

GEC GRADE 9 INTEGRATED PROJECT TEACHER'S GUIDELINES



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | ANCHOR SUBJECT: LIFE ORIENTATION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**GRADE
2026**

9



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Dear Teacher

We are pleased to welcome you as an integral member of the GEC implementation and research partner in the representative sample group piloting the revised General Education Certificate (GEC).

The GEC forms part of the National Assessment Framework (NAF), and it is our hope that this initiative will support learners in developing a holistic set of skills after ten years of schooling. It also enables us to test, refine, and better understand how Districts and Provinces can be supported in preparing for the full GEC rollout in the coming years. As part of this process, we are implementing a 360-degree assessment model that includes an Inclinations Quiz, School-Based Assessment (SBA) for Term 3 through the Integrated Project, and Curriculum Tests.

The Integrated Project is a key component of SBA. It is one of two projects that will replace the nine subject-specific projects traditionally completed during the third term. This integrated approach is grounded in Project-Based Learning (PBL), allowing learners to engage in activities that mirror real-life experiences and help them develop authentic, transferable competencies. It also provides an opportunity to observe the development of 21st-century skills across subjects.

Integrated Project tasks contribute to SBA marks for all subjects, in alignment with the amended ATP and CAPS requirements. To support teachers, a comprehensive set of resources is provided, including a step-by-step Teacher's Project Guide, a Resource Pack, electronic materials, and a Learner's Workbook.

To simplify implementation, all rubrics have been included in the Teacher's Guidelines. This aims to reduce administrative workload and support teachers as they navigate this new territory.

Because this project integrates multiple subjects, collaboration will be essential. We encourage you to form a Professional Learning Community (PLC) within your school so that teachers can support one another throughout Term 3.

Thank you for taking on this important role in advancing the holistic development of our learners. You will receive continued support from district, provincial, and national structures, as well as the E³ team in each province.

We honour your commitment and appreciate your dedication.

The DBE–E³ Team



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In the GEC Grade 9 Integrated Project, LO anchors the process by guiding learners to research a career opportunity and a business idea that match their strengths, interests, and inclinations. They produce a Formal Research Report (HL) and a Formal Business Letter (FAL). Learners also reflect on how apartheid laws shaped opportunities and influenced their choices.

During Phase B, learners work in groups to identify a simple community problem they can help solve. They plan collaboratively, seek sponsorship or support, and implement their chosen solution in their community. This phase strengthens teamwork, problem solving, and real-life application of skills.

OBSERVING 21ST CENTURY SKILLS DURING THE IMPLEMENTATION OF GEC-INTEGRATED PROJECTS

As a teacher, you already know that you play a vital role as a **facilitator of learning**. Rather than simply delivering information, you create the conditions in which learners can explore, discover and construct their own understanding of the subject matter. As a facilitator, you:

- create an emotionally and psychologically safe learning environment so that learners feel confident to participate;
- provide helpful prompts when learners get stuck;
- offer constructive, timely feedback; and
- adapt your lesson based on what you observe—**assessment as learning**—so that learners can deepen their understanding and strengthen their skills and competencies.

During the Integrated Project, your role is also to **observe, listen and record** how learners demonstrate 21st-century skills throughout the process. To support you, each task includes guidance on specific skills you may want to focus on. These appear in the boxes labelled “**21st-century skills to look out for.**” They are suggestions rather than requirements and are intended to simplify your observation process, so you do not feel pressured to track everything at once.

As you become more familiar with observing these skills, you will naturally begin to explore additional or more nuanced indicators of learner growth. For further detail on the full 21st-century skills framework, please consult the **Teachers’ Guide to 21st-Century Skills** and the relevant section of the **GEC Manual**.

Language Requirements in the Integrated Project



In this project, the Language teachers will guide learners through different focus areas in **Home Language (HL)** and **First Additional Language (FAL)**, while both levels follow the same three stages: **Research, Writing, and Oral Presentation**.

These allocations are aligned to the GEC Grade 9 Integrated Project design, where HL focuses on **Careers** and FAL focuses on **Business Opportunities**.

Home Language (HL): Career Focus

Learners investigate a **career** that matches their strengths, interests, and LO Inclinations results. They complete:

- **Research:** Interview a career professional and gather information from various sources.
- **Writing:** Produce a **Formal Research Report** that answers their research question using evidence from LO, SS, and EMS.
- **Oral:** Present their career findings, supported by Creative Arts elements (posters, props, visuals).

Why HL focuses on Careers:

Home Language expects a higher level of reading comprehension, detail and extended writing. The **Formal Report** demands more complex academic language and structured reasoning, making it best suited for HL.

First Additional Language (FAL): Business Opportunity Focus

Learners explore a **business idea** that could work in their community. They complete:

- **Research:** Interview a business owner and gather information on market needs and business functions.
- **Writing:** Produce a **Formal Letter** based on their research.
- **Oral:** Present their business idea clearly and persuasively, supported by simple visual aids.

Why FAL focuses on Business Opportunities:

FAL emphasises practical, functional communication. A **Formal Letter** allows learners to apply language in real-life, community-based situations that require clarity, purpose and simple formal structures.

STAGE 1 RESEARCH ACTIVITY

(20)

Before the project commences, **all learners should:**

Use the Inclinations Assessment provided by TeacherConnect to help learners identify a career that matches their skills and qualities. The Inclinations Assessment can be accessed through WhatsApp at +27 60 060 3333; the paper based inclination assessment instructions will be provided in Annexure attached.

Scan the QR Code for ease of access



Open the WhatsApp application on your phone and send the keyword IGO in a WhatsApp message to the TeacherConnect chat contact. Please note that the keyword is not case-sensitive (so you can enter it in uppercase or lowercase). Just make sure that there are no spaces between the letters i, g and o.

- discuss question types that relate to interviews for research on careers and business opportunities.
- read and discuss the possible questions listed below for understanding and allow learners to develop their own questions as part of their research.
- define new terminology/vocabulary to make meaning in the possible questions below.
- explain and demonstrate to learners how to develop a research question as well as how to do research.
- demonstrate to learners how and why it is necessary to do referencing as part of the research activity.

During the **Research Stage**, learners in both **Home Language (HL)** and **First Additional Language (FAL)** complete the same core research process, but with **different focus areas**.

All learners must:

- Complete the **IGO Inclinations Assessment** and reflect on their strengths, interests, and values.
- Develop a **clear, focused, open-ended research question** relevant to their chosen topic.
- Create an **interview questionnaire** that helps answer their research question.
- Conduct an **interview** with a relevant person (career professional or business owner), using face-to-face, WhatsApp, email, or a written questionnaire.
- Collect information from **multiple sources**, including LO insights, SS historical context, and EMS concepts.
- Keep a **reference list** of all sources used.

Home Language (HL): Career Research

HL learners investigate **a career** that aligns with their inclinations and personal strengths. In the research stage, they:

- Gather information specifically about the **roles, requirements, training pathways, and workplace expectations** of their chosen career.
- Interview someone working in that career to collect authentic insights that will inform their **Formal Research Report**.

First Additional Language (FAL): Business Opportunity Research

FAL learners explore **a business idea** suitable for their community. In the research stage, they:

- Investigate the **feasibility, community need, market and basic business functions** relevant to their chosen idea.
- Interview a **business owner** to gather real-world information to support their **Formal Letter**.

STAGE 2 WRITING ACTIVITY

(30)

During Stage 2 (Writing), the **HOME LANGUAGE** learners:

1. **Plan their writing** using a **flow-map graphic organiser** to structure their **Formal Research Report**.
2. **Write the Report**, explaining the research process they followed and presenting the findings about their chosen career.

