

GR. 8 EMS LESSON PLANS – TERM 2 (WEEK 1-10)

Economic and Management Sciences
LESSON PLAN FOR VIVA EMS

GRADE 8
TERM 2: Week 1
(2 hours per week)

<p>Topic: THE ECONOMY AND FINANCIAL LITERACY Sub-topic: Unit 2.1 Revision of term 1 work</p>	<p>Duration: 2 hours (2 x 1 hour periods) Start date:.....Completed date:</p>
<p>Prior content knowledge: Own knowledge of the Accounting concepts taught in term 1.</p>	<p>Link with next lesson: Overview of the Accounting cycle.</p>
<p>Content:</p> <p>THE ECONOMY: (30 min) (LB p. 54)</p> <ul style="list-style-type: none"> • The three levels of government • The National Budget <p>FINANCIAL LITERACY (30 min) (LB p. 55)</p> <ul style="list-style-type: none"> • Accounting concepts • Accounting equation <p>Accounting theory test (1 hour) (TG p. 37)</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • National, provincial and local government. • Government income and government expenses. • Assets, non-current assets, current assets, liabilities, non-current liabilities, current liabilities, owner’s equity, income, expenses.
<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 ✓ Name and explain the levels of government ✓ Classify different accounts correctly as non-current assets, current assets, non-current liabilities, current liabilities, income and expense accounts. 	
<p>Teaching Methods:</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 visual materials for learners with a limited English vocabulary, e.g. show them pictures of the different accounts, like pictures of equipment. • Make instructions simple to address the language barrier • Extra enrichment activity: Class test on p. 37. Learners should re-write this test during breaks, until they all scored above 70%.

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words	Class or homework	Glossary (LB p. 177)
	Activity 2.1 (LB p. 56)	Memo (TG p. 34)
	Activity 2.2 (LB p. 57)	Memo (TG p. 39-41)
Informal assessment: Learners should re-write this test during breaks, until they all scored above 80%.	Enrichment activity: Accounting theory test (TG p. 37)	Memo (TG p. 38)

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of marked Accounting theory test in learners workbooks or portfolios, with remedial work done in pencil.

Lesson, Class work and Homework: Activity 2.1, 2.2 and Accounting theory test.

TEACHER'S ACTIVITIES**Period 1:****THE ECONOMY**

The three levels of government
(15 min) (LB. p. 54)

- Ask learners to name the 3 levels of government.
- Ask them to describe the functions of each level of government.

THE ECONOMY:

The National Budget
(15 min) (LB p. 54)

- Ask learners to define 'national budget'.
- Task learners to list government income and government expenses.

LEARNERS' ACTIVITIES**Period 1:****THE ECONOMY**

The three levels of government
(15 min) (LB. p. 54)

- Learners name the 3 levels of government and describe the functions of each level of government.

THE ECONOMY:

The National Budget
(15 min) (LB p. 54)

- Learners define 'national budget'.
- They list government income and government expenses.

FINANCIAL LITERACY

Accounting concepts **(15 min) (LB p. 55)**

- Ask learners to define assets, non-current assets, current assets, liabilities, non-current liabilities, current liabilities, owner's equity, income, expenses.
- Ask them to list the non-current assets and current assets.
- Revise the diagram on p. 55

Accounting equation **(15 min) (LB p. 55)**

- Revise the Accounting equation by giving learners the name of an account and they should classify the account as e.g. a current asset and explain on which side of the account it will increase and decrease.
- Task learners to do Activity 2.1 (LB p. 56).
- Make enough copies of the Accounting test (TG p. 37).

Period 2:

Accounting theory test **(1 hour) (TG p. 37)**

- Provide the correct answers for Activity 2.1 and check that learners correct their mistakes.
- Issue the Accounting tests and give learners 30 minutes to complete the test.
- Task learners to do Activity 2.2 (LB p. 57) at home.
- Mark the test at home, or allow learners to mark each other's tests in the classroom. (30 min)
- Learners who scored less than 70%, will have to re-write the same test during breaks, until they all could score above 70%.

FINANCIAL LITERACY

Accounting concepts **(15 min) (LB p. 55)**

- Learners define assets, non-current assets, current assets, liabilities, non-current liabilities, current liabilities, owner's equity, income, expenses.
- They list the non-current assets and current assets and revise the diagram on p. 55.

