



**Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTMENT VAN ONDERWYS**

PROVINCIAL ASSESSMENT GUIDELINES

for

ECONOMIC AND MANAGEMENT SCIENCES

(Intermediate and Senior Phases)

30 MAY 2007

PREFACE

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Personnel, Provincialised the National Assessment Guidelines for Economic and Management Sciences with the purpose of increasing the capacity of teachers to have a clear picture on the process of assessment in general and on continuous assessment in particular.

This process has been informed by the Policy on Assessment of February 2007, National Assessment Guidelines of 2007, the Teacher's Resource Book for Senior Phase of 2005 and Economic and Management Sciences Learning Area Statement Grade R - 9.

Critical engagement with the document is encouraged. We invite you to be as rigorous and as vigorous as you can and have complete faith in your professionalism as you implement the National Curriculum Statement (NCS)

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1 INTRODUCTION

This document serves to highlight issues on assessment in Economic and Management Sciences in the Intermediate and Senior Phase. Emphasis is on school based assessment.

The document should be read in conjunction with Economic and Management Sciences National Assessment Guidelines. Therefore the purpose of this document is not to repeat any part of the National Assessment Guidelines which are based on the assessment policy of February 2007 but merely to expand on issues not clearly stated yet crucial for micro planning of learner assessment.

2 ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

Assessment in the National Curriculum Statement is an integral part of teaching and learning and you should consider it carefully at all levels of planning. Assessment is a process of discovering information about learner's performance, using the information gathered to make a decision about the learner's performance and also about your teaching methods.

When planning for teaching and learning you need to choose a variety of teaching activities to achieve the various assessment standards. This will also lead to the achievement of the learning outcomes. To assess the activities you can also choose a variety of ways depending on what you want to find out from the assessment. Assessment should focus on applying the body of knowledge, skills and values acquired through learning and teaching.

Assessment helps us to work out whether learners are performing according to their full potential and making progress towards the achievement of Learning Outcomes, as indicated in the Assessment Standards.

Assessment should achieve at least one of the following purposes:

- Develop learner's knowledge, skills and values
- Identify the needs of learners
- Enable teachers to reflect on their practice
- Identify learner's strengths and weaknesses
- Provide additional support to learners
- Revisit or revise certain sections where learners seem to have difficulties
- Motivate and encourage learners
- Provide information or data to a variety of stakeholders and
- Demonstrate the effectiveness of the curriculum or a teaching strategy

3 ECONOMIC AND MANAGEMENT SCIENCES EDUCATION AT A GLANCE IS:

EMS can be broken into the following, very broad categories of learning:

- Economic Literacy
- Financial Literacy

- Consumer Literacy
- Entrepreneurial knowledge and skills
- Managerial knowledge and skills and
- Leadership knowledge and skills

4 KNOWLEDGE AND SKILLS INCLUDED IN THE ECONOMIC AND MANAGEMENT SCIENCES LEARNING OUTCOMES

The knowledge and skills areas that are covered in the EMS Learning Outcomes are listed below:

- The role players in the economy - their roles, rights and responsibilities - and how the economy functions
- Economic growth and development and how to sustain it
- Productivity knowledge, values and attitude and its effect on economic prosperity, growth and living standards
- Leadership and management issues within EMS include:
 - ✓ Basic aspects of leadership, such as planning and directing
 - ✓ Negotiation, motivation, delegation and conflict management
 - ✓ Basic aspects of management such as administration, finance and production
 - ✓ Marketing, purchasing, public relations and human resource development and
 - ✓ Rights and responsibilities of management and workers
- Financial and consumer knowledge in EMS includes:
 - ✓ Accounting
 - ✓ Personal finance
 - ✓ Consumer knowledge and skill
 - ✓ Importance of savings and investments
- Entrepreneurial skills, knowledge and attitudes included in EMS include:
 - ✓ Taking initiative
 - ✓ Risk taking within the context of the process of:
 - ✓ Conceptualizing a business
 - ✓ Financing a business
 - ✓ Running a business
- Responsibilities of entrepreneurs within communities and business environments.

5 WEIGHTING OF THE LEARNING OUTCOMES

The following weightings are suggested for the Intermediate and Senior Phases.

| Learning Outcomes | Intermediate Phase | Senior Phase |
|--|--------------------|--------------|
| LO 1 The economic cycle | 20% | 20% |
| LO 2 Sustainable growth and development | 20% | 15% |
| LO 3 Management, consumer and financial knowledge and skills | 20% | 30% |
| LO 4 Entrepreneurial knowledge and skills | 40% | 35% |

The suggested weighting (time allocation) per Learning Outcome is based on the actual time it would take to teach , learn and assess the appropriate knowledge , skills and values relating to the Learning Outcome in each phase.

Assessment in EMS focuses on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in the economy.

Weighting shows the balance that should be maintained between the Learning Outcomes. You must assess all the Learning Outcomes and the learners must achieve the minimum standards in each of them. Weighting does not mean that one outcome is more important than the other.

6 INTEGRATION OF ASSESSMENT STANDARDS IN EMS

Assessment Standard should be integrated where possible to enhance the process of teaching, learning and assessment. You can organize them as a unit, or design units that suit their context. Integrate Assessment Standards with your units if they have a natural link.

You can integrate Assessment Standards from other Learning Outcomes of EMS and also from other Learning Areas with your units if there is a natural link. However, you should only formally assess and record Assessment Standards from EMS Learning Outcomes. Ensure that all Learning Outcomes of EMS will, at least once, be used as the main Learning Outcome in a lesson for learning, teaching and assessment.

