJ1 2			250	00	1 750	00
	31	Receipt no. 353	CRJ1 2			1 750	00	-	-

M. Moon				D3					
Date	Day	Details	Fol	Debit		Credit		Balance	
20.. Dec	15	Invoice no. D402	DJ12	1 800	00			1 800	00
	30	Receipt no. 351	CRJ1 2			700	00	1 100	00

Debtor's list of DJ's Music Store on 31 December 20.. :

D1	S. Samson	3 500	00
D2	C. Cool	-	-
D3	M. Moon	1 100	00
		4 600	00

The total amount owed to Debtors on 31 January 20..= R4 600

The same as the final balance of the Debtors' Control account in the general ledger of DJ's Music Store = R4 600 Dr balance

Trial Balance of DJ's Music Store on 31 December 20 ..

		Fol	Debit		Credit	
	Balance Sheet Section					
	Capital	B1			139 600	00
	Trading Stock	B2	37 600	00		
	Debtors control	B3	4 600	00		
	Bank	B4	112 750	00		
	Nominal Account Section					
	Sales	N1			42 300	00
	Cost of Sales	N2	27 800	00		
	Debtors allowances	N3	850	00		
	Rent Income	N4			1 700	00
			183 600	00	183 600	00

WEEK 3 PERIOD 5

ACTIVITY 9.4.5 (B)

Business plan word search

Find the words that describe all the points to be included in a business plan in the word puzzle.

n g e t d y m a t c r g m y t r d t e i s s s n
 s y g e i e g m l n o t g m t l e n n t d u o f
 t f c p l s a e t e s v l n t l k c v e i a a a
 e b f r f r s s t n u t e a m i i s o s c d e n
 e a r e c m m n t a p a y r i e e e e i f i p p
 e o a s n p k n t a r m s t s i y n s s i e c r
 k f r f g n y t v n t t r t s h l e t y n s i x
 h a s e e o o t v r s i s i i r e e c l a s t a
 a o e a y i s a r n m y u g o n n e i a n i o t
 i m c o n t e n t s p a g e n p g e t n c l i b
 i e g m u p e p g a e e b m s i p o t a i i f g
 o e s i e i i t l e o t e s t e t a t t a i c v
 y g e t a r t s f o n o i t a t n e m e l p m i
 e y t s i c a s e n l n f o t e t t k k v n n r
 e r s y a s t e d s s r o e e t s n n r i t u r
 o g a t m e m i t t o a v a m t r o t a a m f p
 t t e i e d e a t e a a m h e e m n g m b m i u
 t i m a a t m y e c o m p a n y p r o f i l e c
 p t s l y c v a a i m s n t t o e y e i l p t e
 l s n c f u n a t r l f i i e g s d r e i s t e
 t i n m i d e t e a y s c e k o g o d y t y l m
 s e a p v o c e n p g s m m o n i n c a y n i a
 c l n o y r a m m u s e v i t u c e x e t s u t
 r e y g r p e r a n e c t r i s m t t s n t i i

cover sheet
 contents page
 executive summary
 company profile
 mission statement
 product description
 financial viability
 market analysis
 marketing strategy
 implementation of strategy

MARKING GUIDE
ACTIVITY 9.4.5(B)
Business plan word search

n	g	e	t	d	y	m	a	t	c	r	g	m	y	t	r	d	e	i	s	s	n		
s	y	g	e	i	e	g	m	l	n	o	t	g	m	t	l	e	n	n	t	d	u	o	f
t	f	c	p	l	s	a	e	t	e	s	v	l	n	t	l	k	c	v	e	i	a	a	a
e	b	f	r	f	r	s	s	t	n	u	t	e	a	m	i	i	s	o	s	c	d	e	n
e	a	r	e	c	m	m	n	t	a	p	a	y	r	i	e	e	e	e	i	f	i	p	p
e	o	a	s	n	p	k	n	t	a	r	m	s	t	s	i	y	n	s	s	i	e	c	r
k	f	r	f	g	n	y	t	v	n	t	t	r	t	s	h	l	e	t	y	n	s	i	x
h	a	s	e	e	o	o	t	v	r	s	i	s	i	r	e	e	c	l	a	s	t	a	
a	o	e	a	y	i	s	a	r	n	m	y	u	g	o	n	n	e	i	a	n	i	o	t
i	m	c	o	n	t	e	n	t	s	p	a	g	e	n	p	g	e	t	n	c	l	i	b
i	e	g	m	u	p	e	p	g	a	e	e	b	m	s	i	p	o	t	a	i	i	f	g
o	e	s	i	e	i	i	t	l	e	o	t	e	s	t	e	t	a	t	a	i	c	v	
y	g	e	t	a	r	t	s	f	o	n	o	i	t	a	t	n	e	m	e	l	p	m	i
e	y	t	s	i	c	a	s	e	n	l	n	f	o	t	e	t	t	k	k	v	n	n	r
e	r	s	y	a	s	t	e	d	s	s	r	o	e	e	t	s	n	n	r	i	t	u	r
o	g	a	t	m	e	m	i	t	t	o	a	v	a	m	t	r	o	t	a	a	m	f	p
t	t	e	i	e	d	e	a	t	e	a	a	m	h	e	e	m	n	g	m	b	m	i	u
t	i	m	a	a	t	m	y	e	c	o	m	p	a	n	y	p	r	o	f	i	l	e	c
p	t	s	l	y	c	v	a	a	i	m	s	n	t	t	o	e	y	e	i	l	p	t	e
l	s	n	c	f	u	n	a	t	r	l	f	i	i	e	g	s	d	r	e	i	s	t	e
t	i	n	m	i	d	e	t	e	a	y	s	c	e	k	o	g	o	d	y	t	y	l	m
s	e	a	p	v	o	c	e	n	p	g	s	m	m	o	n	i	n	c	a	y	n	i	a
c	l	n	o	y	r	a	m	m	u	s	e	v	i	t	u	c	e	x	e	t	s	u	t
r	e	y	g	r	p	e	r	a	n	e	c	t	r	i	s	m	t	s	n	t	i	i	

ACTIVITY 9.4.5(A)

Analyse the information below and extract and list 10 functions of a business plan.

A business often compiles a business plan when it needs to apply for a business loan. This is a mistake. You do indeed need a business plan when you apply for a loan, but the business plan is the life blood of your business. It is a blueprint according to which you run and expand your business. Many people think a business plan is only necessary when you plan and start up a new business, but a business plan is vital for running a successful business. It helps you to plan ahead and to allocate your resources appropriately. It helps you to prepare for threats and opportunities. It helps you to optimise growth and profit. You cannot implement proper business expansion plans without using your business plan as a guide.

MARKING GUIDE

ACTIVITY 9.4.5 (A)

Planning a new business
Applying for a loan
Running your business
Expanding your business
Planning ahead
Allocating resources appropriately
Preparing for threats
Preparing for opportunities
Optimising growth
Optimising profit

WEEK 4 PERIOD 7

ACTIVITY 9.4. 7

Match the number and description on the left hand-side with the correct letter and answer on the right –hand side.

1.	People are involved in a various economic activities within the economy. These groups of activities are called	A	Mark up
2.	Sales-Cost of goods sold	D	SWOT
3.	Product promotion	C	Contribution
4.	Selling price less variable costs	G	Marketing
5.	A way of analysing the positives and negatives of a business	J	Sector







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