During Stage 2 (Writing), the **FIRST ADDITIONAL LANGUAGE** learners:

1. **Plan their writing** using a **tree-map graphic organiser** to prepare their **Formal Letter**
2. **Write the Formal Letter**, using information gathered during research to motivate their request.

STAGE 3 ORAL PRESENTATION

(20)

HL: Career | FAL: Business Opportunity

In this Integrated Project, **Home Language** focuses on **Careers**, while **First Additional Language** focuses on **Business Opportunities**.

Learners in both language levels complete three stages: **Research, Writing, and Oral Presentation**.

In **Home Language**, learners research a **career** that matches their strengths, interests, and LO inclination results. They collect information from interviews and other sources and use this research to write a **Formal Research Report**.

For the oral, they present their career findings clearly and confidently, supported by simple visuals such as posters or props.

In **First Additional Language**, learners explore a **business idea** suitable for their community. They interview a business owner and gather information about the market and basic business functions. They then write a **Formal Letter**, such as a sponsorship or enquiry letter.

For the oral, they present their business idea and explain why it could work in their community, again using helpful visual aids.

Across both languages, the oral presentation allows learners to show what they have learned, communicate their ideas effectively, and demonstrate 21st-century skills like confidence, organisation and clear communication.



STEP 1: Prior knowledge

Think about what you already know

Purpose of this step: The learner reflects and shares his/her own knowledge, experiences and perspectives (stimulating prior knowledge and evaluating baseline knowledge).



21st Century skills development

In this step, learners are reflecting on and sharing his/her own knowledge, experiences, and perspectives. In this step, you may have the opportunity to observe elements of **Metacognition**. Metacognition is about being aware of how we think, what we know, and how we know it. Metacognition helps us to reflect on our thinking, set goals, and monitor and evaluate our learning. Some of the Sub-skills that make up Metacognition include **5.1 Setting goals and planning**: Did the learner set goals and make a plan during the project?

5.2 Monitoring progress against plans: Did the learner monitor their progress against their plans? **5.3 Reflecting on planned work**: Did the learner reflect on their project and or their prior knowledge?

- 1.1 (+LO) Learners start with Circle Map on **Worksheet 1**: They write their names in the middle circle and at least 5 careers or job ideas in the outer circle. (Please see the Resource Pack on how to use the Circle Map and other Thinking Maps.) With a different colour pen or pencil, they also add five business ideas to the outer circle.
- 1.2 (+LO) Ask learners to label the top of the Tree Map on **Worksheet 2** with *My future* and the next layer of two branches with *My business (Entrepreneurship)* and *My job (Employee)*. Ask learners to take their three top choices from **Worksheet 1** and add these options to each branch. e.g., Employee – Dress maker, Designer, Fashion model. Or under business – Boutique, Beauty Salon, etc.
- 1.3 (+LO) To complete the Tree Map with another two options, ask learners to swop their Circle Maps with the person on their left. They should each choose two other job options and business ideas from their friend's Circle Map.
- 1.4 (+LO) Start a conversation in class around strengths, abilities, weaknesses and interests and how these differ from person to person – and why it should! Learners complete **Worksheet 3** – they circle or underline items in the four quadrants according to their self-knowledge. There are spaces for things that don't appear on the list that they would like to add.
- 1.5 (+ARTS) As the arts offer a mirror to society, it is advised to use the art forms to reflect key moments within the integrated task. The Creative Arts task is therefore closely linked to the Social Sciences research. Ensure that you start in week 1 by providing stimulus to learners that will form the basis of their artwork or performances. In line with the purpose of this task, being one of *integration*, the work explored in the other subjects can be extended through the arts.



STEP 2: New knowledge

Build on what you already know and add new knowledge

Purpose of this step: Learner observes or takes part in something new that is an extension / expansion of prior knowledge.



21st century skills to look out for

In this step, learners observe or take part in something new that is an extension/expansion of their prior knowledge. In this step, you may have the opportunity to observe elements of **Critical Thinking**, **Communication** and **Creativity**.

Critical thinkers ask questions, find the right information, and apply it to solve a problem. Some of the sub-skills that make up critical thinking include **1.1 Asking questions**, **1.2 Evaluating ideas/information**, **1.3 Identifying patterns**.

Communication is the process of sharing information, attitudes, and values. Both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important. Some of the sub-skills that make up Communication include: **2.1 Non-verbal communication**, **2.2 Articulation**, **2.3 Empathising**.

In this instance, **creativity** is defined as the ability to come up with many different ideas and apply them to find realistic solutions to problems. Some of the Sub-skills that make up creativity include: **3.1 Number of ideas**, **3.2 Range of ideas**, **3.3 Feasibility of ideas**.

2.1 (+LO +LANG +SS) Learners now choose one career or job from **Worksheet 2** and start gathering information on their choices. They use **Worksheet 4.1** to compile a list of interview questions. Please assist learners to do personal interviews (these can be face-to-face, via WhatsApp, Email or delivered questionnaires) with people in the community who are currently in careers of their first choice. Please collaborate with SS teachers who have to include questions on apartheid laws. Here is a list of possible interview questions to ask **career professionals**:

- What subjects must you take to become a ...?
- How many years must you study to be able to do your job?
- Where can you find bursaries to study for this job?
- How many hours do you have to work in a week?
- Are there any promotion opportunities in this job?
- Do you need to study further or keep studying to stay on top of things?
- What physical abilities do you need?
- What are the general working conditions?
- What are the things you never expected to enjoy in this job?
- What are the things you never expected to have to do in this job?
- What type of starting salary can you earn doing this job?
- Do men currently earn more than women in these posts?*
- What other abilities, skills or talents do you need to be successful in this job?



Teachers might want to use this opportunity to address gender equality, as per ATP.

2.2 (+LO +LANG +SS) Learners now choose one business idea from **Worksheet 2** and start gathering information on their choices.

2.3 (+LO) **Worksheet 4.2** is used to compile a list of interview questions for a business owner. (Provide learners with extra writing material/paper if necessary.) Please assist learners to do personal interviews (these can be face-to-face, via WhatsApp, Email or delivered questionnaires) with people in the community who currently own businesses. You may be able to invite a business owner to visit the school to create an opportunity for your learners to interview this person in a group.

Here is a list of possible interview questions to ask **business owners**:

- 2.2.1 Why did you choose this type of business?
- 2.2.2 In what industry is your business idea situated? Primary? Secondary? Tertiary?
- 2.2.3 What skills do you need to run such a business?
- 2.2.4 What are the 8 core business functions you have to fill?
- 2.2.5 Do you do all the work, or do you employ people for certain positions?
- 2.2.6 Is it better to form a partnership, sole proprietorship, or a Pty (Ltd)? Please explain.
- 2.2.7 Where would you go for seed capital to start your business? How did you find funding?
- 2.2.8 Is it possible to bootstrap* such a business?
- 2.2.9 If you could start over, what advice would you give yourself?
- 2.2.10 What do you enjoy about being a business owner or entrepreneur?
- 2.2.11 Can anyone be an entrepreneur or own a business?



* **Bootstrapping** is **building a company from the ground up with nothing but personal savings**, and with luck, the cash coming in from the first sales. The term is also used as a noun: A bootstrap is a business built by an entrepreneur with little or no outside cash support. Source: Investopedia.com

2.3 In presenting their research report at the end of this project, learners will have to include a source or reference list. Personal interviews are examples of primary sources and should be included in the source list. Learners can use **Worksheet 4.3** to reference their interviews. Here is how: If my name is Katlego Mbali and I did a personal interview with Mr. Billy Fortuin on 20 April 2022 in Welkom, I will reference it as follows:

WRITER	TITLE	PUBLICATION DATE	PLACE	URL / PUBLISHER
K. Mbali	Interview with Mr. Billy Fortuin	20 April 2022	Welkom	Private

2.4 (+SS) Learners research 2 Apartheid laws that once influenced people's ability to do business or find a job. They incorporate their findings in a research report.