Accounting equation **(15 min) (LB p. 55)**

- Learners revise the Accounting equation by classifying a number of accounts and explain on which side of the account it will increase and decrease.
- They do Activity 2.1 (LB p. 56) at home.

Period 2:

Accounting theory test **(1 hour) (TG p. 37)**

- Learners mark Activity 2.1 and correct their mistakes.
- They write the Accounting test and should complete it within 30 minutes.
- Learners can mark each other's tests in the classroom, or the teacher can mark it at home. (30 min)
- Learners who scored less than 70%, will have to re-write the same test during breaks, until they all could score above 70%.
- They do Activity 2.2 (LB p. 57) at home.

<p>Topic: FINANCIAL LITERACY Sub-topic: Unit 2.2 Overview of the Accounting cycle</p>	<p>Duration: 2 hours only (2 x 1 hour periods) (Use other 2 hours for Unit 2.3 CRJ) Start date:.....Completed date:</p>
<p>Prior content knowledge: Own knowledge of source documents as the starting point of any recording process.</p>	<p>Link with next lesson: Unit 2.3: Recording of transactions in the Cash Receipts Journal</p>
<p>Content:</p> <p>Reasons for recording process: (15 min) (LB p. 58)</p> <p>Daily recording process: (15 min) (LB p. 58)</p> <p>Monthly recording process: (15 min) (LB p. 58)</p> <p>At the end of the financial year: (15 min) (LB p. 58)</p> <p>Diagram of The Accounting cycle (1 hour) (LB p. 59)</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Source document, subsidiary journal, bank deposit slips, cheque counterfoils, Cash Payments Journal. • General ledger accounts, trial balance. • Income statement, Balance sheet. • Transaction, source document, subsidiary journals, ledger, trial balance, Income statement, Balance sheet, 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"> ✓ List the reasons why the entrepreneur should record all business transactions in a systematic way. ✓ Define all the relevant concepts ✓ Explain the daily recording process. ✓ Explain the monthly recording process. ✓ Explain the financial statements at the end of the financial year. 	
<p>Teaching Methods:</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 visual materials for learners with a limited English vocabulary, e.g. show them pictures of the different accounts, like pictures of equipment. • Make instructions simple to address the language barrier.

- **Extra enrichment activity:** Learners should draw the diagram on page 59 in their workbooks.

ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:

Assessment Tool:

Define all the important vocabulary words	Class or homework	Glossary (LB p. 177)
	Activity 2.3 (LB p. 60)	Memo (TG p. 42)
Informal assessment: Learners should copy the diagram of the Accounting cycle into their workbooks, on a full A4 page.	Enrichment activity: Presentation:	Memo (LB p. 59)

EVIDENCE OF ASSESSMENT

Teacher:

- Informal activities are controlled, corrected and dated. Teacher’s comments in the learners’ exercise books.

Learners:

- Written work in the learners’ exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of the Accounting cycle diagram copied from LB p. 59.

Lesson, Class work and Homework: Activity 2.3 and Diagram of Accounting cycle.

TEACHER’S ACTIVITIES

Period 1:

Reasons for recording process:
(15 min) (LB p. 58)

- Ask learners why an entrepreneur should record all transactions?
- Work through the reasons at the top of (LB p. 58).
- Task learners to make a summary of these reasons in their workbooks at home.

Dialy recording process:
(15 min) (LB p. 58)

- Discuss the daily recording process by using a practical example.
- Illustrate any transaction between 2 learners to make it clear.

LEARNERS’ ACTIVITIES

Period 1:

Reasons for recording process:
(15 min) (LB p. 58)

- Learners try to explain why an entrepreneur should record all transactions?
- They work through the reasons at the top of (LB p. 58).
- Learners make a summary of these reasons in their workbooks at home.

Dialy recording process:
(15 min) (LB p. 58)

- Learners listen to the teacher’s explanation, ask clarity seeking questions and respond to the teacher’s questions.

Monthly recording process:

(15 min) (LB p. 58)

- Explain the monthly recording process and explain the terms in bold print.
- Explain the importance of a trial balance to test the accuracy of the bookkeeper's work.

At the end of the financial year:

(15 min) (LB p. 58)

- Explain the difference between Nominal and Balance Sheet accounts and what happens with these accounts at the end of the financial year.
- Explain the Income Statement and Balance sheet and show learners examples of both.

