

GEC INTEGRATED GRADE 9 PROJECT LEARNER'S WORKBOOK



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | ANCHOR SUBJECT: LIFE ORIENTATION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**GRADE
2026**

9

Life Orientation Anchor Integrated Project Summary of Worksheets

Worksheet Number	Subject Total Mark	LO		EMS		CA		SS	
	Worksheet	Ex	Mod	Ex	Mod	Ex	Mod	Ex	M
Inclinations assessment - Compulsory individual activity to be done before Integrated project.									
1	4								
2.1	4								
2.2									
3.1	8								
3.2									
4.1	5								
4.2	5								
4.3	3								
5.1	8								
5.2	8								
5.3	32								
5.4	2								
5.5	25								
5.6	25								
5.7	25								
5.8	25								
6.1	6								
6.2	6								
6.3	6								
7	8								
8	3								
9	4								
10	8								
11	8								
12.1									
12.2									
12.3	30								
12.4									
12.5									
12.6	30								
13									
14									
15.1	20								
15.2	20								
15.3	12								
16	10								
NB Home Languages: 4.1; 4.3; 5.1; 5.3; 6.1; 6.3 = 20 marks First Additional Language: 4.2; 4.3; 5.2; 5.3; 6.2; 6.3 = 20 marks [Refer to the supplementary teachers notes for details]									
Total									





This infographic shows how all your school subjects link together in one big **Life Orientation–Anchored Integrated Project**. The project helps you understand **yourself**, **your future career options**, and the **skills** you need to succeed.

Life Orientation (LO) – The Centre of the Project

Life Orientation is the anchor subject that connects everything.

It focuses on:

- Understanding **yourself**
- Exploring **careers and formal letters**
- Seeing different **opportunities**

All the other subjects support what you learn in LO.

How Each Subject Connects to LO

1. Languages (HL & FAL)

You will:

- Do **research**
- Write **reports**
- Give **presentations**

These skills help you communicate your ideas clearly.

2. Social Sciences

You explore:

- **Apartheid** and past laws
- **History of careers**
- How your **community** shapes opportunities

This helps you understand the context of your future.

3. Creative Arts

You use:

- **Drama, dance, music, and visual arts**
- To express identity, culture, and ideas

This builds creativity you can use in any career.



4. EMS (Economic & Management Sciences)

You learn about:

- **Business and economics**
- **Entrepreneurship**
- **Marketing and finance**

These skills help you understand money and careers in business.

Integration: All Subjects Working Together

Your project combines **all skills from all subjects**.

This means:

- ONE project
- MANY subjects helping you develop real-life skills
- You learn how school subjects connect in real life

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.

Scan the QR Code for ease of access



Open the WhatsApp application on your phone and send this keyword IGO in a WhatsApp message to **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.



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:

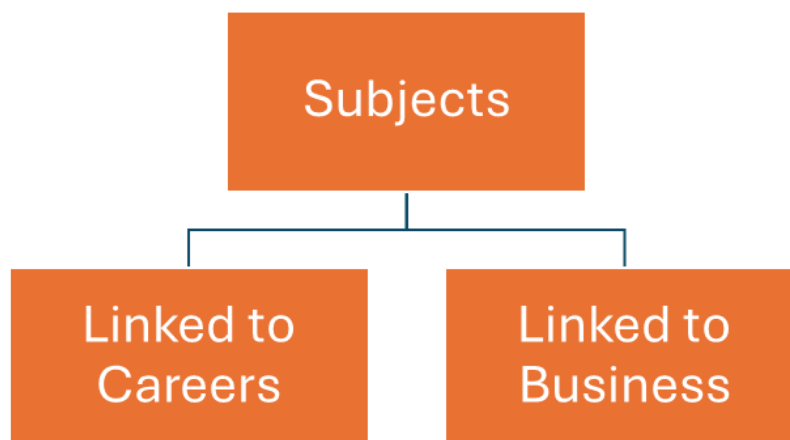
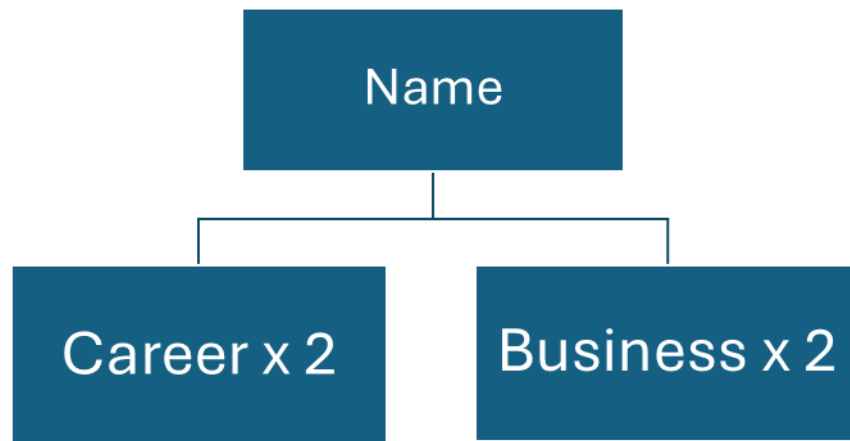
- **Research:** Interview a business owner and gather information on market needs and business functions.
- **Writing:** Produce a **Formal Letter** based on their research.
- **Oral:** Present their business idea clearly and persuasively, supported by simple visual aids.

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.



After completing your Inclination Assessment, use the Tree map below to write down your name, two careers you are interested in, two business ideas you would like to explore, school subjects that could support your career and business choices.



Worksheet 2.1



Refer to Worksheet 1 and select your chosen career and chosen business idea and explain how both will benefit from your chosen subjects.

Focus	Example	Subjects	Benefits
Career			
Business			

Worksheet 3.1



Refer to worksheet 2 and look at your **chosen** career. Outline your abilities, weaknesses, strength and interest:

Career	Abilities	
	Weakness	
	Strength	
	Interest	

Refer to worksheet 2 and look at your **chosen** business. Outline your strength, weakness, opportunities and threats:

Business	Strengths	
	Weakness	
	Opportunities	
	Threats	

How does your SWOT analysis align with the personality types identified in your inclinations assessment?



VOCABULARY DEVELOPMENT: Work in groups and discuss or research the meaning of the words on the list below.

	TERMINOLOGY	DEFINITION (Use a suitable dictionary)
1	Career	
2	Bursaries	
3	Promotion	
4	Opportunities	
5	qualifications	
6	Skills	
7	physical abilities	
8	Profession	
9	industry (primary)	
10	industry (secondary)	
11	industry (tertiary)	
12	core business functions	
13	sole proprietorship	
14	PTY (LTD)	
15	source capital	
16	Funding	
17	Bootstrap	
18	Challenges	
19		
20		

Worksheet 4.1



Use this sheet to prepare for an interview with someone in your dream **job**. This is a great way to do research and find out if you would really like the job of your choice. Reproduce the following table and add at least 2 questions. Use this sheet to do the interview and write down the answers in the second column.

NAME OF SCHOOL:

(You can use the consent form at the back of this document)

NAME OF INTERVIEWER: GRADE:

NAME OF INTERVIEWEE:

CAREER:

INTERVIEW QUESTIONS	INTERVIEW ANSWERS
Career Path and Entry What steps did you take to land this job? What skills were most critical in your early career?	
Daily Realities Walk me through a typical day - what parts excite you most?	
Challenges and Growth What are the biggest challenges you face? What new skills have you had to learn?	
Future Outlook What changes do you see impacting this job in the next 5 years? How do you stay motivated and continue growing in this position?	
Advice What advice would you give someone like me to aim for in this role?	
Question Design your own question	
Question Design your own question	

Worksheet 4.2



Use the table below to prepare for an interview with a **business** owner. Choose someone who already owns or runs a business successfully so that you can see yourself starting in the future. Add 2 questions. Use this sheet to do the interview and write down the answers in the second column.

NAME OF SCHOOL:

(You can use the consent form at the back of this document)

NAME OF INTERVIEWER: GRADE:

NAME OF INTERVIEWEE:

BUSINESS:

INTERVIEW QUESTIONS	INTERVIEW ANSWERS
Startup and Launch What inspired you to start this business, and how did you put your idea into action? What was your biggest hurdle in the first year? How did you fund the initial setup?	
Operations and Team How do you structure your daily operations to stay efficient? When did you hire your first employee, and what qualities were you looking for?	
Challenges What's the toughest decision you've made as an owner, and what did you learn from it?	
Growth What key strategy drove your business from survival to growth? How has technology (e.g., AI tools) changed your operations? What's your vision for the business in 5 years?	
Advice What advice would you give someone starting their own business?	
Question Design your own question	
Question Design your own question	

Conduct further research on your chosen career or job and business and list three references/sources in a bibliography (a list of references used during research). List your sources/references below:

[illegible]



Research **TWO** Apartheid Laws that once influenced people's ability to do business or find a job. Choose your **TWO Laws** from the following list to conduct your research:

- a) Population Registration Act of 1950
- b) The Group Areas Act of 1950
- c) Natives (Abolition of Passes and Co-ordination of Documents) Act of 1952
- d) Bantu Education Act of 1953

(Other relevant laws during the period of 1948 – 1960 can also be researched, provided that it will help to attain the economic objective of the task).