2.5 (+SS) They use **Worksheet 5.1** to write down their research and findings. Learners use **Worksheet 5.2** to demonstrate the cause and effect of ONE of these laws in the cause and effect map. A cause and effect map is a visual map that functions as a problem-solving tool. As the name suggests, its main purpose is to help you identify the cause of a troubling situation in relation to the effect (or results) you've observed. In **Worksheet 5.3.1**, learners prepare two interview questions for the LO interview. These questions should be about how Apartheid Laws have influenced the interviewees choice of career or business.

- 2.6 (+SS) Learners use **Worksheet 5.3.2** to write a Social Sciences report on how Apartheid laws they have researched, had effected the interviewees choice of career or business.
- 2.7 (+SS) Learners use **Worksheet 5.4** to list their resources used for the Social Sciences report.
- 2.8 **(+ARTS) Worksheet 5.5 - Worksheet 5.8:** This section guides the **Creative Arts** teacher through the 10-week Term 3 process. Learners work on their Creative Arts component (Worksheets 5.5–5.8) alongside the other integrated subjects throughout the term. All Creative Arts work must be directly linked to the Social Sciences research (Worksheets 5.1–5.4) on Apartheid laws and their effect on careers and business. Each learner works on the TWO art forms they offer in the Senior Phase. Direct them to the appropriate worksheet: Worksheet 5.5 (Dance), 5.6 (Drama), 5.7 (Music), and/or 5.8 (Visual Arts).

WORKSHEET 5.5 — DANCE (*Groups of 5–6 learners | 10 weeks | 25 marks*)

The Dance component requires learners to create a short group dance (1.5–3 minutes) inspired by South African identity and heritage and linked clearly to careers and business. Their SS research (Worksheets 5.1–5.4) forms the content foundation.

- **Week 1:** Introduce stimulus types (image, poem/words, headline, or object). All stimuli must connect identity/heritage to career opportunities. Guide learners through the SEE–THINK–WONDER thinking routine and help groups brainstorm five describing words. Ask: *"Which Apartheid law is shown? Where is the career link?"*
- **Week 2:** Each learner creates ONE movement from their chosen *describing word*. Combine individual movements into a short group sequence (improvisation → composition).
- **Week 3:** Build SPACE into the sequence: levels (e.g. low = struggle, medium = daily life, high = aspiration) and directions (front, side, back, diagonal).
- **Week 4:** Add TWO locomotor and TWO non-locomotor movements, turn, and fast/slow TIME sections. For example, link fast tempo to ambition and slow tempo to restriction, etc.
- **Week 5:** Add FORCE/DYNAMICS (strong/soft, sharp/smooth, heavy/light). Demonstrate contrasts clearly. Practice the full sequence.
- **Week 6:** Add a meaningful opening and a thought-provoking ending. Beginning = the "problem" (restriction); ending = the "message" (opportunity/empowerment).
- **Week 7:** Finalise title and optional music. Rehearse with checklist: SPACE, TIME, FORCE visible; Social Sciences link clear; beginning and ending strong.
- **Weeks 8–9:** Performance (FAT). Assessed using the Grade 9 Dance rubric (25 marks). Ensure safety, minimal props, and focus on storytelling through movement.
- **Week 10:** Written reflection (1 page) linked to Languages: stimulus, identity + careers, dance choices, Social Sciences historical learning. Refer to the reflection frame in Worksheet 5.5.

WORKSHEET 5.6 — DRAMA (*Groups of 5–6 learners | 10 weeks | 25 marks*)

Learners create a short group scene (3–4 minutes) rooted in South African identity and heritage,

showing how Apartheid laws affected people's access to work and business, and how identity shapes career choices today.

- **Week 1:** Choose a stimulus (picture, short text, headline, or object). Complete SEE–THINK–WONDER. Warm-up: Accumulation Mime Game – Career Traits Sequence. Establish SS law links and career/business links.
- **Week 2:** Warm-up: Freeze–Tap–Transform. Plan the story structure (Beginning → Middle → End) using the Flow Map. Choose ONE time device (Flashback, Flashforward, Cyclical, or Chronological). Identify the target audience and message about careers and identity.
- **Week 3:** Story Circle: Tell the story aloud. Establish characters and objectives. Develop 3–4 clear Beats (moments of change). Create tableaux for beginning, middle, and end. Warm-ups: Mirror Pair or Status Walks (Intern → CEO).
- **Week 4:** Warm-ups: One Word–One Gesture; Emotion Switch. Develop dialogue and characterisation. Guide learners to use vocal skills (pitch, pace, pause, tone, projection) and physical characterisation (facial expression, gesture, posture, movement style).
- **Week 5:** Warm-up: Workplace Soundscape. Basic staging – space, movement patterns, props, costume, sound/light. Keep staging safe, clear, and minimal.
- **Week 6:** Finalise TIME transitions. For learners pursuing Dramatic Arts from Gr 10, support the optional 60–90 second Protest Theatre insert using devices such as direct address, chorus/chant, placards, song/ululation, tableau + caption, or call-and-response. Ensure the SS law link is explicit.
- **Week 7:** Performance preparation and final rehearsal. Checklist: vocal and physical choices, staging, ensemble unity, TIME device clarity, and (where applicable) Protest Insert effectiveness.
- **Weeks 8–9:** Performance (FAT). Evidence checklist: Worksheet 5.6 pages, stimulus notes, beats/storyboard, staging plan. Use provided assessment rubric to assess the Drama performance.
- **Week 10:** Written reflection. HL learners write a Drama Reflection Report (creation process, ensemble work, performance impact, SS law integration, TIME device, career lessons). FAL learners write a formal letter requesting permission to perform/exhibit

WORKSHEET 5.7 — MUSIC (Groups of 5–6 learners | 10 weeks | 25 marks)

Learners create a short group music performance (3–4 minutes) inspired by South African musical heritage and linked to careers and business in the music industry. The Social Sciences research (Worksheets 5.1–5.4) provides historical content.

- **Week 1:** Present stimulus options (*Sarafina! District Six: The Musical*, *King Kong*, *The Lion King*, or approved SA composers such as Miriam Makeba, Hugh Masekela, Abdullah Ibrahim, or Toyi-Toyi & Freedom Songs). Facilitate SEE–THINK–WONDER. Discuss: *"Which laws would prevent these artists from performing or earning a living?"* Groups brainstorm 5 music adjectives describing mood.
- **Week 2:** Each learner creates a 2-bar rhythmic motif (using voice, body percussion, or instrument) from their chosen adjective. Combine motifs into a group phrase using layering, sequential, or call-and-response textures.
- **Weeks 3–4:** Expand composition: add variation, two rhythmic patterns, melodic contour, a contrasting section, and dynamics (forte/piano). For example, link minor/dark tones to Apartheid restriction and major/bright tones to present opportunity, etc.
- **Week 5:** Finalise structure (Intro → A → B → Bridge/C → Outro), tempo, and tone colour/timbre. Connect planning a musical performance to planning a business (Worksheet 7.2).
- **Week 6:** Create attention-grabbing opening and memorable closing. Analyse iconic SA musical openings as models. Ensure groups can articulate: *"Which law inspired this piece? How does the ending show present opportunity?"*
- **Week 7:** Finalise title and storyboard. Rehearsal protocol: KEEP (what works) and IMPROVE (what to refine). Check that identity/heritage, careers/business thread, and musical elements are all intentional and clear.
- **Weeks 8–9:** Performance (FAT). Assessed using the Grade 9 Music rubric (25 marks).
- **Week 10:** Discussion and reflection on the composition process.