Period 2:

Diagram of The Accounting cycle

(1 hour) (LB p. 59)

- Explain the Accounting cycle step-by-step and use practical examples to make it clear.
- Task learners to draw the diagram (LB p. 59) in their workbooks on a full A4 page in landscape form.

Monthly recording process:

(15 min) (LB p. 58)

- Learners listen to the teacher's explanation of the monthly recording process, ask clarity seeking questions and respond to questions.

At the end of the financial year:

(15 min) (LB p. 58)

- Learners listen to the teacher's explanation of Nominal and Balance Sheet accounts, ask clarity seeking questions and respond to the teacher's questions.

Period 2:

Diagram of The Accounting cycle

(1 hour) (LB p. 59)

- Learners listen to the teacher's explanation of the diagram, ask clarity seeking questions and respond to questions.
- Learners draw the diagram (LB p. 59) in their workbooks on a full A4 page in landscape form.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p. 58+60) and Teacher's Guide (TG p. 42-43).
- Chalkboard and chalk
- Accounting paper, e.g. the 8-column and double ledger books to show learners in which books the subsidiary journals and the General Ledger will be done.

Teacher's comments / reflection:

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HOD input: monitoring and support

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<p>Topic: THE ECONOMY Sub-topic: Unit 2.3 Cash Receipts Journal</p>	<p>Duration: 5 hours (5 x 1 hour periods) Start date:.....Completed date:</p>
<p>Prior content knowledge: Own general knowledge/experience of services enterprises and how they record money received.</p>	<p>Link with next lesson: Unit 2.4: Entrepreneurship – The factors of production.</p>
<p>Content:</p> <p>Introduction: (15 min) (LB p. 60)</p> <p>2.3.1 The format of the Cash Receipts Journal (45 min) (LB p. 61)</p> <p>2.3.2 The CRJ of a service enterprise (example) (30 minutes) (LB p.63)</p> <p>2.3.3 Entering transactions in the CRJ (1 hour 30 min) (LB p. 66)</p> <p>2.3.4 The effect of transactions on the Accounting equation (1 hour) (LB p. 68)</p>	<p>Vocabulary/ Important Words:</p> <p>Separate entity, Service enterprise, trading enterprise</p> <p>2.3.1 Analysis of receipts, Bank column, Current income, Sundry accounts, Capital, Rent income, Donations received, Interest income.</p> <p>2.3.2 Capital contribution, services rendered, CRR, duplicate receipts.</p> <p>2.3.3 Rent income, Interest on savings account, interest income, Donations received.</p> <p>2.3.4 Double entry rule, Assets, Owner’s equity and Liabilities.</p>
<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 ✓ 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. ✓ Know the classification of accounts (assets, liabilities and owner’s equity accounts) ✓ Analyse cash transactions in terms of the Accounting equation. 	

Teaching Methods: <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	Differentiation (Enrichment opportunities / addressing barriers): <ul style="list-style-type: none"> • Use visual materials to illustrate the services rendered by different service enterprises. • Use the picture on LB p. 63 to explain some of the activities and accounts that will be found in a service enterprise. • Make instructions simple to address the language barrier • Extra enrichment activity: Class test on the Accounting equation. (Activity 2.10 can be used for this and will only take 10 minutes.
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ASSESSMENT STRATEGY Formal Informal

Form of Assessment:	Assessment Tool:	
Define all the important vocabulary words		
Class and homework activities	Activity 2.4 (LB p. 66)	Memo (TG p. 44)
	Activity 2.5 (LB p. 66)	Memo (TG p. 44)
	Activity 2.6 (LB p. 67)	Memo (TG p. 45)
	Activity 2.7 (LB p. 68)	Memo (TG p. 46)
	Activity 2.8 (LB p. 71)	Memo (TG p. 47)
	Activity 2.9 (LB p. 72)	Memo (TG p. 47)
	Activity 2.10 (LB p. 73)	Memo (TG p. 48)
Informal assessment: Class test on the Accounting equation.	Enrichment activity: Class test (Activity 2.10 can be used)	Memo (TG p. 48)

EVIDENCE OF ASSESSMENT

Teacher:

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.

Lesson, Class work and Homework: Activity 2.4 – Act. 2.10

TEACHER'S ACTIVITIES

Period 1:

Introduction: (15 min) (LB p. 60)

- Explain that the business is separate from its owner and that the owner can have transactions with its own business.
- Discuss the 2 types of businesses and give examples of each type from the community.