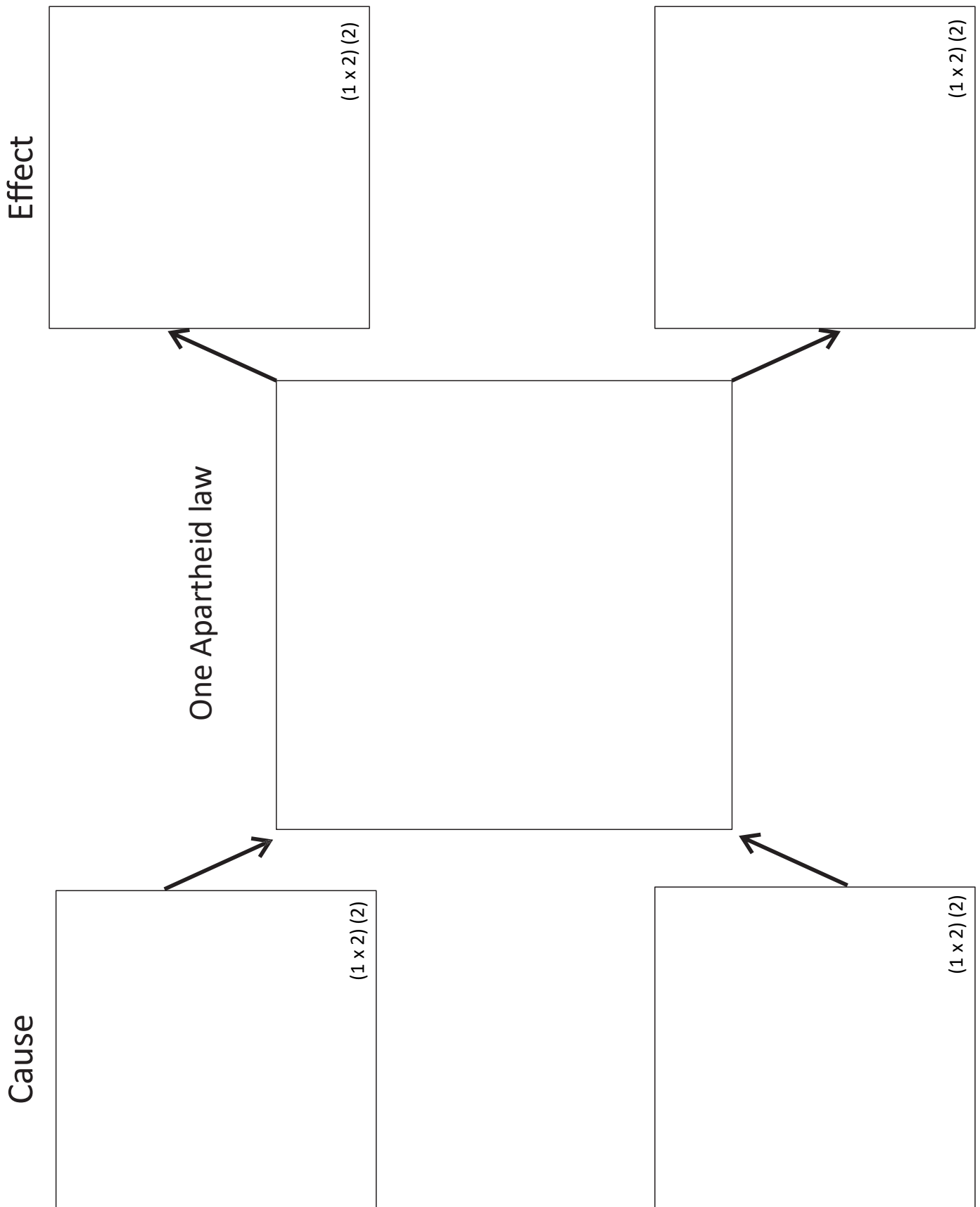
Instruction:

Write down what you have discovered in the table below. Please complete the list of references (sources/books) that you used for your research on **Worksheet 5.4**.

APARTHEID LAW (1) & YEAR (1)	DESCRIPTION IN YOUR OWN WORDS
(2 x 1) (2)	(1 x 2) (2)
(2 x 1) (2)	(1 x 2) (2)



After your research on Apartheid Laws, choose 1 law and create a cause and effect map below. Describe 2 causes and effects of the law chosen.



Prepare **two extra questions** for the interview. These two questions should be about how the Apartheid Law chosen have influenced their choice of career or business. (2 x 1) (2)



Write a report (using an essay structure) on the Apartheid Law you have **chosen** and researched. Explain how it has affected the interviewee's choice of career or business according to your research findings.

(30)

Worksheet 5.4



Always remember to list your References. References, also called information sources, are listed in a bibliography (a list of references used during research). List your sources below:

WRITER	TITLE	PUBLICATION DATE	PLACE	URL/PUBLISHER
E.g. J. Khula	The Beancounter	20 May 2016	Cape Town	Penguin
E.g. (YOU)	Interview with Mr X	24 September 2021	Potchefstroom	Private
E.g. L. Smith	How volunteering can help you build skills	14 March 2018	Internet	https://charityvillage.com



Creative Arts: Dance

DANCE COMPOSITION — IDENTITY, HERITAGE & CAREERS

**Purpose:**

During the 10 weeks of the third term, you will create a **short group dance (traditional or contemporary)** inspired by **South African identity and heritage** and clearly **linked to careers and business ideas**. Use your Social Sciences research (Worksheets 5.1–5.4) to show how history (including Apartheid laws) affected people's chances to find work or start businesses, and how identity and heritage shape our goals today. (Connect to SS Worksheets 5.1–5.4.)

Title of Dance: _____ **Group:** _____

Names of group members (5–6 learners):

Choose ONE Stimulus

Select a starting point that shows identity/heritage and connects to work, business or opportunity:

- ☐ Picture (e.g., job-seeking queue, protest, township market, heritage festival)
- ☐ Short poem / words (identity, restriction, freedom, resilience, ambition)
- ☐ Newspaper headline (Apartheid law, job limits, heritage businesses, youth careers)
- ☐ Object / symbol (tool used for work, beadwork, fishing net, family artefact)

What it shows about SA identity & heritage:

--

Careers / Business link (1–2 lines):

--

WEEK 1 — SEE–THINK–WONDER

21st-Century Skills: Critical Thinking | Creativity | Collaboration | Communication | Cultural Awareness

Study and interpret your stimulus. Complete the SEE–THINK–WONDER workshop (see page....)

Brainstorm FIVE (5) adverbs / adjectives describing what you see in the stimulus (e.g., strong, cramped, hopeful, waiting). Group discussion.



Word 1	Word 2	Word 3	Word 4	Word 5

WEEK 2 — FIRST MOVEMENTS

21st-Century Skills: Critical Thinking | Communication | Metacognition | Collaboration

Each person chooses ONE word and creates ONE movement that shows the meaning of the word

Share and then combine all movements into a short sequence (improvisation → composition).
Experiment / improvise how to combine individual movement into a movement sequence.

Movement (describe or sketch)	Learner 1	Learner 2	Learner 3	Learner 4	Learner 5

Develop the movement sequence by exploring **exaggerated movement (from concrete to abstract movements)**.

WEEK 3 — INCORPORATE DANCE ELEMENT: SPACE

21st-Century Skills: Communication | Collaboration | Critical Thinking

Build SPACE into your sequence: use levels and directions.

☐ **Levels:** Low ☐ Medium ☐ High ☐

☐ **Directions:** Front ☐ Side ☐ Back ☐ Diagonal ☐

Notes: where in the sequence:

**WEEK 4 — ADD MOVEMENT TYPES, TIME & A TURN**

21st-Century Skills: Creativity | Expressive Communication | Collaboration | Creativity | Metacognition

In your groups, incorporate the following:

- o **Locomotor (2):** 1) _____ 2) _____
- o **Non locomotor (2):** 1) _____ 2) _____
- o **Incorporate a turn movement (1):** _____
- o **TIME** (tempo/accents): identify and discuss fast and slow parts in your sequence

WEEK 5 — PRACTISE ORDER AND ADD FORCE/DYNAMICS

21st-Century Skills: Creativity | Collaboration | Critical Thinking

Choose qualities: **Strong** ☐ **Soft** ☐ **Sharp** ☐ **Smooth** ☐
 Heavy ☐ **Light** ☐

Practice Dance sequence to solidify order of movements and levels, directions, force, locomotor, non-locomotor, and a turn movement.

Notes on FORCE / DYNAMICS:

WEEK 6 — BEGINNING & ENDING

21st-Century Skills: Collaboration | Creativity | Communication | Critical Thinking

Add an interesting beginning shape/idea:

Add a thought-provoking ending shape/idea:



WEEK 7 — TITLE & REHEARSE (MUSIC OPTIONAL)

21st-Century Skills: Reflection | Accountability | Communication | Resilience

Title of dance: _____

Music (if any): _____

Sequence Order (Storyboard): Draw or Describe



Rehearsal Notes & Checks

Improve (what to refine):

- ☐ Identity & heritage idea is clear to the audience
- ☐ Careers / business thread is visible in movement choices
- ☐ SPACE, TIME, FORCE choices are intentional and consistent
- ☐ Beginning and ending are clear and confident

**Cross-Curricular Links (Social Sciences Worksheets 5.1–5.4)**

Which Apartheid law(s) or historical insight we referenced:

How our dance shows past restriction → present opportunity (2–3 lines):

WEEKS 8 & 9 — PERFORM, ASSESSMENTS (FAT) & REFLECT

21st-Century Skills: Creativity | Collaboration | Communication | Critical Thinking

- **Perform** your dance: Dance improvisation & composition from a stimulus; use of space, time, force; locomotor & non-locomotor actions; a turn; clear beginning & ending; teamwork; performance quality.
- **Total: 25 marks (rubric).**

WEEK 10: WRITTEN REFLECTION

21st-Century Skills: Metacognition | Communication | Creativity

Write your **1-page reflection**

- (What stimulus? What did your dance show about identity + careers? What dance choices did you make? What did you learn?)