7 CONTINUOUS ASSESSMENT (CASS) IN EMS

The Continuous Assessment is a process of gathering valid and reliable information about the performance of the learner on an on-going basis, against Learning Outcomes and Assessment Standards covered in EMS using a variety of forms of assessment.

7.1 Continuous assessment in Grades 4 - 8

In Grades 4 – 8 Continuous Assessment makes up 100 % of the final mark. CASS comprises two different, but related, activities: informal daily assessment and a formal “Programme of Assessment for EMS”.

The characteristics of CASS can be found on page 49 of the Economic and Management Sciences Learning Area Statement (NCS Policy: 2002).

The strategies and forms of assessment used should be appropriate for:

- ✓ The knowledge, skills and values
- ✓ The range of competencies to be assessed and
- ✓ The age and developmental needs of the learners

MINIMUM REQUIRED FORMS OF ASSESSMENT FOR EMS:

Number of Formal Recorded Assessment Tasks for Grades 4 – 6

| Learning Area | Term 1 | Term 2 | Term 3 | Term 4 | Total |
|---------------|---|--|---|---|-------|
| EMS | Investigation/Demonstration/Presentation Assignment Controlled Test | Case study Project Exams/Controlled test | Simulation Presentation Controlled Test | Case Study Demonstration/Prese ntation/ Investigation Exams/Controlled test | 12 |

Number of Formal Recorded Assessment Tasks for Grade 7 and 8

| Learning Area | Term 1 | Term 2 | Term 3 | Term 4 | Total |
|---------------|--|---|--|---|-------|
| EMS | Case Study Investigation Controlled Test | Assignment/ Project Exams/Controlled test | Debate/ Elective Presentation Controlled Test | Simulation Presentation Exams/Controlled test | 12 |

7.2 Continuous And External Assessment: Grade 9

In Grade 9, the CASS component consists of tasks undertaken during the school year (first – third term) and counts 75% of the final Grade 9 mark. The other 25% of the final Grade 9 mark is made up of externally set assessment tasks or Common Tasks for Assessment (CTA). As with Grades 4 – 8, CASS comprises two different, but related, activities: informal daily assessment and a formal ‘Programme of Assessment’.

Number of Formal Recorded Assessment Tasks for Grade 9

| Learning Area | Term 1 | Term 2 | Term 3 | Term 4 | Total |
|---------------|---|--|---|------------|-----------|
| EMS | Case Study Simulation/Investigation Controlled Test | Assignment/ Project Exams/Controlled test | Debate/ Elective Presentation Controlled Test | CTA | 10 |

7.3 Common Tasks for Assessment in Grade 9 (see page 36 National Curriculum Assessment Guidelines for EMS).

SUGGESTED MINIMUM MARK ALLOCATION FOR FORMS OF ASSESSMENT

| GRADES | | 4 | 5 | 6 | | 7 | 8 | 9 |
|-----------------------------------|--|----|----|----|--|-----|-----|-----|
| Controlled test | | 50 | 50 | 50 | | 100 | 100 | 100 |
| Presentation | | 20 | 20 | 20 | | 25 | 25 | 25 |
| Simulation/Demonstration | | 20 | 20 | 20 | | 30 | 30 | 30 |
| Assignment | | 20 | 20 | 20 | | 25 | 25 | 25 |
| Case Study | | 20 | 20 | 20 | | 20 | 20 | 20 |
| Project | | 50 | 50 | 50 | | 75 | 75 | 75 |
| Debate/ Elective/Investigation | | 20 | 20 | 20 | | 25 | 25 | 25 |

Each form of assessment you use is a different strategy for collecting the evidence of learning. The evidence of this assessment is collected into a Portfolio.

(See Annexure 2 page 50 – 54 National Assessment Guidelines for further explanation of the various forms of Assessment)

7.3.1 Informal and Formal Assessment

Both formal and informal assessments are used in CASS, but the **formal tasks** or **activities** are recorded for purposes of progression and promotion. Informal assessment is very important, but is not used for formal recording. It is used for formative purposes to support teachers in their daily planning and to assist teachers in making professional judgment on learner performance.

7.3.2 Informal daily assessment and the implementation thereof

Informal assessment form part of your daily planning and it will assist you in making a professional judgment on learner performance. You may use learner's performance in these assessment tasks to give verbal or written feedback to learners, the School Management Team, parents and other stakeholders. It is very important to monitor learner progress during daily learning activities, and you may do this through any of the following methods:

- ✓ **Formative question and answer sessions.** That is, after a learning experience, you could ask questions in such a way that would require your learners to show you what they have learned.
- ✓ **Formative reflection.** This involves your learners to reflect on what they have learned and how they have learned it.
- ✓ **Observations.** You should continually observe learners in all of their learning activities. This will give a lot of valuable information on how they are performing.
- ✓ **Short assessment tasks** completed during the lesson by individuals, pairs or groups
- ✓ **General Class work**
- ✓ **General Homework**

Include these kinds of informal assessment tasks and activities in your lesson planning. It is important for learners to learn from and reflect on their own performance.

7.3.3 Formal Assessment

Formal assessment gives you a systematic way of evaluating how well learners are progressing in a grade in EMS. Formal assessment is carried out to obtain reliable records that will enable the teacher to determine a learner's competence in the Learning Outcomes and Assessment Standards.

An assessment task is described as "an assessment activity or activities that is/are designed to assess a range of skills and competencies". When you develop an assessment task for EMS, you will make use of at least three forms of assessment, with possibly a number of activities supporting each form. In EMS there are four formal assessment tasks for Grades 4 - 8, and three for Grade 9 per year.