2.3.1 The format of the Cash Receipts Journal (45 min) (LB p. 61)

- Explain all the new vocabulary words like: Analysis of receipts, Bank column, Current income, Sundry accounts, Capital, Rent income, Donations received, Interest income.
- Work through the format of the CRJ with learners and explain how to use each column when recording transactions.

Period 2:

2.3.2 The CRJ of a service enterprise (example) (1 hour) (LB p.63)

- Work through the example on p. 63 - 65 with learners. Read each transaction and explain how it will be recorded and why. **(30 min)**
- Do Activity 2.4 step-by-step with learners on the blackboard. **(30 min)**
- Task learners to do Activity 2.5 on their own at home.

Period 3+4:

2.3.3 Entering transactions in the CRJ (2 hours) (LB p. 66)

- Provide the answers for activity 2.4 + activity 2.5 and check that learners correct their mistakes.
- Task learners to do Activity 2.6 and Activity 2.7 as class/homework.

LEARNERS' ACTIVITIES

Period 1:

Introduction: (15 min) (LB p. 60)

- Learners listen to the teacher's explanation and make notes of the new vocabulary words.
- They discuss the 2 types of businesses and give examples of each type from their own community.

2.3.1 The format of the Cash Receipts Journal (45 min) (LB p. 61)

- Learners listen to the teacher's explanation, ask clarity seeking questions and respond to questions.
- They summarise the vocabulary words under this heading in their work books.

Period 2:

2.3.2 The CRJ of a service enterprise (example) (1 hour) (LB p.63)

- Work through the example on p. 63 - 65 with the teacher. Ask clarity seeking questions and respond to the teacher's questions. **(30 min)**
- Do Activity 2.4 step-by-step with the teacher on the blackboard. **(30 min)**
- Learners do Activity 2.5 on their own at home.

Period 3+4:

2.3.3 Entering transactions in the CRJ (2 hours) (LB p. 66)

- Learners mark activity 2.4 and activity 2.5 and correct their mistakes.
- They ask clarity seeking questions and respond to the teacher's questions.
- Learners do Activity 2.6 and Activity 2.7 as class/homework.

<p>Period 5: 2.3.4 The effect of transactions on the Accounting equation (1 hour) (LB p. 68)</p> <ul style="list-style-type: none"> • Provide the answers for Activity 2.6 and Activity 2.7 and check that learners correct their mistakes. • Explain the double entry rule. Use the Accounting house poster and the Accounting house (LB. p.138). • Colour code all assets in green, owner’s equity in yellow and liabilities in orange. • Explain the Accounting equation by referring to the scale (LB p. 69). • Work through the examples on LB p. 70 step-by-step with learners. • Do activity 2.8 (LB p. 71) on the blackboard. • Give Activity 2.9 (LB p. 72) for homework. • Mark the homework and give learners a class test (Activity 2.10) the following period. 	<p>Period 5: 2.3.4 The effect of transactions on the Accounting equation (1 hour) (LB p. 68)</p> <ul style="list-style-type: none"> • Learners mark Activity 2.6 and Activity 2.7 and correct their mistakes. • They listen to the explanation of the double entry rule and follow on the Accounting house poster and Accounting house on LB. p.138. • They work through the examples on LB p. 70 step-by-step with the teacher. • Learners do activity 2.8 (LB p. 71) with the teacher on the blackboard. They use the same colour coding as in the textbook. • They do Activity 2.9 (LB p. 72) at home. • Learners mark Activity 2.9 and write a class test (Activity 2.10) the following period.
<p>Resources:</p> <ul style="list-style-type: none"> • VIVA EMS Gr. 8 Textbook (LB p. 60-74) and Teacher’s Guide (TG p.43-48). • Chalkboard and coloured chalk (green, orange and yellow) • Calculators • Long rulers and coloured pencils (green, orange and yellow).. • Eight column Creditors Journal or Eight column Cash Book or prepared answer sheets. 	
<p>Teacher’s comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>HOD input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>	