Quick Reflection Frame (to draft your 1-page write-up)

What was our stimulus and title?

What does our dance show about identity + careers/business? (3–4 sentences):

Which dance elements (SPACE/TIME/FORCE) helped to show this? (examples):

What did you learn from linking Dance with Social Sciences?



Teacher Comment

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GRADE 9 INTEGRATED PROJECT - DANCE RUBRIC

CRITERIA / MARK ALLOCATION	5	4	3	2	0-1
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				



Creative Arts: Drama

DRAMA STORYBOARD —IDENTITY, TIME, & CAREERS

**Purpose:**

During the 10 weeks of the third term, you will create a **short scene (3-4 minutes)** in a group of **5–6**. Your scene must be inspired by **South African identity and heritage** and should **link to careers and business ideas**. Show how our history (including **Apartheid laws**) affected people's chances to work or start businesses, how communities used culture to survive, and how identity shapes the jobs we want today. (Use your SS research in **Worksheets 5.1–5.4** to feed your ideas.)

Group members: 5–6 learners	Names of the members in my group:
Scene duration:	3–4 minutes

WEEK 1 — Stimulus Exploration + SEE–THINK–WONDER (see below, page...)

21st-Century Skills: Critical Thinking | Creativity | Collaboration | Communication | Cultural Awareness

Warm-Up

Accumulation Mime Game — Career Traits Sequence

Focus: Identity–career link; ensemble timing; body vocabulary

Stimulus (Choose ONE)

- ☐ Picture (job seeking queue, pass law checkpoint, informal market, heritage celebration)
- ☐ Short text (identity/opportunity/restriction/resilience, 3–6 lines)
- ☐ Newspaper headline (law, youth business, career access)
- ☐ Object/Symbol (tool, beadwork, apron, fishing net)

Complete the SEE–THINK–WONDER worksheet.**Links**

SS Worksheets 5.1–5.4 (named law/s):

Career/business opportunities:



Worksheet 5.6 continued

WEEK 2 — Story Planning + TIME Device

21st-Century Skills: Critical Thinking | Communication | Metacognition | Collaboration

Warm-Up

Freeze–Tap–Transform (Quick thinking; mini-plot; transformation)

Complete the Flow Map Worksheet (Beginning → Middle → End)

TIME Device (Choose ONE)

☐ Flashback ☐ Flashforward ☐ Cyclical ☐ Chronological

Audience & Message

Target audience:

Message about careers & identity:

Audience Clarity — How will the audience know time shifts?



Worksheet 5.6 continued

WEEK 3 — Story Circle + Characters + Beats + Tableaux

21st-Century Skills: Communication | Collaboration | Critical Thinking

Warm-Up Options

Mirror Pair (Career Movement Vocabulary)

Status Walks (Intern → CEO)

Story Circle (Tell the whole story aloud) and in your own words write down the key words to map the main characters and events of the story

Characters (C) & Objectives (Who wants what?)

C1: _____ wants _____

C2: _____ wants _____

C3: _____ wants _____

Other characters _____

Beats — Key Story Moments (each beat = change)

What is a Beat?

A beat is a key moment of change in your scene. It is when something shifts — time, emotion, power, or action. If nothing changes, it is not a new beat. Your 3–4-minute scene should have 3–4 clear beats that move the story forward.

Beat 1



Beat 2

Beat 3

Beat 4 (optional)

Tableaux — Visual Snapshots

Beginning:

Middle:

End:

Checks

☐ Social Sciences law visible

☐ Career/business thread clear

☐ Identity present

WEEK 4 — Dialogue + Characterisation (Voice & Body)

21st-Century Skills: Creativity | Expressive Communication | Collaboration | Creativity | Metacognition

Warm-Up Options

One Word – One Gesture (Career Identity)

Emotion Switch (Career Tension)

Develop Dialogue

Key Lines:



How do my vocal and physical choices show the character's personality and career? How do I use projection, chanting, rhythm or emotion? Which gestures shows struggle, change, etc?

Vocal Skills

Pitch; Pace; Pause; Tone; Projection

Physical Characterisation

Facial expression; Gesture; Posture; Movement style

WEEK 5 — Basic Staging (Space • Movement • Props • Costume • Sound/Light)

21st-Century Skills: Creativity | Collaboration | Critical Thinking

Warm-Up

Workplace Soundscape (layer sounds; practise cues/fades)

Staging Plan

Space & placing:

Movement patterns:

Props & costume:

Sound/Light (if available):

Keep It

☐ Safe ☐ Clear ☐ Minimal



WEEK 6 — TIME Transitions + Protest Theatre Insert (optional & additional for learners pursuing Dramatic Arts from Gr 10)

21st-Century Skills: Planning & Organisation | Responsibility | Collaboration | Spatial Awareness

Purpose of Insert (60–90 sec)

What is the TIME jump in your scene?

(Freeze → Flashback? Flashforward? Cyclical return?): Describe your TIME shift clearly.

Audience Clarity (How will they know time shifted?). How will the AUDIENCE know time has shifted?

(e.g., gesture cue, freeze, vocal chant, lighting shift, placard, chorus line).

Protest Theatre Devices: Choose 2–3

Tick your selection:

- ☐ **Direct address** (speaking truth to the audience)
- ☐ **Chorus / Chant** (collective voice / unity)
- ☐ **Placards** (written message: law, protest, demand, identity)
- ☐ **Song / Ululation** (cultural voice & resistance)
- ☐ **Tableau + Caption** (frozen image + spoken/written statement)
- ☐ **Call-and-response** (interactive rhythm / unity)

LINKS TO SOCIAL SCIENCES (History)

Choose specific Apartheid law(s) from Social Sciences Worksheets 5.1–5.4 and link them to your protest insert.

Named Apartheid law(s):

Impact in the PAST (Then):



Change in the PRESENT (Now):

Describe what happens in your Protest Insert (the 60–90 sec moment):

WEEK 7 — Performance Preparation (FAT): Finalising Your 3–4 Minute Group Scene

21st-Century Skills: Critical Reflection | Creativity | Communication | Metacognition

Reflect and consider possible improvement of the following during the rehearsal process:

1. VOCAL CHOICES (🗣)

Pitch, Pace, Pause, Tone, Projection

2. PHYSICAL CHOICES (🧑)

Gesture, Posture, Facial Expression, Movement Style

3. STAGING (⚡)

Space, Levels, Movement Patterns, Props, Costume, Sound/Light

4. ENSEMBLE UNITY (🤝)

How the group works as one, responds, listens, moves together

5. TIME DEVICE — FINAL CHECK (⌚)

Make sure your TIME structure (flashback/forward/etc.) is **clear to the audience**.



Worksheet 5.6 continued

6. PROTEST INSERT — FINAL CHECK (🙌)

Does the 60–90 sec moment successfully show:

- Past restriction?
- Present opportunity?
- Connection to SS law(s)?
- Purposeful device use?

WEEK 8 & 9 — PERFORMANCE: ASSESSMENT (FAT)

21st-Century Skills: Creativity | Collaboration | Communication | Critical Thinking

Performance (3–4 minutes) — Evidence Checklist

- ☐ Worksheet 5.6 (Protest Insert)
- ☐ Stimulus notes
- ☐ Beats (Storyboard Week 3)
- ☐ Tableaux photos (optional)
- ☐ Staging plan
- ☐ Final storyboard (Weeks 1–10)

WEEK 10 — WRITTEN REFLECTION (Languages)

21st-Century Skills: Metacognition | Communication | Creativity

HL: Drama Reflection Report — Focus on:

Creation process
Ensemble work
Performance impact
SS law integration
TIME device effectiveness
Lessons learnt about careers

FAL: Formal Letter requesting permission to perform/exhibit

Teacher Comment



SEE - THINK - WONDER CHART

Name _____ Class _____ Date _____

Instructions:

Observe the image, information, object, performance, or text carefully.

Record what you **SEE**, **HEAR (facts only)**, what you **THINK (interpretations)**, and what you **WONDER (questions you have)**.