It is recommended that for each term there must be at least 3 forms of assessment of which one is a test, which will cover all Assessment Standards covered to date. Over the year the assessment tasks must reflect varied forms of assessment and assess a variety of skills (informed by the Assessment Standards in that grade).

EMS helps to prepare learners for life in the real world. As an EMS teacher you are able to reinforce the entrepreneurial skills, knowledge and values that will resonate throughout learner's lives and help to make them powerful players in the economy.

Some of these entrepreneurial skills and values are listed below:

- ✓ Innovation, lateral thinking, creativity and vision
- ✓ Self-reliance, independence and resourcefulness
- ✓ The ability to differentiate patterns or trends in seemingly meaningless data and details
- ✓ The ability to integrate ideas from completely separate contexts

- ✓ The ability to organise a team or build up a network and use it productively - and a love and respect for ability in others
- ✓ The ability to be decisive, to take action and to take risks
- ✓ A passion for work, excellence, perfection and professionalism.

If you can construct your assessment tasks to bring out these skills and values in your learners, then you will have given them tools that they can use for life

8 PLANNING FORMAL ASSESSMENT TASKS

Planning for assessment happens at all three levels of planning: Learning Programme, Work Schedule and Lesson plan. Planning for assessment in the Learning Programme should give you a good indication of the resources and time needed for assessment in the phase.

8.1 Planning for assessment in the Learning Programme

When developing a Learning Programme teachers need to:

- ✓ List the main forms of assessment they are likely to use in determining the achievement of Learning Outcomes and to meet the Assessment Standard.
- ✓ List all key resources that they are likely to need
- ✓ Consider the context in which they are taught and the core knowledge and concepts that need to be learned
- ✓ Indicate the time that will be required for appropriate and authentic assessment

The three or four formal assessment tasks will have to reflect the knowledge, skills and values to be assessed in all grades.

In EMS the tasks will have to reflect all of the following:

- ✓ How the economy functions and the role players that are involved
- ✓ Economic growth and development and how it can be sustained
- ✓ Consumer skills
- ✓ Financial literacy
- ✓ Managerial and leadership knowledge and skill
- ✓ Entrepreneurial knowledge and skills

In EMS the following forms of assessment are preferred, although they are not the only ones that you can use:

- ✓ Projects
- ✓ Test
- ✓ Data response
- ✓ Graph analysis
- ✓ Examinations
- ✓ Simulations
- ✓ Presentations (oral and written)
- ✓ Case studies
- ✓ Demonstrations
- ✓ Interviews

- ✓ Questionnaires
- ✓ Assignment
- ✓ Posters
- ✓ Surveys

8.2 Planning for assessment in the Work Schedule Level

When EMS teachers of a particular Grade meet to plan their work schedules, they need to plan the formal assessment tasks that the learners will do for the year as part of the work schedule.

When teachers plan assessment at this level, they should consider the following questions:

- ✓ What is the purpose of assessment in the task?
- ✓ Which Learning Outcomes and Assessment Standards will be assessed by the task?
(**N.B** Learners are assessed against all Assessment Standards, but not all are formally recorded).
- ✓ Which task(s) will the teacher do in his/her class?
- ✓ What will the focus of the assessment task be?
- ✓ Which forms of assessment will suit the context?
- ✓ When will the assessment task be done and how long will it take?

8.3 Planning for assessment in the Lesson Plan Level (see National Assessment Guidelines pages 14 – 21 and pages 25 – 30 for examples)

When an individual grade teacher plans at Lesson Plan level, s/he must integrate assessment into the teaching and learning plan. Formal assessment tasks should be fully planned at lesson plan level.

To do so, you should follow these steps: (See Annexure for full explanation)

- ✓ Develop the assessment task
- ✓ Gather the evidence
- ✓ Evaluate the evidence on learner performance
- ✓ Record learner performance
- ✓ Report on learner performance
- ✓ Reflect on the learning process

8.4 Assessment Programme in EMS

An annual formal 'Programme of Assessment' must be drawn up and submitted to the Learning Programme/Learning Area Head and School Management Team (SMT) before the start of the school year. This will be used to draw up a 'school assessment plan' in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

The Assessment Programme for EMS, which is part of the Work Schedule, should have four formal assessment tasks in one year for Grades 4 - 8 and three formal tasks

in one year for Grade 9. When conceptualising the EMS assessment tasks for the year, you should consider the full scope of content (skills, knowledge and values), the Learning Outcomes with Assessment Standards and the different forms of assessment.

9 MINIMUM REQUIREMENTS FOR EVIDENCE IN PORTFOLIO

9.1 Controlled Tests: (See Page 50 National Assessment Guideline- EMS)

The Learning Outcomes and Assessment Standard targeted by the controlled test must be clearly indicated.

- Tool(s) used to mark the test must also be available.
- Minimum of 4 tests per year, Grades 4 – 8 and 3 tests for Grade 9.
- See 7.3 above for proposed mark allocation
- A variety of not less than 3 different types of test questions.