<p>Topic: ENTREPRENEURSHIP Sub-topic: Unit 2.4 Factors of production</p>	<p>Duration: 3 hours (3 x 1 hour periods) Start date:.....Completed date:</p>
<p>Prior content knowledge: Own general knowledge/experience of the input needed when producing any product or service.</p>	<p>Link with next lesson: Unit 2.6 Revision for the mid-year exam.</p>
<p>Content: 2.4.1 The factors of production (30 minutes) (LB p. 75) 2.4.2 Capital (30 min) (LB p.77) 2.4.3 Labour (1 hour) (LB p. 80) 2.4.4 The importance of fair labour practices (1 hour) (LB p. 83)</p>	<p>Vocabulary/ Important Words: 2.4.1 input versus output, labour, natural resources, 2.4.2 Capital, real or physical capital, financial capital, borrowed capital, own capital, surety, trade credit. 2.4.3 Wages, unskilled workers, semi-skilled workers, skilled workers. 2.4.4 Empathy, The Labour relations Act, The Employment Equity Act, The Basic Conditions of Employment Act.</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 ✓ Understand input versus output. ✓ Explain the different forms of capital. ✓ Explain the role of workers in a business. ✓ Classify different workers as skilled, semi-skilled or un-skilled workers. ✓ Understand which factors can affect the quality of labour in the economy. ✓ Understand the importance of fair labour practices. ✓ Briefly explain the 3 most important labour laws and how they protect workers against exploitation. 	
<p>Teaching Methods:</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 pictures on p. 75-82 to illustrate the different concepts. • Make instructions simple to address the language barrier.

2.4.2 Capital (30 min) (LB p.77)

- Explain the different forms of capital by using practical examples.
- Task learners to summarise all the new vocabulary words.
- Give Activity 2.11 as homework.
- Learners can also be given Activity 2.13 (a poster on the four factors of production) as enrichment activity.

Period 2:

2.4.3 Labour (1 hour) (LB p. 80)

- Provide the correct answers for Activity 2.11 and check that learners correct their mistakes.
- Discuss the role of workers in a business to make learners aware of how important labour is.
- Discuss wages and the factors that can affect the quality of labour in a business.
- Write 3 headings on the blackboard: Skilled labour, semi-skilled and unskilled labour. Task learners to name different types of jobs and classify them under one of the headings on the blackboard.
- Give Activity 2.12 as homework.
- Give learners copies of the format and rubric of the **FORMAL ASSESSMENT (TG p. 54)** and give them a date for the submission of this project.

Period 3:

2.4.4 The importance of fair labour practices (1 hour) (LB p. 83)

- Provide the correct answers for Activity 2.12 and check that learners correct their mistakes.
- Discuss the importance of fair labour practices in a business, by using practical examples.
- Explain the Labour Relations Act and how it protect workers as well as employers.

2.4.2 Capital (30 min) (LB p.77)

- They listen to the teacher's explanation, ask clarity seeking questions and respond to the teacher's questions.
- Learners summarise all the new vocabulary words and do Activity 2.11 for homework.
- Learners can also do Activity 2.13 (poster on the four factors of production) as an enrichment activity.

Period 2:

2.4.3 Labour (1 hour) (LB p. 80)

- Learners mark Activity 2.11 and correct their mistakes.
- They discuss the role of workers in a business.
- They also discuss wages and the factors that can affect the quality of labour in a business.
- Learners name different types of jobs and classify them under one of the headings on the blackboard.
- Learners do Activity 2.12 for homework.
- Learners receive a copy of the **FORMAL ASSESSMENT for term 2** and make a note of the submission date. They should ask clarity seeking questions as the teacher explains the rubric (TG p. 55)

Period 3:

2.4.4 The importance of fair labour practices (1 hour) (LB p. 83)

- Learners mark Activity 2.12 and correct their mistakes.
- They discuss the importance of fair labour practices in a business, by using practical examples.
- They listen to the explanation of the 3 most important labour laws, ask clarity seeking questions and respond to the teacher's questions.

- Explain the Employment Equity Act and how it protects workers against discrimination in the workplace.
- Explain the Basic Conditions of Employment Act and how it protects workers against exploitation.
- Task learners to do Activity 2.14 (LB p. 85) for homework.

- They summarise the vocabulary words in their exercise books and do Activity 2.14 (LB p. 85) for homework.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p. 75-85) and Teacher’s Guide (TG p.49-55).
- Chalkboard and chalk
- Poster of Labour laws (from the Department of Labour).
- Pictures of the four factors of production from magazines and newspapers.

