

GEC Grade 9 Integrated Project

LO ANCHOR PROJECT : ECONOMIC MANAGEMENT SCIENCES

DATE: 13 TO 17 APRIL 2026

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BACKGROUND

- Economic and Management Sciences (EMS) forms an important part of this integrated project, as it equips learners with the knowledge and skills needed to understand how businesses operate and how economic activities influence everyday life.
- In this project, learners explore key EMS concepts such as **entrepreneurship, business functions, marketing, and finance**. These concepts help learners to develop an understanding of how a business idea can be identified, planned, and implemented within a real community context

BACKGROUND

The EMS component focuses specifically on:

- Identifying **business opportunities** in the community
- Understanding **how businesses are started and managed**
- Exploring **funding options and basic financial principles**
- Applying knowledge of **core business functions** such as production, marketing, and administration
- Analysing the role of businesses in creating **employment and economic growth**

BACKGROUND

- Learners are required to **conduct research**, including interviews with business owners, to gain real-life insight into how businesses operate and overcome challenges. This allows learners to link theory with practice and develop critical thinking and problem-solving skills
- The EMS section is closely linked to Life Orientation, as learners connect their **career choices** with possible **business opportunities**. It also integrates with Languages through research, writing, and presentations, ensuring that learners can communicate their ideas effectively.

BACKGROUND

Overall, EMS in this project aims to:

- Develop **financial literacy and entrepreneurial thinking**
- Encourage **innovation and initiative**
- Prepare learners for **future careers and business opportunities**
- Help learners understand their role in the **economy and society**

Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

Subject: Economic Management Sciences

Worksheet	Discussion/Focus	Administration/Notes to Teacher
Worksheet 6.2	Learners develop a Mind Map about business idea based on their research. Focus on: • Identifying a business opportunity • Understanding target market • Applying business functions • Basic financial planning (income, costs)	• Make sure Mind Map is comprehensive – guide learners on how many branches (rubric) • Teacher to guide learners step-by-step in developing a business idea (build on Worksheet 2.1) • Encourage use of simple business language and structured planning.



Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

Subject: Economic Management Sciences

21 st Century Skills	Discussion/Focus	Administration/Notes to Teacher
Critical Thinking	Learners analyse community needs and decide on a viable business idea . They evaluate what will work and what will not.	Assessed when learners justify their business idea and decisions in the business plan. Ask guiding questions like: <i>"Why will this business succeed?"</i>
Creativity	Learners design an original business idea and marketing approach.	Encourage unique ideas. Allow flexibility in presentation (poster, pitch, written plan). Reward originality.
Communication	Learners present their business idea clearly (written/oral).	Assess clarity of explanation, correct EMS terminology, and logical structure.
Collaboration	Learners may discuss ideas with peers and share feedback.	Use pair/group discussions before final task. Teacher observes participation.
Metacognition	Learners reflect on their business idea , decisions, and learning process. They evaluate whether their business idea is realistic and how they can improve it.	Include a short reflection activity after the business plan. Ask questions such as: • <i>Why did you choose this business?</i> • <i>What challenges did you experience?</i> • <i>What would you improve?</i> Teacher assesses depth of reflection, not just correctness.

Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

Subject: Economic Management Sciences

Worksheet	Discussion/Focus	Administration/Notes to Teacher
Worksheet 7	Learners participate in a practical boat-making activity to simulate a business environment. Focus on: • Understanding business functions • Experiencing teamwork and roles in a business • Applying planning and resource management • Understanding quality control and efficiency	• Roles are not limited to listed roles • Teacher divides learners into groups (businesses) – depends on schools' situation • Learners are assigned a business role – according to teachers' plan • Provide limited resources (paper, time) to simulate real business constraints. • Planning is essential • Facilitate discussion before activity to link with EMS concepts. • Facilitate discussion after activity for reflection purposes



Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

Subject: Economic Management Sciences

21 st Century Skills	Discussion / Focus	Administration / Notes to Teacher
Critical Thinking	Learners must decide how to produce boats efficiently with limited resources.	Observe decision-making during the activity. Ask: <i>“Why did your team choose this method?”</i>
Creativity	Learners design and produce boats in different ways.	Encourage innovation in folding/design within given rules.
Collaboration	Learners work in teams with assigned roles.	Observe teamwork, participation, and role fulfilment.
Communication	Learners communicate within teams to complete the task successfully.	Assess how clearly learners give instructions and share ideas.
Metacognition	Learners reflect on how their team worked, what strategies were successful, and how they could improve production.	Conduct a post-activity reflection discussion or written task : • <i>What worked well in your team?</i> • <i>What problems did you experience?</i> • <i>How could you improve your business?</i> Focus on reflection + improvement.

Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

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Worksheet	Discussion / Focus	Administration / Notes to Teacher
Worksheet 10	Learners analyse a real-world business scenario (SA Auto Parts) and apply knowledge of business functions. Focus on: • Explaining the role of each function provided • Understanding the importance of integration of functions • Applying EMS knowledge to a practical context (EV product launch)	• Four Business functions: Public relations; General management, Marketing, Production • Ensure learners link explanations directly to the scenario (EV components launch). • Encourage use of correct EMS terminology. • Use a structured table to support answers. • Provide examples for weaker learners if needed.



Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

Subject: Economic Management Sciences

21st Century Skill	Discussion / Focus	Administration / Notes to Teacher
Critical Thinking	Learners analyse how different business functions contribute to the success of the product launch.	Assess ability to explain <i>why</i> each function is important, not just identify it.
Communication	Learners present their answers clearly in a structured table format.	Assess clarity, logic, and correct use of EMS terminology.
Creativity	Learners apply knowledge to a new scenario (EV product launch).	Encourage learners to give practical, real-world examples.
Collaboration	Learners may discuss ideas in pairs/groups before completing the task.	Allow class / peer discussion before individual completion.
Metacognition	Learners reflect on their understanding of business functions and how they applied knowledge to the scenario.	Include a short reflection: • <i>Which business function was easiest to understand and why?</i> • <i>Which one was most challenging?</i> • <i>How did this activity help you understand businesses better?</i>



Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

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Worksheet	Discussion / Focus	Administration / Notes to Teacher
Worksheet 11	Learners analyse a real-world business scenario (SA Auto Parts) and justify the importance of business functions. Focus on: • Identifying 4 additional business functions • Provide reasons for filling these specific functions at SA Auto Pars during the EV component launch • Linking each function to business success, efficiency, and sustainability • Applying knowledge to a practical EV production scenario	• Name 4 other Business functions not listed in Worksheet 10 • Ensure that learners do not only describe but justify each function. • Guide learners to link answers directly to the EV component launch. • Encourage use of phrases like “this is important because...” • Assess depth of reasoning, not just correctness.



Integrated project and assessment of the 21st Century Skills Subject Breakaway Reporting

Subject: Economic Management Sciences

21st Century Skill	Discussion / Focus	Administration / Notes to Teacher
Critical Thinking	Learners evaluate why each business function is necessary for success.	Assess ability to justify and explain importance (not just list functions).
Communication	Learners present structured, clear written explanations.	Assess clarity, logical reasoning, and correct EMS terminology.
Creativity	Learners apply knowledge to a modern context (EV industry).	Encourage practical, real-world examples in explanations.
Collaboration	Learners may brainstorm functions and ideas with peers.	Allow discussion before individual completion.
Metacognition	Learners reflect on their understanding of business functions and how they justified their importance.	Include reflection questions: • <i>Which function was most important and why?</i> • <i>Which function was difficult to explain?</i> • <i>How did this activity improve your understanding of businesses?</i> Focus on reflection + improvement.



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Worksheet	Discussion / Focus	Administration / Notes to Teacher
Worksheet 13	Learners develop a complete business plan based on their chosen business idea in Worksheet 6.2. Focus on: • Executive summary / introduction • Description of product/service • Identification of problem & solution • Management plan (roles and responsibilities) • Goals and objectives • Marketing plan (4 P's, target market) • Financial aspects (basic planning)	• Structured template provided. • Ensure learners use information from previous worksheets (6.2). • Guide learners step-by-step (section by section). • Provide examples for weaker learners. • Assess both content and application.



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21st Century Skill	Discussion/Focus	Administration/Notes to Teacher
Critical Thinking	Learners evaluate and justify their business idea and decisions throughout the plan.	Assess reasoning: <i>Why will this business succeed?</i>
Creativity	Learners design an original business idea and marketing strategy.	Encourage innovation and realistic ideas.
Communication	Learners present structured, logical written business plans.	Assess clarity, organisation, and EMS terminology.
Collaboration	Learners may brainstorm and refine ideas with peers.	Allow peer feedback and class discussion before final submission.
Metacognition	Learners reflect on their business plan, decisions, and learning process . They evaluate the strengths and weaknesses of their business idea.	Include a final reflection section: • <i>What is the strongest part of your business plan?</i> • <i>What would you improve?</i> • <i>Is your business realistic? Why?</i> Focus on reflection + improvement.



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