Examples: Case studies, Match-type, Multiple-choice, True/False, Selection – type and Essay type questions

- Tests must be **moderated** by HOD or Senior teacher in the case where there is no HOD.
- Tests must be developmental

9.2 Simulation/Debate/ Investigation (See Page 53 National Assessment Guideline- EMS)

- Clear instructions to learners must be included in the portfolio
- Clear indication of Learning Outcomes and Assessment Standards targeted.
- Evidence of the assessment tool used
- See 7.3 above for proposed mark allocation

9.3 Presentation (See Page 53 National Assessment Guideline- EMS)

- Clear indication of Learning Outcomes and Assessment Standards targeted.
- Evidence of the assessment tool used
- Clear instructions to learners must be included in the portfolio

9.4 Project (See Page 53 National Assessment Guideline- EMS)

- For Intermediate Phase the **minimum hand written length** must be 4 pages including the cover page and table of contents. In Senior Phase the length must be 5 pages excluding the cover page, table of contents and Bibliography/ Reference List.
- Duration of the project: minimum of 4 weeks
- Clear indication of Learning Outcomes and Assessment Standards targeted.
- Evidence of the assessment tool used
- Copy of the task and instructions given to learners.

9.5 Assignment (See Page 52 National Assessment Guideline- EMS)

- For Intermediate Phase the length of the assignment should be (200 words) and in Senior Phase at least 500 words
- Duration of the assignment minimum of 1 week
- Clear indication of Learning Outcomes and Assessment Standards targeted.
- Evidence of the assessment tool used
- Copy of the task and instructions given to learners.

9.6 Case Study (See Page 52 National Assessment Guideline- EMS)

Possible uses of a Case Study:

- Analysis of situations
 - Drawing conclusions
 - Reports of possible courses of action
-
- The Case Study must be EMS related and target a Learning Outcome
 - Clear indication of Learning Outcomes and Assessment Standards targeted.
 - Evidence of the assessment tool used
 - Copy of the task and instructions given to learners.

10 MODERATION

It is policy that moderation should be done per term in all grades, at school level, cluster level and district level.

Moderation will be carried out to ensure that appropriate standards are maintained in the assessment process in the province. This will be done on a sample basis at the different levels of the process

According to the Assessment Policy of February 2007, continuous assessment should be moderated externally by professional support services within the guidelines set by the Provincial Education Department.

In Grades 4 - 8, CASS makes up 100% of the final EMS mark or level of achievement. In Grade 9 CASS makes up 75% of the final EMS mark or level of achievement and 25% comes from Common Task for Assessment (CTA) which will be used as a moderating tool for school based assessment.

11 STAGES OF MODERATION

| LEVELS OF MODERATION | WHO MODERATES | PORTFOLIOS TO BE MODERATED |
|----------------------|---|---|
| SCHOOL | PRINCIPAL/ HOD(SMT)/ REPRESENTATIVE OF THE PRINCIPAL | ALL PORTFOLIOS should be submitted to the HOD and the HOD should sample according to the school assessment policy. |
| CLUSTER | EDUCATORS/ CLUSTER LEADER (LEARNING AREA COMMITTEE CHAIR PERSON)/ DISTRICT CURRICULUM PERSONNEL | 10 % OF LEARNERS' PORTFOLIO PER SCHOOL(minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest). |
| PROVINCE | PROVINCIAL LEARNING AREA CHAIR PERSONS/ THEIR REPRESENTATIVES | DETERMINED BY THE PROVINCIAL LEARNING AREA EXECUTIVE COMMITTEE |
| NATIONAL | UMALUSI | DETERMINED BY UMALUSI |

12 MODUS OPERANDI

12.1 LEVEL 1: SCHOOL LEVEL

This moderation should be conducted on an ongoing basis as tasks are completed in the classroom situation.

The moderation at school level should be conducted as follows:

- All assessment tasks and tools must be moderated by HOD **before** administered to the learners.
- The learning area teacher marks tasks in **red** ink.
- The learning area head of department, Deputy Principal or Principal, must then exercise further control in **green** ink. (THE SCHOOL MODERATING TEAM).
- Comments, signature and a school stamp must appear on the moderated work. A school moderation tool (see Annexures) must be filled in and be submitted by the subject teacher during cluster moderation.
- In school where there is no SMT member qualified in the learning area, arrangements with the neighbouring school can be made. If this is not possible done at cluster moderation by the learning area specialists.
- Two copies of the mark schedule (see Annexures) must also be signed by the teacher, HOD and Principal

- The number of learner portfolios to be presented for cluster moderation should be determined as follows:

10% of learners' portfolio must be prepared for moderation (minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest).

12.2 LEVEL 2: CLUSTER LEVEL

- Cluster moderation will take place according to the district CASS moderation schedule.
- Each teacher brings along his/her master portfolio, required number of learner portfolios and two copies of the mark schedule

12.3 ROLE OF THE DCES INTERSEN

- Coordinates CASS moderation plans/ programmes for the district for the year
- Communicates the plans/ programmes to all circuit managers and schools
- Ensures that the venues are booked and confirmed.
- Collates all the learning area reports

12.4 ROLE OF THE LEARNING AREA SPECIALIST (SES)

- Assisted by the learning area cluster chairperson (teacher), organizes clusters moderation venue, attendance registers, moderation instruments and report form (see Annexures).
- Together with the Cluster chairperson decide on the role of each teacher (who moderates which assessment tasks).
- Should moderate all the teacher master portfolios.
- Together with the Cluster chairperson decide on the moderation time per school
- Verifies the evidence of School Moderation
- Ensures that all the schools have signed the attendance register (see Annexures)
- Signs copy of mark lists after moderation
- Compiles the final moderation report (see Annexures) of the entire district.