WORKSHEET 5.8 — VISUAL ARTS (Individual | 8–10 weeks | 25 marks)

Learners design and produce a mural (A3/A2) that communicates South African identity, history, and community through visual storytelling. The process follows research → sketch → design → final artwork → reflection pathway.

- **Week 1:** Introduce murals for storytelling. Discuss: *"What is a mural?"* How do murals preserve history? Use visual examples. Learners create a mind map: *"Moments That Shaped Our Country."* Homework: interview a parent/grandparent OR using classroom-provided sources (ensure equity of access).
- **Week 2:** Research Apartheid and democracy. Discuss key figures (Mandela, Biko, Tambo). Learners collect visual references (images, symbols) to begin building their mural base.
- **Week 3:** Focus on local and community history. Learners do research of ONE local historical person or event (may be the same interview subject from the SS section). Write a short paragraph on its importance. Class discussion: *"How can this be represented visually?"*

- **Week 4:** Teach symbolism and composition. Learners develop 3 rough sketches, each including a national historical reference, a local/community reference, and a cultural symbol. Provide feedback and guide learners to select the strongest concept.
- **Week 5:** Teach art elements (line, shape, colour, texture, space) and design principles (balance, contrast, emphasis, pattern, unity) and colour symbolism. Teach the Grid Method for scaling (A4 → A3/A2). Learners produce a final A4 detailed design with labelled symbols.
- **Week 6:** Learners produce the final mural (A3/A2). It must communicate a clear message, show planning and structure, be neat and complete, and include a title.
- **Week 7-8:** Gallery presentation. Display all murals. Learners explain their mural to the class. Peer feedback sessions. Remind learners: *"Viewers must understand your mural without explanation."*
- **Week 9-10:** Written reflection on historical meaning, cultural identity, symbolism, the role of art in society, and a career connection. Assessed using the Grade 9 Visual Art rubric (25 marks).

STEP 3: Order



Order and categorise your existing knowledge

Purpose of this step: To order and make sense of information and knowledge that emerged in *Knowledge* and *New knowledge* steps.



21st century skills to look out for

In this step, learners order and make sense of information and knowledge that emerged in the previous two steps. In this step, you may have the opportunity to observe elements of **Critical Thinking**. Critical thinkers ask questions, find the right information, and apply it to solve a problem. Some of the sub-skills that make up critical thinking include **1.1 Asking questions, 1.2 Evaluating ideas/information, 1.3 Identifying patterns**.

- 3.1 (LO) Learners now use **Worksheet 6.1** (the Bubble Maps) to map out their new knowledge after research. They write their chosen 6.1) job in the middle bubble and add all aspects of their research in the satellite bubbles.
- 3.2 (EMS) Learners now use **Worksheet 6.2** (the Mind Map) to map out their new knowledge after research. They write their business in the middle of the mind map and add all aspects of their research in the satellites (see keywords and phrases in learner book for guidance). **This worksheet is done and marked in the EMS class.**
- 3.3 Keep in mind: A doctor's practice is also a business; electricians need to run their own businesses; hairdressers need basic business skills. Even if your mind is made up on a certain career, you will need to gain business skills to sell your services to the wider public.
- 3.4 (LO) **Worksheet 6.3 (LO) learners use** (the second Bubble Map) to map out their understanding of pathways after research. They write their chosen career/job or business in

the middle bubble and add all aspects of their chosen pathway in the satellite bubbles.



STEP 4: Apply

Apply your knowledge to your context (driving question)

Purpose of this step: To use knowledge to answer the driving question



21st century skills to look out for

In this step learners use knowledge to answer the driving question by playing the boat-making game. This is an interactive collaborative task that might present an opportunity to observe a number of different elements such as:

- **Critical thinking** 1.1. Asking questions, 1.2 Evaluating ideas, 1.3 Identifying patterns
- **Communication** 2.1 Non-verbal communication, 2.2. Articulation, 2.3 Empathising
- **Creativity** 3.1 Number of ideas, 3.2 Range of ideas, 3.3 Feasibility of ideas,
- **Collaboration** 4.1 Negotiating roles and responsibilities, 4.2 Pooling resources, 4.3 Engaging with roles and responsibilities,
- **Metacognition** 5.1 Setting plans and goals, 5.2 Monitoring progress, 5.3 Reflecting on work.

(+EMS – BOAT MAKING GAME)

PLEASE NOTE: The boat-making game takes about 40 minutes to complete. This will need planning and communication with all teachers involved. Please see where Language/Social Sciences or any other subjects involved in the integrated project line up to help with the smooth running of the game.

4.1 Purpose of the Activity

Learners play the Boat-making Game. (This game is designed around the discovery of 8 business functions. In unpacking the game, it is important to ask questions until learners make the connection with their roles in the groups and how it corresponds to the 8 business functions in their handbooks. Learners complete **Worksheet 7**.

This activity helps learners understand business functions, income, expenses, decision-making, teamwork and entrepreneurship using a fun, competitive simulation. It fits into a single 30–40 minute EMS lesson.

4.2 Preparation Before the Lesson

Divide the class into groups of 8 the day before.

Materials Needed:

- A4 or scrap paper (equal for all groups)
- Play money or written amounts on paper
- Scissors (optional)
- Bell or timer
- Chance Cards (one per team)
- Teacher desk to act as the 'bank'

Important: The "idea" of the boat-making game must be communicated clearly to the learners

the day before.

Teacher Tip: This version works perfectly as an **introductory lesson** or revision activity and can easily be repeated with different strategies next time.

4.3 Suggested Lesson Flow

- Introduction (2–3 min): Explain the goal – teams run mini businesses making paper boats.
- Group Formation (1–2 min): Learners form teams of 4–8 with simple business roles.
- Gameplay (30 min total): Follow the 5 steps – Buy materials, make boats, sell boats, Chance Card, Salaries & Profit.
- Wrap-Up Discussion (3–5 min): Ask reflection questions about profit, decisions and teamwork.

4.4 Key Rules to Emphasize

- Each team starts with R200 starting capital.
- Raw materials cost R50 per page.
- The selling price is fixed at R80 per boat.
- Salaries are R20 per worker at the end.
- No rent or storage fees (simplified version).
- Each team draws ONE Chance Card only.

4.5 Teacher Tips for Classroom Management

- Use a timer to keep the lesson fast paced.
- Appoint one cashier per group to reduce confusion.
- Accept only neat boats to reinforce quality control.
- Encourage all group members to participate.
- Keep energy levels high—move quickly between rounds.

4.6 Common Misconceptions to Address

- Profit is not the same as total income – expenses must be subtracted.
- Buying more materials does not guarantee higher profit – time and capacity matter.
- Chance Cards simulate risk, not punishment.

4.7 Differentiation Ideas

For stronger learners:

- Add optional marketing expenses.
- Allow teams to set their own selling price.

For learners needing support:

- Provide an income–expense table.
- Demonstrate boat-folding at the start.

4.8 Assessment Opportunities

- Informal: Observe teamwork, calculations, and decision-making.
- Formal: Short reflection paragraph, worksheet or quiz on business functions.