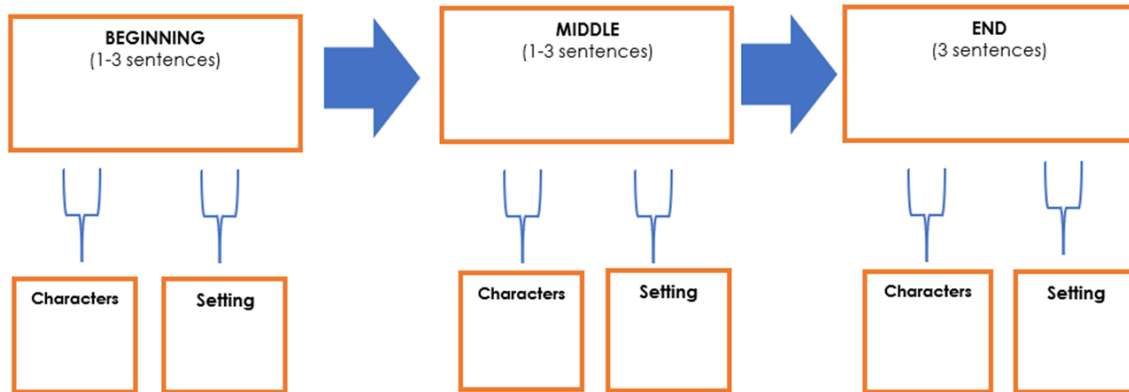


I SEE 👁️...	I THINK 💡...	I WONDER ? ...
What do you notice? List only what you can directly observe.	What do you think is happening? What does this make you think about?	What questions do you have? What are you curious about?
• • • • •	• • • • •	• • • • •



DRAMA: FLOW MAP & IMPROVISE

Let's create a short improvisation sketch!
We use a **FLOW MAP** to order the sequence of events:
Beginning / Middle / End
Use your workbook and follow the example below.



TIME TO IMPROVISE!

Now that you know what needs to happen in the sketch, get up, play out the scenes and see what creative lines you can come up with for each character. No more writing – just play!



GRADE 9 INTEGRATED PROJECT - DRAMA RUBRIC					
CRITERIA / MARK ALLOCATION	5	4	3	2	0-1
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				



Creative Arts: Music

STORYBOARD —IDENTITY AND CAREERS

Purpose:

During the 10 weeks of the third term, you will create a **short group music performance** (traditional or contemporary) inspired by South African identity and heritage and clearly linked to careers and business ideas in the music industry. Use your Social Sciences research (Worksheets 5.1–5.4) to show how history (including Apartheid laws) affected people's chances to find work or start businesses, and how identity and heritage shape our goals today. (*Connect to Social Sciences Worksheets 5.1–5.4.*)

TITLE OF YOUR GROUP MUSIC PERFORMANCE: _____ **GROUP:** _____

Group members: 5–6 learners	Names of the members in my group:
Performance duration:	3–4 minutes

SELECT YOUR MUSICAL SOURCE AS A STIMULUS

Choose **ONE** Iconic South African Musical or Composer as a stimulus:

- ☐ **Sarafina!** (Mbongeni Ngema)
- ☐ **District Six: The Musical** (David Kramer/Taliep Petersen)
- ☐ **King Kong** (Todd Matshikiza)
- ☐ **The Lion King** (Lebo M/Elton John – South African elements)
- ☐ **OR another approved South African composer** (e.g., Miriam Makeba, Hugh Masekela, Abdullah Ibrahim, Yvonne Chaka Chaka, Benjamin Dube)
- ☐ **OR Toyi-Toyi & Freedom Songs (unknown composers)**



A **stimulus** in music are elements like motives or rhythms which are used as starting points to create new music. Outside sources like stories, videos, or art can also act as stimuli to inspire musical composition.



Worksheet 5.7 continued

WEEK 1 — SEE (LISTEN)–THINK–WONDER

21st-Century Skills: Critical Thinking | Collaboration | Communication | Cultural Awareness

Study and interpret your stimulus. Complete the SEE–THINK–WONDER workshop. (PAGE...)

Brainstorm FIVE (5) music adjectives describing the mood/atmosphere of your stimulus (e.g., rhythmic, melancholic, urgent, harmonious, percussive, hopeful, discordant).

Group discussion.

Word 1	Word 2	Word 3	Word 4	Word 5

WEEK 2 — FIRST SOUNDS

21st-century skills: critical thinking | communication | metacognition | collaboration

Each person chooses **one word** and creates **one short rhythmic motif** (2 bars) that expresses that word using your voice, body percussion, or any instrument.



A rhythmic motive is a memorable, repeating musical ideas that provide cohesion and unity to a composition.

Share and then **combine all motifs** into a short **musical phrase** (improvisation → composition).

Experiment with how the motifs interact—layered, sequential, or call-and-response.

MOTIF DESCRIPTION	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5	LEARNER 6
Describe sound or write your notation						

Develop the musical phrase by exploring variations: change the rhythm, add harmony, or shift the tempo.

Make it interesting.



Worksheet 5.7 continued

WEEK 4 — ADD RHYTHM, MELODY & DYNAMICS

21st-Century Skills: Creativity | Expressive Communication | Collaboration | Metacognition

In your group, incorporate the following:

TWO RHYTHMIC PATTERNS

Write or draw your rhythmic/melodic patterns here:

PATTERN 1 	PATTERN 2
--------------------------------------	--------------------------------------

Melodic contour (shape):

Use the following image to help you create an exciting melody

Table of melodic contours

Description of melodic contour	Shape of melodic contour	
	Traditional notation	Graphic notation
Ascending		
Descending		
Angular		
Static		
Arch		
Wave		

Incorporate a CONTRASTING SECTION (e.g., change from major to minor, fast to slow, loud to soft)

Decide as a group and write it here.

DYNAMICS (volume/accents): Identify and discuss loud (forte) and soft (piano) sections in your piece.

Decide as a group and write it here.



Worksheet 5.7 continued

WEEK 5 — PRACTISE STRUCTURE AND ADD TEMPO/TONE COLOUR

21st-Century Skills: Creativity | Collaboration | Critical Thinking

Choose qualities: Please tick.

TEMPO: Fast ☐ | Moderate ☐ | Slow ☐ | Changing ☐

Use the table below to help you choose your **TONE COLOUR**.

TERM	DESCRIPTION	EXAMPLES / APPLICATIONS
Bright	Clear, high-frequency emphasis; sharp and piercing quality	Piccolo, triangle, high violin harmonics, synthesizer sawtooth waves
Dark	Muted, low-frequency dominance; sombre and heavy character	Bass clarinet, cello in low register, French horn, tam-tam
Warm	Rich in mid-range frequencies; smooth and inviting	Cello, viola, French horn, acoustic guitar, human tenor voice
Cold	Thin, clinical, lacking harmonic complexity; detached	Electronic sine waves, glass harmonica, synthesized pads, vibraphone (without motor)

Tone Colour/Timbre (instruments/voices used):

Practise musical sequence to solidify structure, texture, dynamics, rhythm, melody, and contrasting sections.

Notes on TEMPO changes and TONE COLOUR choices:

WEEK 6 — BEGINNING & ENDING

21st-Century Skills: Collaboration | Creativity | Communication | Critical Thinking

Add an attention-grabbing opening:

Add a memorable closing:



Worksheet 5.7 continued

WEEK 7 — TITLE & REHEARSE (MOVEMENT OPTIONAL)

21st-Century Skills: Reflection | Accountability | Communication | Resilience

Title of performance: _____

Instruments/Vocals used _____

Structure/Form (Storyboard): Draw or describe your piece section by section.

This is an example.

SECTION	DESCRIPTION	DURATION
INTRO/BEGINNING		
SECTION A		
SECTION B		
SECTION C/Bridge		
OUTRO/ENDING		

Rehearsal Notes & Checks

Keep (what works well):

Improve (what to refine):

- ☐ Identity & heritage idea is clear to the audience
- ☐ Careers / business thread is audible in musical choices
- ☐ TEXTURE, DYNAMICS, TEMPO choices are intentional and consistent
- ☐ Beginning and ending are clear and confident

Cross-Curricular Links (Social Sciences Worksheets 5.1–5.4)

The Apartheid law(s) or historical insight we referenced:

How our music shows past restriction towards present opportunity (2–3 lines):



WEEKS 8 & 9 — PERFORM, ASSESSMENTS (Formal Assessment Task)

21st-Century Skills: Creativity | Collaboration | Communication | Critical Thinking

- Perform your piece: Musical improvisation & composition from a stimulus; use of texture, dynamics, tempo; rhythmic and melodic development; contrasting sections; clear beginning & ending; teamwork; performance quality.
- Total: 25 marks (rubric based on CAPS Music assessment criteria).

WEEK 10 REFLECT

- Discussion and review of creating a musical improvisation & composition from a stimulus.


GRAD 9 CREATIVE ARTS: MUSIC

Group Music Performance: South African Identity & Heritage

Total: 25 Marks | Duration: 3–4 minutes | Group size: 5–6 learners

CRITERIA	5 MARKS	4 MARKS	2-3 MARKS	0-2 MARKS
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 Marks				

Cross-Curricular Requirement: Learners must demonstrate integration with **Social Sciences Worksheets 5.1–5.4** (Apartheid laws affecting work/business opportunities and how identity shapes goals). This is assessed under **Criterion 2**.

21st-Century Skills Assessed: Critical Thinking, Collaboration, Communication, Creativity, Cultural Awareness, Metacognition, and Resilience.



Creative Arts: Visual Arts IDENTITY AND CAREERS



This worksheet is only applicable for learners following Visual Arts as one of their art forms. Learners design a mural that celebrates South African identity, culture, and heritage.

This project integrates Visual Arts with Social Sciences and Life Orientation to support historical understanding, identity formation, and career awareness.

The mural should communicate unity, diversity, history, or community pride using symbols, colour, and imagery. **(Learners can use the interview and research conducted in the Social Sciences section of the GEC.)**

Encourage learners to include:

- Cultural symbols
- Heritage stories
- Community identity
- Traditional patterns
- National Unity themes





WEEK 1

21st-Century Skills: Metacognition | Communication | Creativity

- What is a mural?