12.5 ROLE OF THE CLUSTER CHAIRPERSON (TEACHER)

- Fills in the moderation tool with the assistance of all the teachers in the moderation venue and records the findings
- Leads discussion/report on the moderator's findings.
- Signs learner portfolios.
- Verifies and signs copy of mark lists already signed and stamped by the Principal and HOD.
- Compiles the final moderation report (see Annexures).

12.6 MODERATION PLAN

| TIME | GRADES R- 8 | GRADE 9 |
|--------|-------------|-----------|
| Term 1 | March | April |
| Term 2 | July | June |
| Term 3 | September | September |
| Term 4 | November | CTA |

12.7 LEVEL 3: PROVINCIAL LEVEL

- Provincial learning area specialists (DCES) are responsible for this moderation.
- This level of moderation takes place at the same time as the capturing of marks is done.
- The reports provided by the district DCES plays a vital role in this level of moderation.
- Common Tasks for Assessment (CTA) moderation will be conducted on a continuous basis when the learners are writing it.

12.8 LEVEL 4: NATIONAL LEVEL

- This level of moderation can take place at any time during any other level of moderation.
- UMALUSI officials may visit any site of moderation at their discretion they can also call for portfolios from any school/ cluster/ district for moderation purposes.
- They may as well use the reports compiled district DCES.

12.9 CASS MODERATION INSTRUMENTS

- Learning area recording sheets/ mark schedules
- School moderation tool (first level)
- Cluster moderation tool
- Cluster moderation reporting tool
- Cluster moderation register
- District moderation reporting tool

EXEMPLARS OF ANNUAL ASSESSMENT PROGRAMME – GRADES 4 TO 9

GRADE 4

| TERM | LO and AS | ASSESSMENT TASK | FOCUS/CONTENT | FORMS OF ASSESSMENT | CONTEXT |
|------|----------------------|--------------------------------------|---|---|---------------------------------------|
| 1 | LO 1 AS 1 AS 2 | Consumer knowledge and skills | Roles of members of households in need satisfaction process Responsible and irresponsible use of resources – effect on community Highly developed and subsistence economies: - identify standards of living - differences | Demonstration Assignment Controlled test | Community |
| | LO 2 AS 1 | | | | |
| 2 | LO 4 AS 1 AS 2 | Entrepreneurial knowledge and skills | Characteristics of entrepreneur How Factors of production are combined to gain profit Buyer, seller, Producer - difference between them - entrepreneurial actions of buying, selling and producing | Investigation Case Study Controlled test/Exam | Entrepreneurship in local communities |
| | LO 4 AS 3 | | | | |
| | LO 3 AS 3 AS 4 | | Sources of personal income – spending, saving and drawing up personal budget Purpose of savings account | | |

GRADE 4

| | | | | | |
|---|------------------------------|--|---|--|------------------|
| 3 | LO 3 AS 1 AS 2 | Managerial and leadership knowledge and skills | <p>Management tasks (classroom project):</p> <ul style="list-style-type: none"> - planning - leading - organizing - controlling <p>Types of businesses:</p> <ul style="list-style-type: none"> - trading - manufacturing - servicing <p>Role of Formal and informal businesses in a society.</p> <p>Concept of Tax</p> <p>Practicing and applying entrepreneurial knowledge and skills in a fair or market day</p> | Simulation Poster presentation Controlled test | Local businesses |
| 4 | LO 2 AS 1 AS 2 AS 3 | Economic growth and development | <p>Discovery of diamonds in South Africa:</p> <ul style="list-style-type: none"> - economic and social impact - job creation - wealth creation - exploitation of cheap labour - migratory labour - health and safety hazards <p>RDP, Urban renewal, efforts in fighting poverty by local community</p> | Research project Case study Controlled test/exam | Local community |

GRADE 5

| TERM | LO and AS | ASSESSMENT TASK | FOCUS/CONTENT | FORMS OF ASSESSMENT | CONTEXT |
|-------------|---|------------------------------------|---|--|------------------------------------|
| 1 | LO 1 AS 1 AS 2 LO 2 AS 1 AS 3 LO 4 AS 3 | Economic growth in local community | <p>Different levels of needs Role of Government in the use of resources and services</p> <p>Changes from Self sufficient to Modern societies in :</p> <ul style="list-style-type: none"> - lifestyles – - living standards and - patterns of consumption - <p>Personal steps and attitudes to improve the standard of living (e.g developing entrepreneurial skills, using time and resources productively in promoting a healthy environment)</p> <p>Generates entrepreneurial actions to meet own community needs (e.g co-operatives, loan societies)</p> | Assignment Investigation Controlled test | Local community |
| 2 | LO 2 AS 2 LO 1 AS 2 AS 3 | Economic growth and development | <p>Economic growth and development and its impact of economic growth & development on the development of communities and society</p> <p>Effects of natural disasters and Health epidemics(e.g HIV/AIDS) on informal and formal businesses</p> | Case study Project Controlled test/exam | Sustainable growth and development |