Teacher’s comments / reflection:

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HOD input: monitoring and support

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<p>Topic: THE ECONOMY</p> <p>Sub-topic:</p> <p>Unit 2.5 Markets</p>	<p>Duration: 2 hours (2 x 1 hour periods)</p> <p>Start date: Completed date:</p>
<p>Prior content knowledge: Knowledge of different types of markets in own community.</p>	<p>Link with next lesson: Unit 2.6: Revision for the Mid-year exam.</p>
<p>Content:</p> <p>2.5.1 Types of markets (30 min) (LB p. 86)</p> <p>2.5.2 Goods and services market (30 min) (LB p. 86)</p> <p>2.5.3 Factor market (1 hour) (LB p. 86)</p>	<p>Vocabulary/ Important Words:</p> <p>2.5.1 Consumer market, factor market, goods market, services market, estate market, labour market, capital market.</p> <p>2.5.2 Goods market, services market, specialized markets.</p> <p>2.5.3 Factor market, factors of production.</p>
<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 the different types of markets. ✓ Understand the importance of markets in any economy. 	
<p>Teaching Methods:</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 visual materials to illustrate concepts like pictures of different types of markets. • Make instructions simple to address the language barrier. • Extra enrichment activity: Class test on concepts.

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 2.15 (LB p. 87)	Memo (TG p. 56)
	Activity 2.16 (LB p. 88)	Memo (TG p. 57)
Class test: Learners must be able to define the concepts.	Enrichment activity Class test on concepts	Not formally assessed.

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.

Lesson, Class work and Homework: Activity 2.15 – Activity 2.16:**TEACHER'S ACTIVITIES****Period 1:****2.5.1 Types of markets
(30 min) (LB p. 86)**

- Ask learners to define the word "market".
- Draw the diagram on (LB p. 86) on the blackboard and explain the different types of market.
- Ask learners to give examples of each type from their own community.
- Task learners to draw the diagram in their workbooks and to summarise the new vocabulary words.

**2.5.2 Goods and services market
(30 min) (LB p. 86)**

- Distinguish between goods and services.
- Explain how international markets get involved when we import goods from abroad.
- Discuss specialized markets.

LEARNERS' ACTIVITIES**Period 1:****2.5.1 Types of markets
(30 min) (LB p. 86)**

- Learners try to define the word 'market'.
- They listen to the teacher's explanation, ask clarity seeking questions and respond to questions.
- Learners give examples of the different types of markets from their own community, or from the nearest town.
- They summarise the vocabulary words for this topic in their exercise books and draw the diagram (LB p. 86) in their workbooks.

**2.5.2 Goods and services market
(30 min) (LB p. 86)**

- Learners listen to the teacher's explanation, ask clarity seeking questions and respond to questions.
- They give examples of the different types of specialized markets from their own community, or the nearest town.

<p>Topic: THE ECONOMY Sub-topic: Unit 2.6 Revision for mid-year exam</p>	<p>Duration: 4 hours (4 x 1 hour periods) Start date: Completed date:</p>
<p>Prior content knowledge: Own general knowledge/experience of work done in term 1+2.</p>	<p>Link with next lesson: Unit 3.1 Revision of term 2 work (in term 3).</p>
<p>Content:</p> <p>Revision activity 2.17</p> <ul style="list-style-type: none"> • The national budget • Standard of living • Unemployment • Factors of production <p>Revision activity 2.18</p> <ul style="list-style-type: none"> • The government • Factors of production • Productive use of resources <p>Revision of Accounting concepts and the Accounting equation</p> <p>Revision of the Cash Receipts Journal</p>	<p>Vocabulary/ Important Words:</p> <p>VAT, customs duties, fuel levy, capital gains tax, company tax, stamp duties, excise duties, natural resources, unemployed, national budget, surety.</p> <p>Production, shares, Department of Water Affairs, Department of Environmental Affairs, market, factor market, Department of Agriculture, Forestry and Fisheries, factors of production.</p> <p>Capital, drawings, owner’s equity, source document, financial records, liabilities, non-current liabilities, current liabilities, creditors, bank overdraft, assets, non-current assets, equipment, vehicles, buildings, current assets, trading stock, debtors, bank account, savings account, cash float, petty cash, Income statement, Balance sheet, subsidiary journals, Cash Receipts Journal, Cash Payments Journal.</p> <p>Sundry accounts, Current income, Analysis of receipts.</p>
<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 ✓ Record transactions in the Cash Receipts Journal ✓ Analyse transactions in terms of the Accounting equation. 	