PART 2

EMBRACING THE CHALLENGE (PROBLEM-BASED LEARNING)



STEP 5: Define



Ask lots of questions to help you define your problem

Purpose of this step: Push for clarity on the problem/questions.



21st century skills to look out for

In this step learners will be defining their problem. This step might present an opportunity to observe elements of **communication and collaboration**.

- 5.1 (+LO) Ask learners to come forward with problems in the community. Write these on a black/white board or on a big sheet of paper in front of the class or ask learners to write their identified problems on flash cards, which you can display on the wall. Collect as many problems as possible. They can be simple or complex. Just keep going.
- (+LO) GROUPS: Now divide the class into groups (of 8 if possible) and ask them to choose a problem from the display. They must select a problem which they feel connected to, but also where they intuitively feel that they can make a difference. They must understand that they need not solve the problem (e.g., older community members are lonely) but that they may be able to do something small to make a difference (e.g., by writing letters to elderly citizens/visiting old age homes with a small, prepared concert).
 - Each group must come up with a burning question (research question) from their problem. For example: How do we combat unemployment in our community? OR how can we beautify our community? Learners use **Worksheet 8** to write down the pressing (research) question in their group.

STEP 6: Explore



Consider different points of view to help you understand more



21st century skills to look out for

In this step learners carry out research to consider different points of view to help them to understand more about the problem or task. This step might present an opportunity to observe *elements* of **collaboration, critical thinking and metacognition**.

- 6.1 (+LO) To answer the burning question from Step 5, learners, in their respective groups, now need to find out about, or research NPOs, NGOs or other volunteer organisations who are currently helping out in their community (connected to their burning question). Write down the

- names of these companies (if any) on **Worksheet 9**.
- Learners must try and find out as much as possible about these non-profits* (Please see the Resource Pack for definitions of NGO, NPO and volunteer organisations.) If possible, it would be great if they could interview someone from the organisation or read up on websites, etc. Add more information as it is gathered to **Worksheet 9**.
- This worksheet is done and marked in the LO class (record for LO project)**
- Note: In case the environment and community around the school does not allow learners to visit these organisations, it is suggested that a person of such an organization is invited to the school for a visit.**
- Note: In case the environment and community around the school does not allow learners to visit these organisations, it is suggested that a person of such an organization is invited to the school for a visit.



A non-profit or not-for-profit organisation is, as the name suggests, a **legal organisation (company) whose primary purpose is to promote public good rather than making profit. These are founded by a group of people who come together for a common purpose - to provide service to members and other people. Non-profit organisations may, and must, make a profit to be sustainable, but profit is not shared between directors or shareholders. It stays within the company to cover expenses. A non-profit company can apply to the South African Revenue Service for a **tax-exempt status**. Sources: Saipa.co.za; nolo.com*

- 6.2 (+EMS) How would the 8 business functions be relevant in Durban Auto Parts? Use **Worksheet 10** to write down 4 business functions and then outline the **roles** and the **importance** of their contribution to the EV product launch.
- 6.3 (+EMS) Why must Durban Auto Parts fill these 8 business functions and why is it relevant? Use **Worksheet 11** to write down 8 business functions and then outline why and how these business functions are filled in the business.

STEP 7: Brainstorm*



Brainstorm as many solutions to your problem as possible

Purpose of this step: Discuss and share possible solutions.
(Please see Resource Pack: Rules for Brainstorming)

21st century skills to look out for

In this step, learners discuss and share possible solutions to their problems. This step might present an opportunity to observe *elements* of **creativity, communication, critical thinking, collaboration and metacognition**.



(LO) Review all the problem statements from all groups (**Worksheet 8**). If possible, put them up in class for everyone to see. The class (by voting or friendly debate) chooses ONE of these problems to solve and start looking for opportunities to volunteer somewhere, if possible. They must brainstorm ideas for a volunteer project that the whole class can take part in. It can be a VERY SIMPLE exercise like cleaning up around the school or painting a creche's wall. Even something that needs to be done at school – maybe a puppet show for the younger grades about bullying.

- 7.1 (EMS) The 8 business functions are important for any business. Why is it important for Durban Auto Parts? Ask learners to complete Worksheet 11 and highlight why the business functions are important to Durban Auto Parts.

- 7.2 (LANG) Plan a formal final letter to a possible sponsor on **Worksheet 12.4** and **12.5**. Use **Worksheet 12.6** for the final letter.
- 7.3 (EMS) Learners should each be prepared to present their idea for their business identified in Worksheet 13 for possible funding. Learners start planning their sponsorship presentation on **Worksheet 13 by completing a business plan**. This presentation plan must include the following:
- Executive Summary (or Introduction)
 - **Description of service or product provided:** Problem you are solving. Service you are rendering or product you are providing. What are you doing where?
 - **Management plan:** Organisation and management overview. Who will be doing what?
 - **Goals and objectives of the volunteer project.**
 - **Marketing plan:** 4 P's and AIDA, target market etc.
 - **Public relations:** How the sponsor will be compensated. (E.g., we will read out your company name and number during the hall; we will commend you to our parents on parents' evening; we will take a picture for the paper of our finished project and thank you in the caption, etc.) Think of creative ways to thank your sponsor.
 - **Production plan:** **Share** the timeline. (We would like to start as soon as next weekend, for example.) **Traction:** What you already have in resources (For example 35 learners in class who can work/paint/clean, a school bus to take you there if available, parents who are prepared to drive you, old buckets of paint and some second-hand brushes learners brought from home, etc.).
 - **Financial plan:** Funding request: What you need to finish the project. These are the things that you cannot bring from home or find. This includes money or things. Financial projections: Add a small financial plan.
 - **SWOT Analysis:** One strength, one weakness, one opportunity and one threat.
 - **Conclusion**



** In-kind sponsorship (or value-in-kind sponsorship) is a **type of sponsorship where the sponsor agrees to provide goods or services (value in kind) instead of cash as part of a sponsorship agreement** In-kind sponsorship is most certainly not charity. Source: Racedirectorshq.com.*

STEP 8: Present



Present the point of view and options to an audience (practice run for Step 13)

Purpose of this step: Presenting the possible solutions for iteration/change



21st century skills to look out for

In this step learners present possible solutions to their problem. This step *might* present an opportunity to observe *elements* of **communication, collaboration, and metacognition**.

- 8.1 (+EMS +LANG) Learners each present their sponsorship application to the rest of the class. The class decides who will represent them to take the presentation to a real sponsor. If it is not possible to visit the sponsor in person, the presenters can create a WhatsApp video presentation.
- 8.2 The class uses the funds or sponsorship they have received to complete their small volunteer project. Try to get them some media exposure, even if it is the school newspaper or the class's WhatsApp group. Share the finished project on social media with parents and the

wider community. Remind learners to always take any opportunity to thank the sponsors publicly.

- 8.3 Give learners time to reflect on their experience as volunteer workers on **Worksheet 14**.

PART 3

DESIGNING THE FUTURE (DESIGN-BASED LEARNING)



STEP 9: Evaluate



Evaluate and select your best solution

Purpose of this step: Look at the best solution for the problem/choose the best option.



21st century skills to look out for

In this step, learners determine the best solution to their chosen problem. This step *might* present an opportunity to observe *elements* of **Critical thinking and metacognition**.

- 9.1 (+LO) Learners write a report in LO language of teaching (150 words) on their career and business choices with all the reasons and extra information they have researched. Use **Worksheet 15.3** for their report. Their research must include information gathered from interviews and all other sources and should include a reference list. This report can be neatly rewritten in their workbooks for assessment. Please see the Resource Pack for a guide on written reports.
- 9.2 (+LANG) Learners use **Worksheets 12.1, 12.2** and **12.3** to plan and write their written report on their career choice
- 9.3 Their presentation (Step 13) should be supported by visual aids, e.g., the props, a PowerPoint slideshow, etc.