GRADE 5

| | | | | | | |
|---|--------------------------------------|--------------------------------------|---|---|---|---------------------------------------|
| 3 | LO 3 AS 1 AS 2 AS 3 | Management and financial skills | <p>Management and leadership roles (in the classroom and home in the absence of adults).</p> <p>Business Management by traders (locally)</p> <p>Savings account –</p> <ul style="list-style-type: none"> - opening an account - deposit money - withdrawal slip <p>Value of savings and thrift</p> | <p>Management and leadership roles (in the classroom and home in the absence of adults).</p> <p>Business Management by traders (locally)</p> <p>Savings account –</p> <ul style="list-style-type: none"> - opening an account - deposit money - withdrawal slip <p>Value of savings and thrift</p> | Simulation Presentation Controlled test | Management, savings and banking |
| 4 | LO 4 AS 1 AS 2 AS 4 AS 5 | Entrepreneurial knowledge and skills | <p>Specific entrepreneurial skills to attract tourists to community</p> <p>Needs analysis using different tools(observation sheets and questionnaires)</p> <p>Income generation initiatives for own community (e.g fund raising, stokvels, cooperatives, clubs etc)</p> <p>Elements of the marketing mix</p> | <p>Specific entrepreneurial skills to attract tourists to community</p> <p>Needs analysis using different tools(observation sheets and questionnaires)</p> <p>Income generation initiatives for own community (e.g fund raising, stokvels, cooperatives, clubs etc)</p> <p>Elements of the marketing mix</p> | Investigation -(observation sheet, questionnaire, interview) Case study Exam/Controlled test | Entrepreneurship in local communities |

GRADE 6

| TERM | LO and AS | ASSESSMENT TASK | FOCUS/CONTENT | FORMS OF ASSESSMENT | CONTEXT |
|------|--|--|--|--|-----------------------|
| 1 | LO 1 AS 1 AS 2 LO 2 AS 1 AS 2 AS 3 | How the economy functions and the roleplayers involved | <p>Role players / participants in the economic cycle (households, businesses and government)</p> <p>Rights and responsibilities of each participant in the production and consumption of resources</p> <p>Standards of living and patterns of consumption specialization and trade</p> <p>Economic actions against apartheid government</p> <ul style="list-style-type: none"> - disinvestment - sanctions - impact on growth <p>Steps taken by government to redress historic imbalances and poverty</p> | Investigation Presentation Controlled test | South African economy |
| 2 | LO 1 AS 3 & 4 LO 3 AS 1 | Economic literacy | <p>Flow of money, resources, and services to households, businesses and producers and government in exchange for labour</p> <p>Different types of taxes and influences on consumers and businesses</p> <p>Production process</p> | Case study Simulation Exam | Economic cycle |

GRADE 6

| | | | | | |
|---|--|---|--|---|--|
| 3 | LO 3 AS 2 LO 4 AS 1, 2, 3, 4 and 5 | Entrepreneurial knowledge and skills | Business management and leadership Entrepreneurship (weaknesses and strengths) Business opportunities in the community Business plan for a trading or service business Advertisements How 4 elements of marketing mix are combined | Poster (presentation) Project Controlled test | Entrepreneurship in local community |
| 4 | LO 3 AS 3 & 4 | Financial literacy | Debt, banking and savings facilities Purpose and use of community saving schemes | Assignment Demonstration Controlled test/Exam | Banking |

GRADE 7

| TERM | LO and AS | ASSESSMENT TASK | FOCUS/CONTENT | FORMS OF ASSESSMENT | CONTEXT |
|------|--|--------------------------------------|---|--|----------------------------|
| 1 | LO 1 AS 1 AS 2 AS 3 LO 2 AS 1 AS 2 | Economic literacy | Needs and wants and how differences impact on community Types of businesses – primary, secondary and tertiary sectors Free and economic needs Demand and supply Influence on market prices Apartheid economic policies Steps to redress socio-economic imbalances and poverty | Case Study Investigation Controlled test | Local economic activities |
| 2 | LO 4 AS 1 AS 2 AS 4 AS 5 LO 3 AS 1 AS 5 | Entrepreneurial knowledge and skills | Characteristics and skills of entrepreneurs in community Idea generation techniques Use of community resources to generate income Business event Role of planning, organizing, leading and controlling in a business Statement of net worth | Project Simulation Controlled test/exam | Entrepreneurial activities |
| 3 | LO 3 AS 2 AS 3 AS 4 AS 6 | Management and consumer skills | Different approaches to leadership (styles) and management Importance of administration (record keeping) Use of EMS telecommunication services financial transactions Human resources management | Demonstration Assignment Controlled test | Management functions |

GRADE 7

| | | | | | | |
|---|--------------|----------------------|-------------------|---|---|-----------------------------|
| 4 | LO 1 LO 2 | AS 4 AS 3 AS 4 | Economic literacy | <p>Power relationships, economic rights and responsibilities between</p> <ul style="list-style-type: none"> - consumer and producer - employer and employees - government and business <p>Productivity</p> <ul style="list-style-type: none"> - efficiency and effectiveness - input and output - quality - difference between <p>Compares differences between savings and investments</p> | <p>Presentation Simulation Controlled test/Exam</p> | Role players in the economy |
|---|--------------|----------------------|-------------------|---|---|-----------------------------|

GRADE 8

| TERM | LO and AS | ASSESSMENT TASK | FOCUS/CONTENT | FORMS OF ASSESSMENT | CONTEXT |
|------|--|---|--|--|------------------------------------|
| 1 | LO 1 AS 1 AS 2 AS 3 AS 5 LO 2 AS 1 AS 2 AS 4 | Economic literacy, growth and development | <p>Historical development of money</p> <p>Role of money in society</p> <p>Trade (imports and exports)</p> <p>Economic problem (choice and opportunity cost)</p> <p>Role of banks</p> <p>Different economic systems how it address the economic problem</p> <ul style="list-style-type: none"> - planned - market - mixed <p>Inflation and its causes</p> <p>National budget</p> <ul style="list-style-type: none"> - influences growth and redress inequalities <p>How RDP stimulates growth and restructuring</p> <p>How EMS can improve productivity, economic growth and living standards</p> | Case Study Investigation Controlled test | Money, banking and economic growth |
| 2 | LO 2 AS 3 LO 3 AS 6 AS 2 | Leadership, managerial and financial skills | <p>Importance of savings for investment</p> <p>Methods of saving and investment</p> <ul style="list-style-type: none"> - savings accounts - fixed deposits - shares - unit trusts <p>Return on investments</p> <p>Leadership and management strategies to</p> <ul style="list-style-type: none"> - ensure return on investment - calculations of different investments | Assignment Presentation Controlled test/exam | Savings and investments |