- How do murals preserve history?

Visual Examples: Visual Stimulus



- Create a mind map exploring the following: “Moments That Shaped Our Country”
- Think about your own community and the stories that make you proud to be part of the community



Homework:

Conduct an interview OR use provided classroom sources about life before or after 1994. (Use interview notes from Social Sciences.)

WEEK 2: RESEARCH – APARTHEID & DEMOCRACY

21st-Century Skills: Creativity | Communication | Critical Thinking

Lesson Focus:

- What was Apartheid?
- The road to democracy

Discuss key figures such as:

- Nelson Mandela
- Oliver Tambo
- Steve Biko

Learner Activity:

Collect images of important figures and communities during apartheid. These will help you develop the base of your mural design.



Worksheet 5.8 continued

WEEK 3: LOCAL & COMMUNITY HISTORY

21st-Century Skills: Creativity | Collaboration | Communication | Critical Thinking

Lesson Focus:

- History of the local area
- Important community events
- Cultural traditions

Learner Activity:

Research one local historical event or person (**This can be the same person interviewed in Social Sciences.**) Use the block below for notes / brainstorming.

--

- Write a short paragraph explaining the importance of the local historical event that you researched.

Class discussion:

How can this be represented visually?

**WEEK 4: SYMBOLISM & VISUAL STORYTELLING**

21st-Century Skills: Creativity | Metacognition | Communication | Critical Thinking

Lesson Focus:

- How symbols communicate meaning
- Composition and layout planning

Learner Activity:

- Develop 3 rough sketch ideas.
- Each sketch must include:

One national historical reference	One local/community reference	One cultural symbol

Your teacher will provide feedback so that you can select your best concept. Your teacher will ask guiding question on:

- Your composition
- Your design:
 - Where is the focal point?
 - What will viewers see first?
 - Is your design balanced?



WEEK 5: DESIGN DEVELOPMENT

21st-Century Skills: Creativity | Metacognition | Communication | Critical Thinking

Lesson Focus:

Your mural must clearly show:

- One historical reference
- One local/community element
- Scale and proportion
- Art elements (line, shape, colour, texture, space) and design principles (balance, contrast, emphasis, pattern, unity) used in mural design
- Colour symbolism in history

Learner Activity 1:

- Create a detailed draft design (A4)
- Clearly label all symbols and explain their meanings. (You may rotate your paper to landscape format.)



Draft 1



Learner Activity 2: Enlarging Your Design (Scaling Technique)

Scaling Your Design for a Mural

Artists often need to enlarge small drawings into bigger artworks.

Activity: Grid Method (Simple Scaling)

- Divide your A4 design into a grid (e.g. 4 × 4 squares)
- Draw a larger grid on your final page (A3/A2)
- Copy one square at a time to enlarge your design accurately



Reflection Question:

Why is scaling important when creating murals?

Explain why you chose your final design:

- What message does it communicate?
- Why did you choose these symbols?
- How will people understand your mural?

Career Connection

Answer the following questions:

A career linked to mural art or design is:

--

One skill needed for this career:

--

One question I have about this career:

--



WEEK 6: FINAL MURAL DESIGN

21st-Century Skills: Creativity | Metacognition | Communication | Critical Thinking

Lesson Focus:

- Neat presentation techniques
- Final composition

Learner Activity:

- Produce a final mural design that communicates a clear message about identity, history and community, using appropriate symbols, colour and composition.
- Add a title
- Ensure historical accuracy.

WEEK 7: PRESENTATIONS (Turn your class into a gallery)

21st-Century Skills: Creativity | Collaboration | Communication | Critical Thinking

Activity:

- Turn the classroom into a gallery by displaying all murals.
- Learners present their work while others observe and provide feedback.
- Peer feedback session.

WEEK 8: REFLECTION

21st-Century Skills: Metacognition | Communication | Creativity

Written Task

Learners Activity:

1. Historical events included.
2. Figures represented.
3. Cultural traditions shown.
4. Why these are important to South African identity.
5. How art preserves history.

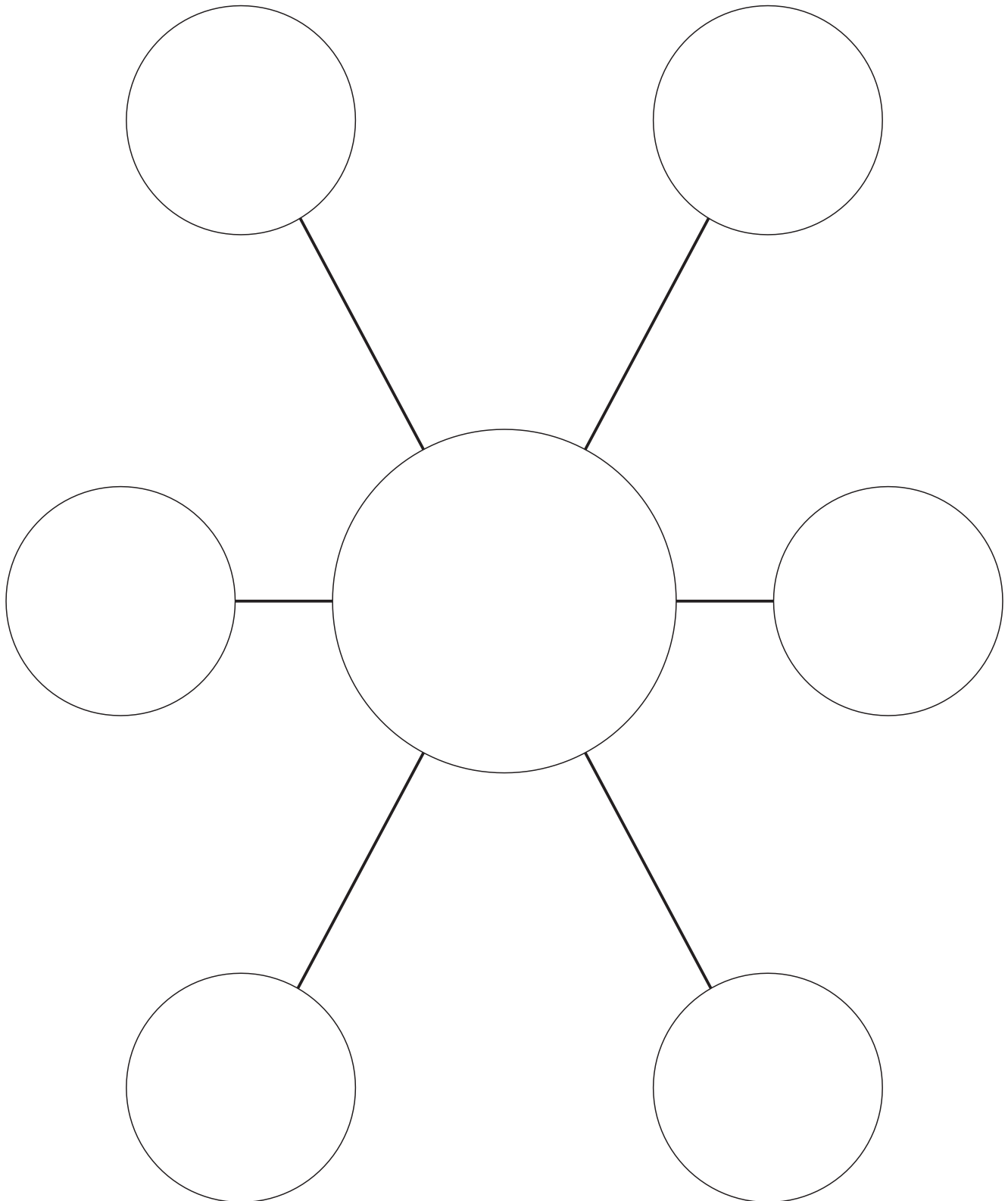


Assessed with the Grade 9 Visual Art rubric (25 marks).

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 a 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 skillful.	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



Write your ONE chosen career in the centre of the Bubble Map. Use key phrases to plot all your research from the interviews and other sources in the satellite bubbles. In the end you will use this map to plan and write your report, so be exact and list everything that you have learnt about your chosen job.





21st-Century Skills: Critical Thinking | Creativity | Collaboration | Communication

Develop a Mind Map for Your Business Idea

Create a **Mind Map** based on your chosen business idea.

- Write the **name of your business idea in the centre** of the Mind Map.
- Use **keywords and short phrases** to show all the information you have gathered from **interviews, research, and other sources**.
- Organise your ideas into clear branches so that your thinking is easy to follow.
- Your Mind Map will be used later to **plan and write your business report and develop a full business plan**, so make sure it is **detailed, accurate, and complete**.