STEP 10: Prototype



Make the prototype of your best solution

Purpose of this step: Draw or create the prototype based on the design.



21st century skills to look out for

In this step, learners build or make a prototype based on their design. This step *might* present an opportunity to observe *elements* of **critical thinking, creativity, and metacognition**.

STEP 11: Feedback



Speak to experts or the community to get REAL feedback

Purpose of this step: To get expert feedback about possible improvements or design changes.



21st century skills to look out for

In this step, learners seek expert feedback on their work. This step *might* present an opportunity to observe *elements of metacognition*.

- 11.1 They make the final changes, as per feedback, and practice their presentation/fix the report they are planning to present

STEP 12: Integration



Integration in The MADD Space – present your work using Music, Art, Drama, Dance

Purpose of this step: To iterate learning in a fun way. To be deleted



21st century skills to look out for

In this step, learners will present their work using Music, Art, Dance, or Drama. This step *might* present an opportunity to observe *elements of creativity, collaboration, and metacognition*.



Note on Iteration: To ensure that students acquire the knowledge and skills being taught, there needs to be constant iteration (which is different from repetition). Iteration is another way to present the body of work, e.g., in a song or presentation. Iteration also encourages reflective thinking in students in peer conversations. Source: resilienceducator.com.

STEP 13: Present



Public exhibition

Purpose of this step: Learners present their chosen careers and business research reports.



21st century skills to look out for

This step might present an opportunity to observe elements of **critical thinking, communication, and metacognition** as learners work together to organise and deliver their public presentation.

- 13.1 (+LO) Learners present their chosen career and business research report to an audience (older or younger learners, parents, or teachers).



** Maximum time stamps are rules that govern how much time each person has to deliver his/her presentation.*

- 13.2 (+LANG) Learners use **Worksheets 15.1, 15.2** for their oral presentations. Their presentations should be supported by visual aids, e.g., the props, a PowerPoint slideshow, etc.


GRADE 9 INTEGRATED PROJECT – ECONOMIC MANAGEMENT SCIENCES RUBRIC
50 MARKS

Worksheet 6.2: Mind map				
Criteria	2 Marks	1 Mark	0 Marks	Marks
Business Idea & Structure of Mind Map	Business idea clearly placed in the centre with well-organised branches.	Business idea present but mind map poorly organised.	Business idea missing or structure unclear.	
Use of Research & Keywords	Relevant keywords used showing research from interviews and other sources.	Some keywords used but research limited.	Very little research or keywords used.	
New and Relevant Ideas	Mind map includes several new, relevant and meaningful ideas about the business.	Some ideas included but limited or not fully relevant.	Very few or no relevant ideas included.	
Total for Worksheet 6.2				/ 6

WORKSHEET 7: BOAT MAKING GAME				
Criteria	2 Marks	1 Mark	0 Marks	Marks
Participation & Teamwork	Learner actively participated, fulfilled role and worked well with the group.	Some participation but inconsistent; needed guidance.	Minimal or no participation.	
Accuracy of Calculations	Income, expenses and profit calculated correctly.	Some calculations correct but errors present.	Incorrect calculations or no attempt.	
Understanding of Business Concepts	Shows clear understanding of income, expenses, profit and decision-making.	Partial understanding of concepts.	Very limited or no understanding shown.	
Reflection on the Activity	Reflection explains decisions, challenges and lessons learned about the business activity.	Basic reflection with limited explanation.	No meaningful reflection provided.	
Total for Worksheet 7				/8

WORKSHEET 10: ROLES AND IMPORTANCE OF BUSINESS FUNCTIONS				
Criteria	3 Marks	1 - 2 Mark	0 Marks	Marks
Identification of Business Functions		Four correct business functions identified (2). Two–three correct business functions identified (1)	One or none correct.	
Explanation of Roles	Roles of functions clearly and correctly explained.	Roles partly explained or unclear.	Roles incorrect or not explained.	
Explanation of Importance	Importance of each function clearly explained and linked to the EV product launch.	Some explanation of importance but limited or unclear.	Importance not explained or incorrect.	
Total for Worksheet 10				/8


WORKSHEET 11: WHY MUST THESE FUNCTIONS BE PART OF THE BUSINESS?

Criteria	Level 3-4	Level 1-2	Level 0-1	Marks
Identification of Business Functions	Eight correct business functions identified.	Five–seven correct functions identified.	Four or fewer correct functions identified.	
Reasons Provided	Clear and relevant reasons given for why the business must fill the functions.	Some reasons relevant but explanations limited or unclear.	Reasons incorrect or mostly missing.	
Total for Worksheet 11				/8

WORKSHEET 13: BUSINESS PLAN

Criteria	2 Marks	1 Mark	0 Marks	Marks
Executive Summary / Introduction	Clear introduction explaining the business idea and purpose.	Basic introduction but lacking clarity or detail.	Introduction missing or unclear.	
Problem Identified	Problem clearly identified and explained.	Problem mentioned but not clearly explained.	Problem not identified.	
Product / Service Description	Product or service clearly described and explained.	Basic description provided.	Description missing or incorrect.	
Management Plan	Clear explanation of roles and responsibilities in the business.	Roles mentioned but unclear or incomplete.	Management plan missing.	
Goals and Objectives	Clear and realistic goals stated.	Goals mentioned but unclear or incomplete.	Goals not provided.	
Marketing Plan (4P's / AIDA / Target Market)	Marketing strategies clearly explained.	Some marketing ideas mentioned but incomplete.	Marketing plan missing or incorrect.	
Public Relations / Sponsor Recognition	Creative and clear ways to thank or compensate the sponsor.	Basic idea provided.	No PR ideas provided.	
Production Plan / Timeline	Clear timeline and explanation of resources available.	Timeline or resources partly explained.	Production plan missing.	
Financial Plan / Funding Request	Clear funding request and basic financial plan provided.	Funding request mentioned but financial details limited.	Financial plan missing.	
SWOT Analysis & Conclusion	SWOT completed and clear conclusion provided.	SWOT or conclusion incomplete.	SWOT and conclusion missing.	
Total for Worksheet 13				/20



WORKSHEET MARKS				
Worksheet 1: Correct use of circle map (name 1, business 1, career 1)				/ 3
Worksheet 2: Correct use of tree map/ listed 3 in each branch (business 1, career 1, friend 1)				/ 3
Worksheet 3: Knowledge/identifying Abilities 2, strengths 2, either weaknesses or interest 1				/ 5
Worksheet 4.1: Quality Interview Questions (job research)				
Criteria checklist (✓)				
1. Questions are clear and to the point.				
2. Questions unlock most important information.				
3. Creative use of open questions.				
4. Answers captured clear and to the point.				
5. Answers unlock most important information.				
Subtotal Worksheet 4.1			/ 5	
WORKSHEET 4.2: QUALITY INTERVIEW QUESTIONS (BUSINESS RESEARCH)				
Criteria checklist (✓)				
1. Questions are clear and to the point.				
2. Questions unlock most important information.				
3. Creative use of open questions.				
4. Answers captured clear and to the point.				
5. Answers unlock most important information.				
Subtotal Worksheet 4.2			/ 5	
WORKSHEET 4.3: CORRECT REFERENCING				
Criteria	Excellent 3	Good 2	Needs support 1	Not achieved 0
Referencing of sources.	Sources were cited properly. Included extra references.	Sources were cited properly. Included minimum references.	Sources were not cited correctly. Needs support.	No sources were cited.
Subtotal Worksheet 4.3			/ 3	
WORKSHEET 6.1: ORGANISING RESEARCH IN BUBBLE MAP (JOB RESEARCH)				
Criteria checklist: Skills in using a bubble map (✓)				
1. Main career or job is identified in the centre bubble.				
2. Themes radiate from the central word.				
3. Branches comprise of keywords that will further direct sentences for writing the report.				
Criteria checklist: Content of bubble map				
4. Items are arranged around a central keyword.				
5. Ideas are connected.				
6. Generated new ideas.				