GRADE 8

| | | | | | |
|---|--|---|---|---|------------------|
| 3 | LO 4 AS 2 AS 3 AS 4 AS 1 AS 5 | Entrepreneurial knowledge and skills | How to start a business – viability Forms of ownership Financial viability of business Purchasing, production and marketing | Case study Project Controlled test | Entrepreneurship |
| 4 | LO 3 AS 1 AS 3 AS 4 AS 5 | Financial literacy | Financial concepts Accounting equation Source documents - receipts - cash slips - cheques - deposit slips Keyboard skills - storing - retrieving basic information Statement of net worth | Poster (presentation) Simulation Controlled test/Exam | Entrepreneurship |

GRADE 9

| TERM | LO and AS | ASSESSMENT TASK | FOCUS/CONTENT | FORMS OF ASSESSMENT | CONTEXT |
|------|--|--------------------|---|---|----------------------|
| 1 | LO 3 AS 1 AS 3 AS 6 AS 4 AS 5 LO 1 AS 1 AS 2 | Financial literacy | <p>Basic income statement for service and retail businesses</p> <p>Journals</p> <ul style="list-style-type: none"> - CRJ - CPJ - Debtors journal - Creditors journal <p>Ledgers</p> <ul style="list-style-type: none"> - General - Debtors - Creditors <p>Posting to the ledger</p> <p>Trial Balance</p> <p>Income statement and balance sheet</p> <p>Analysis of financial statements</p> <p>Keyboard skills</p> <p>Forms of credit purchases</p> <p>Different means of payment</p> <p>Different flows of money – factors of production, goods and services</p> <p>Role of the foreign sector in economic cycle</p> | Case study Simulation Controlled test | Financial management |

GRADE 9

| | | | | | |
|---|--|---|--|---|------------------|
| 2 | <p>LO 4 AS 1 AS 2 AS 3 AS 4 AS 5</p> <p>LO 3 AS 2</p> <p>LO 1 AS 3</p> | Entrepreneurial knowledge and skills | <p>Swot analysis</p> <p>Business ideas to meet the need for manufactured goods</p> <p>Develop business plan (including budget) for tourism enterprise</p> <p>Engage in business activity</p> <p>Choosing a form of ownership</p> <p>Conduct marketing campaign</p> <p>Research the role of SMME</p> <p>Investigate Public relations, social responsibilities and environmental responsibility strategies</p> <p>Graphical illustration of influence of prices on demand and supply</p> | <p>Assignment</p> <p>Project</p> <p>Controlled test/exam</p> | Entrepreneurship |
| 3 | <p>LO 1 AS 5 AS 4 AS 7</p> <p>LO 3</p> <p>LO 2 AS 1 AS 2 AS 3 AS 4</p> | Economic growth and how it can be sustained | <p>The influence and actions (strikes and stayaways) of trade unions during the apartheid era</p> <p>Effect of national budget on the economy</p> <p>Laws affecting basic conditions of employment</p> <p>How national budget can be used to facilitate sustainable growth and development</p> <p>Successes and shortcomings of the RDP</p> <p>Role of savings and investments in economic prosperity and growth</p> <p>Effect of productivity on economic prosperity</p> | <p>Debate/elective</p> <p>Presentation</p> <p>Controlled test</p> | Economic issues |
| 4 | ALL | CTA | CTA | CTA | |

ANNEXURES



SCHOOL BASED MODERATION TOOL

(LEVEL 1 MODERATION)

EDUCATOR:..... **SCHOOL**..... **DATE:**

DISTRICT: **LEARNING AREA:** **NO OF LEARNERS:**

NO OF LEARNER PORTFOLIOS SUBMITTED: **GRADE:**

NAME OF LEARNERS:

1.2.3.

4.5.6.

.....

| 1. MASTER PORTFOLIO | Y/N | COMMENTS |
|--|-----|----------|
| 1.1 Is the portfolio logically arranged: cover page, index, time table? | | |
| 1.2 Is the time allocation in line with policy requirements? | | |
| 1.3 Assessment plans | | |
| 1.4 Learning Programmes, Work Schedule and Lesson plans | | |
| 1.5 NCS policy and Assessment Guidelines | | |
| 1.6 Does the TASK(s) reflect all required components of the learning area? | | |
| 1.7 Are LO s and ASs indicated? | | |
| 1.8 Is there a variety of forms of Assessment included? | | |
| 1.9 Are assessment tools relevant, correct to the tasks given? | | |
| 1.10 Is marking done properly? | | |
| 1.11 Is the standard, quality, content coverage of tasks satisfactory? | | |
| 1.12 Are alphabetical recording sheets included? | | |
| 2. LEARNER PORTFOLIO | | |
| 2.1 Is the portfolio logically arranged: cover page, index? | | |
| 2.2 Is the portfolio neat and tidy? | | |
| 2.3 Does the TASK(s) reflect all required components of the learning area? | | |
| 2.4 Is there a variety of forms of Assessment included? | | |
| 2.5 Is marking done properly? | | |
| 2.6 Is the standard, quality, content coverage of tasks satisfactory? | | |

| | SIGNATURE | DATE |
|-----------|-----------|-------|
| EDUCATOR | | |
| HOD | | |
| PRINCIPAL | | |

MODERATION ATTENDANCE REGISTER

DISTRICT: _____ **NAME OF CLUSTER:** _____ **DATE:** _____

LEARNING AREA: _____ **GRADE:** _____ **TERM:** _____

| | Surname | First name | School | Contact office and cell | Signature |
|-----|---------|------------|--------|----------------------------|-----------|
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CASS MODERATION TOOL