Guidelines:

You **may include** the following aspects in your Mind Map (these are only suggestions — you are encouraged to add your own ideas and any other relevant information):

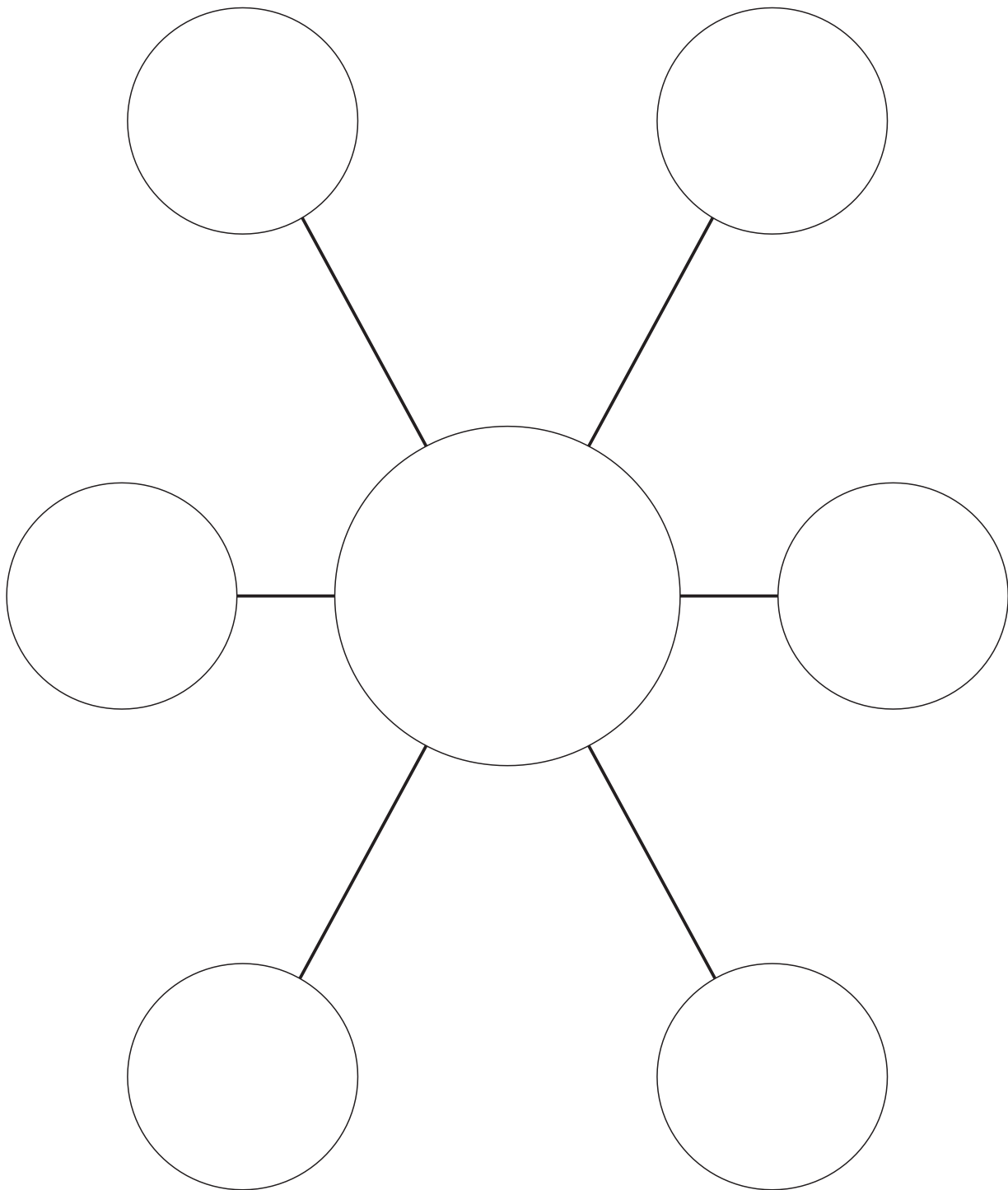
- Capital required
- Source of funding
- Assets needed
- Expected expenses
- Expected income
- Reason for choice of business
- Viability of the business
- Type of business
- Entrepreneur characteristics required

→ *You are encouraged to think creatively and include any additional relevant ideas that will strengthen your understanding of the business.*





Based on your chosen career in Worksheet 6.1 and business idea in Worksheet 6.2, you must now decide which educational pathway will best help you achieve your career or business goals. Compare the two primary options available to you after completing Grade 9. Complete the outside of the Bubble map by using keywords and phrases (see below). In the end, you will use this map to plan and write your report, so be exact and list everything that you have learnt about your chosen career or business idea.



Rubrics



HOME LANGUAGE RESEARCH RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
Research Question (3 marks)	3	2	1	0
	Sharply focused, answerable, career-specific; clearly guides the investigation	Clear and relevant but not sharply formulated.	Present but vague, broad, or unfocused.	Missing OR unrelated to the investigation.
Method & Research Process (4 marks)	Advanced	Proficient	Developing	Beginning
	4	3	2 - 1	0
	Comprehensive method referencing all required sources : LO inclinations, one interview , SS apartheid-law research, EMS business functions, additional sources; process is transparent.	Includes most required sources, some detail missing.	Limited method with missing sources or unclear process.	No method; little or no evidence of research.
Findings & Interpretation (7 marks)	Advanced	Proficient	Developing	Beginning
	7 - 6	5 - 4	3 - 2	1 - 0
	Findings are accurate, well-interpreted and show clear understanding; information is synthesised and relevant to the research question.	Findings are generally accurate and relevant, with some interpretation.	Findings are basic, mostly descriptive, with limited relevance or accuracy.	Findings are inaccurate, off-task or missing.
Criterion	Advanced	Proficient	Developing	Beginning
Referencing & Academic Honesty (6 marks)	6	5 - 4	3 - 2	1 - 0
	Accurate, consistent referencing using simplified formats; includes ≥1 interview + ≥1 other source; clear paraphrasing and ethical source use.	Mostly accurate referencing with minor errors; sources acknowledged.	Inconsistent referencing; weak paraphrasing; reliance on copying.	No referencing OR evidence of plagiarism; major inaccuracies.

COMMENT:

Signature: _____

/20



FIRST ADDITIONAL LANGUAGE RESEARCH RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
Research Question (3 marks)	3	2	1	0
	Research question is sharply focused, clear, relevant and fully guides the investigation.	Research question is clear and relevant but not sharply focused.	Research question is present but vague or broad.	No research question / unrelated to the topic.
Method / Research Process (4 marks)	Advanced	Proficient	Developing	Beginning
	4	3	2 - 1	0
	Detailed explanation of how information was gathered using multiple sources; method is logical, transparent, and appropriate.	Method is mostly clear and uses more than one source, with minor detail missing.	Limited explanation of method; few sources used or unclear process.	No method explained; little or no evidence of research.
Findings & Interpretation (7 marks)	Advanced	Proficient	Developing	Beginning
	7 – 6	5 - 4	3 – 2	1 – 0
	Findings are accurate, well-interpreted and show clear understanding; information is synthesised and relevant to the research question.	Findings are generally accurate and relevant, with some interpretation.	Findings are basic, mostly descriptive, with limited relevance or accuracy.	Findings are inaccurate, off-task or missing.
Use of Sources & Referencing (6 marks)	Advanced	Proficient	Developing	Beginning
	6	5 - 4	3 - 2	1 – 0
	Uses a range of sources effectively; accurate paraphrasing; consistent referencing; clear evidence of academic honesty.	Sources mostly used well; referencing mostly correct; minor errors.	Limited or inconsistent use of sources; attempts at referencing but with errors; paraphrasing weak.	No references; major inaccuracies; evidence of copying or plagiarism.

COMMENT _____

Signature: _____

/20

RESEARCH CHECK LIST



THE RESEARCH CHECKLIST: (No Marks will be allocated) INSTRUCTIONS: Learners are to use the following checklist to pace their progress whilst doing research. Group Activity

	TERMINOLOGY	CHECK
1	Define a clear research question	
2	Gather relevant information from a range of sources	
3	Evaluate the credibility of the sources	
4	Made notes about important information	
5	Cite sources using the correct referencing style	
6	Conducted an interview as part of the research activity	
7	Noted the interview responses accurately and neatly	
8	Used the research findings to formulate a response to the research question	
9	Collaborated as a group	
10	Submitted on or before the due date	



21st-Century Skills: Critical Thinking | Creativity | Collaboration | Communication | Meta cognition

Task: Business Function Simulation – The Boat-Making Game

The **Boat-Making Game** is a fun and interactive simulation where learners “manufacture” paper boats. To succeed, learners must apply knowledge of **business functions, income and expenses, teamwork, and decision-making**.

Purpose of the Activity

This activity aims to help learners:

- Understand how **business functions** work together
- Apply concepts of **income, expenses, and profit**
- Develop **teamwork and decision-making skills**
- Experience **risk and real-life business challenges**

Time Required: 30–40 minutes (one lesson period)

Group Setup

- Divide the class into **teams of 4–8 learners**
- Each team represents a **small business** producing and selling paper boats

Suggested Roles (*roles may be combined*):

- General Manager
- Production Worker(s)
- Salesperson
- Record Keeper
- Marketing Manager
- Public Relations Officer

Resources Needed

- Scrap paper / A4 paper (*same for all groups*)
- Play money (*or written amounts*)
- Scissors (*optional*)
- Timer or bell
- Board / flipchart



Worksheet 7 continued

Starting Capital

- Each team starts with: **R200**

Game Rules (Simplified)

- Raw materials cost: **R50 per sheet of paper**
- Selling price: **R80 per completed boat** (*fixed*)
- Salaries: **R20 per worker** (paid at the end)
- No factory rent
- No storage costs
- Use **round amounts only** (no coins)

Risk Element (Chance Cards)

- Each team draws **ONE Chance Card** at any time during the game

Examples:

- Pay **R20** for repairs
- Gain **R30** extra income
- Lose **R40** due to damaged stock

How to Play

Step 1: Buy Materials (5 minutes)

- Teams decide how many sheets of paper to buy
- Payments are made to the teacher (bank)

Step 2: Production (10 minutes)

- Teams manufacture (fold) paper boats
- Focus on **quality and speed**

Step 3: Selling (10 minutes)

- The teacher is the **only buyer**
- Boats are sold at **R80 each**

Step 4: Chance Card (5 minutes)

- Each team draws one Chance Card
- Record the financial impact

Step 5: Salaries & Final Calculation (5 minutes)

- Pay all workers
- Calculate final cash (profit or loss)



Competencies assessment: 21st century skills

Winning the Game

*The team with the **highest final amount of money** is the winner.*

Worksheet 7: Reflection (5 minutes)

Learners must complete a short reflection by answering the following questions:

1. Which team made the most profit? Why?
2. What decisions helped or harmed your business?
3. Why is planning important in a business?
4. Which business functions did your team apply?
5. Which group performed the weakest, and what went wrong?
6. List **THREE creative or clever ideas** your group used.
7. What worked well and what did not? Explain your answer.



