Teaching Methods:

- Narrative method
- Discussion method
- Question and answer
- Demonstrations
- Group activities

Differentiation (Enrichment opportunities / addressing barriers):

- Use visual materials to illustrate the different types of source documents.
- Read different exam questions and ask learners to interpret the question and then answer it.
- Make instructions simple to address the language barrier
- **Extra enrichment activity:**
Do extra Accounting exercises to revise the Cash Receipts Journal and the Accounting equation.

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all important vocabulary words		
Class and homework activities	Activity 2.17 (LB p. 89)	Memo (TG p. 58)
	Activity 2.18 (LB p. 90)	Memo (TG p. 59)
	Mid-year exam (TG p.60)	Memo (TG p. 64)
	Enrichment activity: Class test on all Accounting of term 1+2	Memorandum drafted by the teacher

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- **Mark the FORMAL ASSESSMENT (Mid-year exam) and record the marks on the recording sheet as the 2nd formal assessment for term 2.**

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- FORMAL ASSESSMENT marked and pasted into the learners' workbooks or filed in learners' portfolios.

Lesson, Class work and Homework: Activity 2.17 – Activity 2.18 + Mid-year exam:

TEACHER'S ACTIVITIES

Period 1:

Revision Activity 2.17 (1 hour) (LB p. 89)

- Revise all the vocabulary words under the following topics:
 - The national budget
 - Standard of living
 - Unemployment
 - Factors of production
- Task learners to do Activity 2.17 (LB p. 89) in the classroom, or at home.
- Provide the correct answers for Activity 2.17 and check that learners correct their mistakes.

Period 2:

Revision activity 2.18 (1 hour) (LB p. 90)

- Revise all the vocabulary words under the following topics:
 - The government
 - Factors of production
 - Productive use of resources
- Task learners to do Activity 2.18 (LB p. 90) in the classroom, or at home.
- Provide the correct answers for Activity 2.18 and check that learners correct their mistakes.

Period 3:

Revision of term 1+ 2 Accounting (1 hour)

- Briefly revise all Accounting terminology and source documents.
- Revise the Accounting cycle.
- Explain how to analyse transactions in terms of the Accounting equation.
- Revise the Cash Receipts Journal.
- Allow learners to ask clarity seeking questions on previous exercises.

LEARNERS' ACTIVITIES

Period 1:

Revision Activity 2.17 (1 hour) (LB p. 89)

- Learners revise all the vocabulary words under the following topics:
 - The national budget
 - Standard of living
 - Unemployment
 - Factors of production
- They ask clarity seeking questions and respond to the teacher's questions.
- They do Activity 2.17 (LB p. 89) in the classroom, or at home.
- Learners mark Activity 2.17 and correct their mistakes.

Period 2:

Revision activity 2.18 (1 hour) (LB p. 90)

- Revise all the vocabulary words under the following topics:
 - The government
 - Factors of production
 - Productive use of resources
- Learners do Activity 2.18 (LB p. 90) in the classroom, or at home.
- They mark Activity 2.18 and correct their mistakes.

Period 3:

Revision of term 1+ 2 Accounting (1 hour)

- Learners revise Accounting terminology, source documents and the Accounting cycle.
- They analyse transactions in terms of the Accounting equation on the blackboard.
- They work through a Cash Receipts Journal and ask clarity seeking questions on any Accounting topic done during term 1+2.

Period 4:

Revision test on term 1+2 Accounting

- Draft an Accounting test to cover all work done in term 1+2.
- Have copies of the test ready.
- Mark the Accounting revision tests or allow learners to mark their own tests and correct their own mistakes.

Period 4:

Revision test on term 1+2 Accounting

- Learners write the revision test in the class.
- They mark their own test (if the teacher doesn't mark it) and correct their mistakes.
- They ask clarity seeking questions about their incorrect answers.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p. 89-90) and Teacher's Guide (TG p. 58-59).
- Chalkboard and chalk
- Calculators
- Copies of class test.
- Copies of mid-year exam paper. (TG p. 60)

Teacher's comments / reflection:

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HOD input: monitoring and support

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