ECONOMIC AND MANAGEMENT SCIENCES

TERM: _____

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|-------------------------|--------------|------------------------|
| SCHOOL | GRADE | CLUSTER |
| | | |
| NAME OF EDUCATOR | | NAME OF MONITOR |
| | | |

| CATEGORY | | YES | NO | COMMENT |
|---------------------|---|-----|----|---------|
| TEACHER'S PORTFOLIO | Technical issues (Personal details, Cover, Neatness, Dividers & Index) | | | |
| | Personal Time Table | | | |
| | Learning Programmes & Work Schedule | | | |
| | Lesson Plans | | | |
| | Annual Assessment Plan | | | |
| | Policies & Supporting Documents | | | |
| | Evidence of Assessment Tasks | | | |
| | Evidence of Assessment Tools | | | |
| | Copy of School Assessment Policy | | | |
| | Formative Recording Sheets | | | |
| | Recording Sheet for EMS | | | |
| | Evidence of School-Based Moderation | | | |
| | Records of Intervention and Support | | | |
| | Evidence of meetings | | | |

LEARNER'S PORTFOLIO

| CATEGORY | Y | N | FORM OF ASSESSMENT | LO's & AS's | Evidence of Planning | ASSESSMENT TOOLS | COMMENT |
|------------|---|---|--------------------|-------------|----------------------|------------------|---------|
| Cover Page | | | | | | | |
| TASK ONE | | | | | | | |
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| | | | | | | | |
| TASK TWO | | | | | | | |
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| TASK 3 | | | | | | | |
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Evidence of equitable coverage of Learning Outcomes
(Briefly describe)

RECOMMENDATIONS:

LEARNING AREA CO-ORDINATOR:

| | | | | |
|-----------------------------|-------------|----------------------------|---------------|-------------|
| EDUCATOR'S SIGNATURE | DATE | MONITOR'S SIGNATURE | SCHOOL | DATE |
| | | | | |



CLUSTER MODERATION REPORT FORM

DISTRICT: **CLUSTER:** **DATE:**

LEARNING AREA: **GRADE:**

NO OF SCHOOLS MODERATED:

NO OF SCHOOLS ABSENT:

LIST OF SCHOOLS ABSENT AND REASONS:

- ;
- ;
- ;
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- ;
- ;

SCHOOLS NOT MEETING MINIMUM REQUIREMENTS

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DO ALL SCHOOLS IN YOUR CLUSTER HAVE PROVINCIAL LEARNING AREA ASSESSMENT GUIDELINES? **IF NO**, LIST

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COMMENTS AND RECOMMENDATIONS:

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| CLUSTER CHAIRPERSON: | SIGNATURE: | DATE |
| | | |
| DISTRICT CHAIRPERSON | SIGNATURE: | DATE |
| | | |



DISTRICT MODERATION REPORT FORM

DISTRICT: LEARNING AREA

DATE: GRADE:

NO OF SCHOOLS MODERATED: NUMBER OF SCHOOLS ABSENT:.....

LIST OF SCHOOLS ABSENT:

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- ;
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- ;
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WHAT ARRANGEMENTS HAVE BEEN MADE FOR SCHOOLS THAT ARE ABSENT?

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DO ALL SCHOOLS IN YOUR CLUSTER HAVE PROVINCIAL LEARNING AREA ASSESSMENT GUIDELINES?

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SCHOOLS NEEDING MORE SUPPORT

| SCHOOL | AREA OF IMPROVEMENT |
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GENERAL COMMENTS AND RECOMMENDATIONS:

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DISTRICT CHAIRPERSON:

SIGNATURE:

DATE

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DISTRICT DCES

SIGNATURE:

DATE

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MODERATOR:

DATE:



EMS ASSESSMENT RECORDING SHEET 2008

| GRADE: 9 | | CONTINUOUS ASSESSMENT (CASS) | | | | | | | | | | | CTA ASSESSMENT | | FINAL ASSESSMENT | | | | |
|-----------------------|---------------------|------------------------------|--|-----------------|-------|--------------------|--|--|---------------------------|----------------------|--------------|--|----------------|-------|------------------|----|---|---|-----------------|
| TASKS | FORMS OF ASSESSMENT | TERM ONE TASK 1 | | | | TERM TWO TASK 2 | | | | TERM THREE TASK 3 | | | | TOTAL | TOTAL CASS MARK | 25 | % | L | |
| | | | | Controlled test | TOTAL | CONVERTED TO | | | Controlled test/ Exams | TOTAL | CONVERTED TO | | | | | | | | Controlled test |
| SURNAME & NAME | | | | | | | | | | | | | | | | | | | |
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| <u>NAME OF SCHOOL</u> | SIGNATURES ; | EDUCATOR: | | | | HOD: | | | | MODERATOR: | | | | | | | | | |
| | | DATE: | | | | DATE: | | | | DATE: | | | | | | | | | |