Worksheet 8



Outline ONE key issue that affects youth in your community and recommend what can be done to address that key issue.

Key issue that affects youth	Recommendations
	1.
	2.



With reference to Worksheet 8, research ANY volunteer organization, non-profit organization or non-governmental organization that is working with a key issue that you have identified in the country, province, district, area or your community.

Name the organizations here:

Name of the organisation	Identification of the organisation NPO/NGO/NBO	Where is the organisation based?
What does the organisation do?		



Durban Auto Parts – EV Component Launch Strategy

Durban Auto Parts is preparing to launch a new product line of **Electric Vehicle (EV) components**. For the launch to be successful, all **business functions** must work together effectively.

Purpose of the Activity

This activity aims to help learners:

- Understand the **roles of different business functions**
- Recognise the **importance of teamwork within a business**
- Apply knowledge to a **real-world business scenario**
- Develop **analytical and organisational skills**

Instructions

- Select **ANY FOUR business functions**.
- For each function, clearly explain:
 - The **role** it plays in the EV product launch
 - The **importance** of its contribution
- Present your answers in a **table format** as shown below.
- Ensure your responses are **clear, relevant, and linked to the scenario**.

Table Format

FUNCTION	ROLE	IMPORTANCE



Durban Auto Parts – Business Functions Justification

Durban Auto Parts is expanding its operations to support the launch of Electric Vehicle (EV) components. In order to operate successfully, the business must ensure that key business functions are in place and fully staffed.

Purpose of the Activity

This activity aims to help learners:

- Understand why business functions are necessary in a real business
- Explain the importance of each function in context
- Develop reasoning and justification skills
- Apply knowledge to a practical business scenario

Instructions

- Identify ANY EIGHT (8) of the NINE (9) business functions.
- For each function, provide a clear reason explaining why Durban Auto Parts should include (fill) this function.
- Your answer must be linked to the EV component launch scenario.

→ Avoid simply describing the function — focus on justifying its importance in this specific business.

→ Your reasons must show how each function contributes to the success, efficiency, and sustainability of the business.

Table Format

Business function	Why should the business fill this business function?



HOME LANGUAGE

Task title: *My Future Career — Integrated Research Report (HL)*

Driving question:

Which career is the best fit for me, and how have South Africa's history, today's business realities, and my own strengths shaped that choice? (Use your LO inclinations results, SS apartheid-laws research, EMS business knowledge, and a Creative Arts visual to support your argument.)

Product (HL long transactional text): A **formal research report** written in **Home Language** with a clear research question, methodology, findings, discussion and conclusion, plus a **reference list** and **one labelled visual** (figure) you created in Creative Arts (e.g., poster/infographic) to support your findings. (Reports are an approved text type in HL "Writing & Presenting".)

Length: **±160–180 words** for the body of the report (excluding title, headings, references and figure caption). This sits within typical HL Grade 9 longer transactional ranges used in schools and aligns CAPS' emphasis on appropriate length, format and register.

Why these sections? CAPS HL requires you to write for a purpose and audience, using correct **format**, **register**, and **cohesion**; a report structure helps you show planning, synthesis of research, and clear conclusions.

Compulsory sections (use these exact headings):

1. **Title**
2. **Research Question** (one precise question you are answering)
3. **Method** (how you gathered information: LO inclinations tool; one professional interview; SS sources; EMS notes; any websites/texts)



4. Findings & Discussion

- **LO:** brief self-profile (top strengths/interests) linked to the career
- **SS:** one apartheid law you studied; explain cause-and-effect on opportunities and how that history still shapes access/choices today
- **EMS:** show how two of the eight business functions would affect someone in this career (e.g., marketing or HR in a physiotherapy practice / auto-electrician workshop)

5. Conclusion (answer your research question directly)

6. References (see simple formats below)

7. Figure 1. (insert a small image of your Creative Arts poster/visual with a caption)

Process (show this in your workbook):

Plan → Draft → Edit/Proofread → Final. (CAPS HL expects visible process writing.)

Referencing (simple formats learners can manage):

- **Interview:** *Surname, Initials.* Interview with *Name Surname*. **Date, Place.**
Example: *Mbali, K.* Interview with *Billy Fortuin*. **20 April 2026, Welkom.**
- **Web:** *Author/Organisation. Page title.* URL. **Date accessed.**
- **Book/Article:** *Author. Year. Title.* Publisher/Source.
- **Academic honesty:** Paraphrase; use quotation marks only for short, necessary quotes.
List every source used.



REPORT WRITING PLANNING	
Introduction	Introduction
	Purpose
Body	Research findings
	Research findings
Conclusion	Recommendations
	Concluding remarks

Write a report about the research process for a suitable career and the findings thereof.



INSTRUCTIONS:

- **Option 1** – Write the **first draft** of your **Report**.
- Adhere to the topic of your report: Reporting on your research process.
- Word count for writing a Report – HL 160 – 180 and FAL 140-160 words.

Write a report about the research process for a suitable career and the findings thereof.

Introduction (Hypothesis, driving question, Purpose, etc.)

Body (information sequenced, who, what, where, when, research findings, etc.)

Conclusion (concluding statements, recommendations, etc.)

Rubric for Report Writing



Criterion	Competencies			
Planning & Process (3)		Excellent	Moderate	Limited
		3	2	1
		Clear, complete planning; draft shows meaningful revisions; changes improve clarity	Minimal planning; revisions superficial or unclear	No planning submitted; no visible drafting process
Report Format & Cohesion (6)		Excellent	Moderate	Limited
		6 - 5	4 - 3	2
		Fully correct report format; smooth logical flow; excellent cohesion; consistent formal register	Format partly incorrect; sequence unclear in places; weak cohesion	Incorrect format; ideas disorganised; inconsistent or inappropriate register
Research Question → Conclusion (5)		Excellent	Moderate	Limited
		5 - 4	3	2
		Research question focused and insightful; argument well developed; conclusion directly answers the question	Question clear; argument mostly logical; conclusion generally relevant	Question vague; argument incomplete; conclusion weak or unrelated
Integration of Subject Insights (8)		Excellent	Moderate	Limited
		8 - 7	6 - 5	4 - 3
		All 3 subjects integrated accurately and meaningfully; links well explained	2 subjects integrated well; one weaker or missing detail	1 subject integrated; basic or inaccurate links
Sources & Referencing (3)		Excellent	Moderate	Limited
		3	2	1
		Interview + source included; referencing consistent; selective quoting	Sources included; inconsistent referencing; over reliance on quotes	No valid sources; no interview; referencing absent
Language Use (5)		Excellent	Moderate	Limited
		5 - 4	3	2
		Language highly accurate; wide vocabulary; consistently formal; within word limit	Mostly accurate; minor errors; tone appropriate; word limit slightly exceeded/met	Frequent language errors; tone occasionally informal; word limit not fully met

COMMENT: _____

Signature: _____

/30



FIRST ADDITIONAL LANGUAGE

Formal Letter Topic Options (Learner Choice)

Choose ONE topic for your formal business letter.

CHOOSE ONE OF THE GUIDED TOPICS BELOW

Each topic includes:

- what the letter is about,
- why you might choose it,
- what information you should include.

OPTION A

Request to Use a Community Venue

Topic: Write a formal letter to ask permission to use a *local library, community hall, or church hall* for your small business idea.

Why choose this?

- Your business idea needs a **space** to operate (e.g., tutoring, sewing, hair braiding, computer help, weekend workshop).
- You want a **free or low-cost location**.

Include in your letter:

- What your business idea is
- Why the venue is suitable
- Your preferred dates and times
- How the community will benefit
- Your contact details

OPTION B

Apply for a Small Business Starter Grant

Topic: Write a formal letter to the *Youth Development Office* applying for a starter grant for your business.

Why choose this?

- You need **money (capital)** for:
 - equipment
 - stock
 - advertising
 - transport
- This links directly to EMS concepts (business functions: finance, marketing).

Include in your letter:

- Your business idea + short description
- How the grant will be used
- Why your idea is needed in the community
- A simple budget (optional but helpful)
- Your commitment and motivation

**OPTION C****Request a Meeting or Mentorship**

Topic: Write a formal letter to a *local business owner* asking for mentorship or advice.

Why choose this?

- You interviewed an entrepreneur as part of your research
- You want **guidance, skills, or business experience**
- You want a realistic, professional link to your business idea

Include in your letter:

- Where you found out about the entrepreneur
- What your business idea is
- Why you need their advice
- When you are available for a meeting
- A respectful closing request

OPTION D**Apply for a Weekend / Holiday Job**

Topic: Write a formal letter applying for a weekend or school-holiday job to help you save money for your business idea.