WORKSHEET 6.2: ORGANISING RESEARCH IN BUBBLE MAP (BUSINESS RESEARCH)				
Criteria checklist: Skills in using a bubble map (✓)				
1. Main business is identified in the centre bubble.				
2. Themes radiate from the central word.				
3. Branches comprise of keywords that will further direct sentences for writing the report.				
Criteria checklist: Content of bubble map				
4. Items are arranged around a central keyword.				
5. Ideas are connected.				
6. Generated new ideas.				
WORKSHEET 8: IDENTIFYING PROBLEM IN COMMUNITY/RESEARCH QUESTION			/ 2	
WORKSHEET 9: IDENTIFY VOLUNTEER ORGANISATIONS WORKING IN COMMUNITY (NAME 1, CLASSIFICATION 1, COMPANY FACTS 2)			/ 4	
Subtotal Worksheets			/ 42	
WRITTEN REPORT (AS PER WORKSHEET 15.3)				
Item	Excellent 5	Good 4	Adequate 3	Poor 1-2
Content	Excellent logical order, focused on topic, excellent natural transitions and flow.	Good logical order, focused on topic, good transitions and flow.	General progressive order, clear on topic, transitions and flow may be formulaic.	Does not progress in logical order, topic loosely focused, lacks transitions.
Research			Creative use of extra sources.	Little extra sources accessed.
Format and Structure	Excellent format and structure.	Good adherence to formal structure.	Average use of format and structure.	Limited or no use of format and structure.
Language structure and convention	Excellent use of vocabulary, sentence structure, spelling and punctuation.	Good use of vocabulary, sentence structure, spelling and punctuation.	Adequate use of vocabulary, sentence structure, spelling and punctuation.	Ineffective use of vocabulary, sentence structure, spelling and punctuation.
Subtotal Written Report				/ 18
PRESENTATION (AS PER WORKSHEET 16)				
Item	Excellent 4-5	Good4	Adequate 2-3	Poor 1-2
Preparation and presentation	Thorough preparation and excellent presentation.	Well prepared and good presentation.	Adequate preparation and presentation.	Little to no preparation and failed presentation.
Item	Excellent 5	Good 3-4	Adequate 3	Poor 1-2
Use of poster and other physical resources to enhance presentation	Excellent use of poster and other physical resources.	Good use of poster and other physical resources	Adequate use of poster and other physical resources	Limited use of poster and other physical resources
Subtotal Written Report				/ 10
FINAL MARK				/ 70



GRADE 9 INTEGRATED PROJECT - DANCE RUBRIC					
CRITERIA / MARK ALLOCATION	5 Excellent	4 Very Good	3 Satisfactory	2 Elementary achieved	0-1 Not Yet Achieved
Teamwork & Collaboration in Process Work	Group works exceptionally well together, uses rehearsal time effectively, solves problems independently, and supports all members throughout the process	Group works well together and uses rehearsal time productively with minor support	Group works together at times but collaboration and focus are inconsistent	Group struggles to work together and uses rehearsal time inefficiently	Group is unable to collaborate, resulting in an unprepared dance
Stimulus Interpreted through Movement (Identity, Heritage & Careers)	Stimulus is interpreted creatively and clearly through movement, showing strong links to SA identity, heritage, and careers/business ideas	Stimulus is clearly interpreted through movement with visible links to identity, heritage, and careers	Stimulus is interpreted in a basic way; links to identity or careers are present but unclear	Limited interpretation of the stimulus; movement choices do not clearly show identity or careers	Little to no attempt to interpret the stimulus through movement
Dance Structure: Beginning, Development & Ending	Clear, imaginative beginning and ending with a well-developed movement sequence in between	Clear beginning and ending with a logical movement sequence	Beginning and ending are present but lack clarity or development	Limited understanding of a clear beginning or ending	Minimal effort to include a beginning or ending
Use of Dance Elements & Movement Content <i>SPACE, TIME, FORCE, locomotor/non-locomotor, turn)</i>	Excellent and confident use of SPACE, TIME, FORCE, varied movement types, and a turn to enhance meaning	Good use of SPACE, TIME, FORCE, movement types, and a turn to support the dance	Some attempt to use dance elements and movement types, but consistency is uneven	Limited understanding and use of dance elements and movement types	Very limited or incorrect use of dance elements and movement content
Performance Quality & Attention to Detail	Performs with confidence, accuracy, energy, and strong focus; movements are clear and well-rehearsed	Performs confidently with good focus and accuracy	Performs with some confidence and accuracy, but energy or focus drops	Performs with minimal confidence and limited accuracy	Disengaged performance with little effort or focus
TOTAL					/25


GRADE 9 INTEGRATED PROJECT – CREATIVE ARTS (DRAMA)
TOTAL 25 MARKS

GRADE 9 INTEGRATED PROJECT - DRAMA RUBRIC					
CRITERIA / MARK ALLOCATION	5 Excellent	4 Very Good	3 Satisfactory	2 Elementary achieved	0-1 Not Yet Achieved
Process towards Performance	Actively and responsibly participates in all rehearsals and planning. Works extremely well with the group, shares ideas, listens, and helps solve problems.	Participates consistently in rehearsals and group discussions. Works well with others and contributes useful ideas.	Participates in most rehearsals. Contribution is uneven but supports group work when prompted.	Participates occasionally. Needs frequent encouragement to contribute and cooperate.	Rarely participates in rehearsals or group work. Shows little commitment.
Use of Stimulus, Theme & Message (Identity, History & Careers)	Scene shows a strong, clear, and creative connection to South African identity, history (e.g. Apartheid laws), and careers. The message is powerful and clear.	The scene shows a clear link to identity, history, and careers. The message is mostly clear to the audience.	The scene shows some understanding of the theme, but links to history or careers are basic or unclear at times.	Limited connection to the stimulus. The theme and message are confusing or weak.	No clear connection to the stimulus, theme, or message.
Improvised Scene Structure & TIME Device	Clear and engaging beginning, middle, and end. The TIME device (flashback/flashforward/cyclical/chronological) is used clearly and effectively.	Clear scene structure. The TIME device is used and mostly understandable to the audience.	Basic scene structure. The TIME device is attempted but not always clear.	Weak structure. TIME shifts are confusing or poorly shown.	No clear structure or understanding of TIME in the scene.
Vocal Skills & Physical Characterisation	Excellent use of voice (pitch, pace, volume, tone) and body (gesture, posture, facial expression) to show character and meaning.	Good use of vocal and physical skills to communicate character and emotion.	Some use of vocal and physical skills, but clarity and consistency vary.	Limited control of voice and body. Characters are unclear or unconvincing.	Little to no use of vocal or physical skills.
Group Performance & Audience Impact	Confident, focused, and engaging performance. Strong ensemble work and clear communication with the audience.	Mostly confident in performance. The group works well together and maintains audience interest.	Adequate performance. Some focus and teamwork, but energy drops at times.	Uncertain performance. Limited interaction and weak focus.	Disorganised performance with little effort or audience awareness.
TOTAL					/25


GRADE 9 INTEGRATED PROJECT – CREATIVE ARTS (MUSIC)
TOTAL 25 MARKS

CRITERIA	5 Excellent	4 Very Good	2-3 Satisfactory	0-1 Not Yet Achieved
MUSICAL ELEMENTS & COMPOSITION (Rhythm, Melody, Dynamics, Tempo)	Excellent use of rhythmic patterns, melodic contour, dynamics (forte/piano), and tempo choices. Clear contrasting sections (e.g., major/minor, fast/slow). All elements intentionally support the heritage theme.	Good use of musical elements with some contrast. Most choices are intentional and support the theme, though one element may lack clarity.	Adequate use of basic musical elements. Some contrast attempted but not fully developed. Theme connection is present but superficial.	Basic use of limited musical elements. Little or no contrast. Weak connection to theme.
STIMULUS INTERPRETATION and CULTURAL CONNECTION	Stimulus (iconic SA musical/composer) interpreted with deep understanding. Strong, authentic connection to South African identity, heritage, and Social Sciences research (Apartheid laws → present opportunity clearly audible).	Good interpretation of stimulus with clear connection to SA heritage. Social Sciences link is present and mostly audible in musical choices.	Adequate interpretation of stimulus. Some connection to heritage and Social Sciences content, but link may be unclear or superficial.	Basic interpretation with weak connection to stimulus or heritage theme. Social Sciences link not clearly demonstrated.
STRUCTURE and MUSICAL FORM	Clear, well-defined structure: attention-grabbing opening, developed middle sections (A/B/Bridge), memorable ending. Logical progression with excellent cohesion.	Good structure with clear beginning, middle, and end. Some development of sections, though transitions may be slightly abrupt.	Adequate structure with identifiable sections. Beginning and ending present but may lack impact. Some repetition without development.	Basic structure attempted but unclear or repetitive. Weak opening/ending. Lacks cohesive form.
ENSEMBLE SKILLS and PERFORMANCE QUALITY	Excellent ensemble cohesion. Precise timing, balanced tone colour, and effective use of instruments/voice/body percussion. High performance energy and confidence.	Good ensemble work with mostly accurate timing. Balanced sound and confident delivery. Minor synchronization issues.	Adequate ensemble performance. Mostly together but some timing issues. Moderate confidence and balance.	Basic ensemble skills. Noticeable timing problems. Unbalanced sound or weak projection. Low confidence.
CREATIVITY, COLLABORATION and PROCESS	Highly creative improvisation and composition from stimulus. Exceptional teamwork evident. All members contribute meaningfully. Clear evidence of rehearsal and refinement process.	Good creativity with some original ideas. Strong collaboration, most members actively involved. Evidence of rehearsal and improvement.	Adequate creativity with some borrowed ideas. Moderate collaboration, all members participate but contributions uneven. Some rehearsal evident.	Basic creativity, heavily reliant on existing material. Limited collaboration or unequal participation. Minimal rehearsal evidence.
TOTAL				/25


GRADE 9 INTEGRATED PROJECT – CREATIVE ARTS (VISUAL ARTS) TOTAL 25 MARKS

GRADE 9 INTEGRATED PROJECT -VISUAL ART RUBRIC (MURAL DESIGN)					
CRITERIA / MARK ALLOCATION	5 Excellent	4 Very Good	2-3 Satisfactory	0-1 Not Yet Achieved	Mark
Progress Sketches & Idea Development	Clear, detailed sketches show strong planning and development from first ideas to the final mural.	Good sketches show planning and development linked to the final mural.	Some sketches are included but planning and development are limited.	Very few or no sketches; little or no planning shown.	/5
Message, Research & Concept	The mural shows a strong, original message about identity, history and community, based on clear research.	The mural shows a clear message with good links to identity, history and community.	The mural shows a basic message, but links to the theme are limited or unclear.	The mural has little or no clear message and weak connection to the theme.	/5
Symbols & Visual Communication	Symbols are carefully chosen, meaningful and clearly help the viewer understand the mural's message.	Symbols are relevant and help communicate the message clearly.	Some symbols are used, but their meaning is basic or unclear.	Symbols are absent, unclear or do not support the message.	/5
Composition & Design Principles	Excellent composition with a strong focal point and effective use of balance, contrast, emphasis, pattern and unity . The mural is well organised and visually engaging.	Good composition with a clear focal point and good use of most design principles. Minor improvements needed.	Basic composition with limited use of design principles. Focal point or balance may be weak.	Poor composition with little or no use of design principles. No clear focal point; layout is confusing.	/5
Art Elements & Technique	Excellent use of line, shape, colour, texture and space . Colour is used purposefully and the work is neat, controlled and skilful.	Good use of art elements with mostly controlled and neat technique.	Basic use of art elements; control and neatness are uneven.	Very weak use of art elements; poor control; messy or incomplete work.	/5
TOTAL					/25

Assessment rubrics



GRADE 9 INTEGRATED PROJECT – SOCIAL SCIENCES

50 MARKS

Worksheet Marks				
Worksheet 5.1: Research Apartheid Laws (see mark breakdown in learner's book)				/ 8
Worksheet 5.2: Cause and Effect Map (see mark breakdown in learner's book) (1 law, 2 causes and insight into 2 effects)				/ 8
Worksheet 5.3- Worksheet 5.3.1 Interview questions (Each question is awarded 1 mark: (2 x 1 =2))				/ 2
Worksheet 5.3.2 Research Report				See Research Rubric
Worksheet 5.4: Research References/ Bibliography (More than 5 = 2 marks, less than 5 = 1 mark, 0 = 0 marks)				/ 2
Subtotal Worksheets (Worksheets 5.1, 5.2, 5.3.1 and 5.4)				/ 20
RESEARCH RUBRIC: Final written report (Worksheet 5.3.2: Report)				
Item	Excellent 5	Good 4	Adequate 3	Poor 1-2
Relevance to topic	Written report is very relevant to the topic provided; topic sentence supports the research question well	Written report is relevant to the topic provided; topic sentence supports the research question	Written report strays somewhat from the topic provided; topic sentence somewhat supports the research question	There is very little relevance to the topic provided; topic sentence does not support the research question
Research	Excellent research from multiple sources	Good research from multiple sources	Adequate research from available sources	No adequate research present
Content	Excellent logical order and choice of content; natural transitions and flow	Good logical order and choice of content; good transitions and flow	General progressive content order; not always clear on transitions and flow	Inappropriate choice of content; does not progress in logical order, lacks flow
Format and structure: History Research Essay	Exceptional understanding of format and structure (introduction, body and conclusion) incorporated in report writing	Good understanding of format and structure (introduction, body and conclusion) incorporated in report writing	Adequate understanding of format and structure (introduction, body and conclusion) incorporated in report writing (may lack 1 of the structural aspects)	Inadequate understanding and use of format (introduction, body and conclusion) in report writing (No structure)
History writing and language convention	Excellent use of vocabulary, sentence structure, and punctuation.	Good use of vocabulary, sentence structure, and punctuation.	Adequate use of vocabulary and sentence structure, with punctuation errors.	Ineffective use of vocabulary and sentence structure, with punctuation errors.
Learner Insight: value judgement on the information already acquired on the Apartheid Laws, the causes and it's effects in had in the past.	Learner shows excellent insight with clear evidence of their understanding of personal choice	Learner shows good insight with clear evidence of their understanding of personal choice	Learner shows some insight with clear evidence of their understanding of personal choice	Learner shows no or little insight into their choice
Subtotal Written Report				/30
FINAL MARK				/ 50