Why choose this?

- You need start-up money
- You want **work experience**
- It shows responsibility and initiative

Include in your letter:

- Where you are applying
- The skills you already have
- How the job will help you save for your business
- When you can work (hours/days)
- Your contact details

OPTION E**Request Permission to Conduct a School Survey**

Topic: Write a formal letter to your Principal asking permission to conduct a survey at school.

Why choose this?

- Your business depends on understanding what learners need
- You want to collect **market research**:
 - what learners buy
 - what services they want
 - prices they can afford
- You can link this to EMS (market needs + marketing function).

Include in your letter:

- Short explanation of your business idea
- Why you need the survey
- How you will conduct it (short, safe, respectful)
- How findings will help your planning
- Reassurance about behaviour and confidentiality

**FORMAL LETTER PLANNING****THE TREE MAP**

Write a Formal Letter requesting sponsorship for your business venture.

Introduction	Body	Conclusion



Worksheet 12.5

INSTRUCTIONS TO THE LEARNER:

- **Option 2** – Planning to write a Formal letter
- Use the Tree Map in **Worksheet 12.4** to guide your planning in writing the business letter 21st Century Skills: Collaboration, Critical Thinking, Communication, Creativity
- Adhere to the topic of your letter: Requesting sponsorship

FORMAL LETTER PLANNING

Write a Formal Letter requesting sponsorship for your business venture.

Your address here

.....

.....

.....

.....

Date:

Address of the person you are writing to

.....

.....

.....

Dear

Subject line

Introduction

.....

3 main points

.....

Conclusion

.....

Yours faithfully

Signature line: Print Name



Worksheet 12.6

Now use 12.4 and 12.5 to write your formal letter.

A large rectangular area with horizontal dotted lines for writing a formal letter.

COMMENT:

Signature: _____



Develop a Business Plan for Your Business Idea

Use the information from **Worksheet 6.2 (your chosen business idea)** to prepare a **Business Plan** that can be presented to potential **investors, funders, or sponsors**.

Purpose of the Activity

This activity aims to help learners:

- Apply research to a **realistic business context**
- Develop a structured and **practical business plan**
- Improve **financial planning and decision-making skills**
- Communicate a business idea in a **professional format**

Instructions

Use your **Mind Map and research from Worksheet 6.2**.

- Develop a **well-structured Business Plan** for your chosen business idea.
- Your plan must be:
 - **Clear and logically organised**
 - Based on **relevant and accurate information**
 - Presented in a **professional manner**

→ Your Business Plan should clearly show how your idea can be **successful and sustainable**.

Suggested Structure

You **may use** the following headings (*these are guidelines — you are encouraged to add your own ideas and relevant information*):



Executive Summary / Introduction

- Brief overview of your business idea
- What the business does and its main purpose

Description of Product or Service

- What problem are you solving?
- What product or service are you offering?
- Where and how will the business operate?

Management Plan

- Overview of the organisation and management structure
- Who will be responsible for different tasks?

Goals and Objectives

- What does the business aim to achieve?
- Short-term and long-term goals



Marketing Plan

- Target market
- Use of the **4 P's (Product, Price, Place, Promotion)**
- Application of **AIDA (Attention, Interest, Desire, Action)**

Public Relations

- How will you build a positive image for your business?
- How will you attract and maintain support from customers or stakeholders?
- Include **creative ways to promote and represent your business**

Production / Operations Plan

- Timeline for starting and running the business
- Resources you already have (e.g. skills, equipment, support)
- How the product/service will be produced or delivered

Financial Plan

- **Funding required** (what you need to start or grow the business)
- Items or resources needed that you cannot provide yourself
- Basic **financial projections** (income and expenses)

**SWOT Analysis**

Provide one STRENGTH	Provide one WEAKNESS
Provide one OPPERTUNITY	Provide one THREAT

Conclusion

- Is the business idea viable?
- Provide a final motivation for why the business should be supported

--

IMPORTANT

- Use **clear business terminology**
- Ensure your plan is **realistic and practical**
- Show **original thinking and creativity**



Worksheet 14

Take time and find a quiet spot to reflect on your experience as a volunteer worker:

1. What was your role in the project? What did you do?

.....

.....

2. Did you enjoy working with others? Why/why not?

.....

.....

3. Do you think you made a difference? Explain.

.....

.....

4. Were there any problems that had to be solved? What were they and how did you creatively come up with solutions?

.....

.....

5. What did you learn about yourself when taking part?

.....

.....

6. What skills have you learnt during the project? (E.g., Hard skills: writing, painting OR Soft Skills: collaboration, creativity, problem-solving)

.....

.....

7. How can you apply what you have learnt in life outside of school?

.....

.....

8. Are you satisfied with the outcomes? Why?

.....

.....

9. What are your hopes for the future of such projects?

.....

.....



Why is this career the best fit for me?

In your oral presentation, you must include:

1. Introduction

- State the career you are focusing on.
- Give a clear, engaging opening that captures interest.
- Briefly mention how you researched the career.

2. Your Personal Profile

Explain:

- your top strengths,
- your interests,
- your personality traits, and how each one supports your suitability for the career.

*You must use **clear, confident Home Language vocabulary** to describe yourself.*

3. Career Requirements

Explain what the career involves:

- daily tasks
- key responsibilities
- required skills and personal qualities

Then match these requirements with your own strengths to show why you're a good fit.



4. Research Evidence

Include **at least one** of the following:

- a short quote or insight from someone you interviewed
- an interesting fact from your research
- a statistic or detail from a credible source
- a reference to a real workplace or real-life example

This shows academic honesty and strengthens your argument.

5. Visual Support (Optional but encouraged)

You may use:

- a single slide,
- a printed picture,
- a logo or symbol of the career.

6. Conclusion

End with a strong statement that answers the question:

“Why is this career the best fit for me?”

Use confident, persuasive language.



HOME LANGUAGE: CAREERS

ORAL RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
A. Content & Insight (5 marks)	5	4	3 – 2	1 – 0
	Deep insight into the career; clear, well-organised argument; strong personal reflections supported by research.	Clear explanation; logical structure; some insight shown.	Basic explanation; little detail or weak personal connection.	Ideas unclear, off-topic, or very limited.
B. Language Use (HL Standard) (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 – 2	1 – 0
	Excellent vocabulary; confident HL register; very few errors.	Mostly accurate language; appropriate vocabulary.	Frequent errors; limited vocabulary.	Significant language errors; difficult to follow.
C. Delivery & Presentation Skills (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 – 2	1 – 0
	Confident, clear voice; strong eye contact; controlled pace; highly engaging.	Clear voice; some eye contact; generally good pacing.	Hesitant; reads too much; limited engagement.	Very unclear; reads everything; little or no audience engagement.
D. Research Integration & Preparedness (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 – 2	1 – 0
	Clear evidence of research; source acknowledged; visual used effectively; well-prepared.	Some evidence of research; visual may be simple; mostly prepared.	Minimal research; weak structure; over-reliance on notes.	Unprepared; no research; no structure; no visual.

COMMENT: _____

/20

Signature: _____



You will present a **2–3 minute** oral where you explain:

“The business opportunity I have identified, and how my research shows it can succeed.”

This oral presentation must draw on the **same research process** used for the integrated project.

WHAT LEARNERS MUST INCLUDE

1. Introduction

- State your **business opportunity** (e.g., mobile car wash, tutoring service, health snack kiosk, Wi-Fi hotspot, cleaning service, sewing/alterations, etc.).
- State your **research question** in simple FAL language. Example “My research question was: *Is a mobile car wash a good business opportunity in my community?*”

2. Method

Briefly explain how you gathered information:

- LO inclinations (e.g., strengths in leadership, organisation)
- **One interview** (entrepreneur/teacher/community member)
- SS research (apartheid law → historical access to business opportunities)
- EMS notes (business functions + opportunity analysis)
- A text or website (*This keeps the core structure aligned with the HL report.*)

3. Key Findings

The oral must include three evidence points:

A. LO Finding — “Why this business suits me”

- Use 1–2 strengths/interests that support running this business
- E.g., “I am organised and enjoy helping people. This helps me run a cleaning service.”



B. SS Finding — “How history still shapes opportunity”

- Choose **one apartheid law**
- Explain **one cause–effect** and how it still affects access to business spaces, capital, or markets today. *(This mirrors the same SS expectation as in the HL report.)*

C. EMS Finding — “How the business would work”

- Explain **two business functions** and why they matter for your business e.g., Marketing & Finance, Production & Human Resources, etc.

4. Conclusion

Answer your research question directly:

“Therefore my research shows that this **is / is not** a good business opportunity because...”

6. Source Acknowledgement

Name at least:

- your **interviewee**, and
- **one information source** (notes, textbook, website)


FIRST ADDITIONAL LANGUAGE: BUSINESS OPPORTUNITY
ORAL RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
	5	4	3 - 2	1 - 0
Content & Research Integration (5 marks)	Business opportunity clearly explained; integrates LO + SS + EMS evidence effectively; visual strengthens the argument.	Clear explanation; evidence mostly correct; visual used but not fully integrated.	Some evidence but descriptive rather than analytical; visual mentioned briefly.	Little/no research integration; unclear or incorrect information; no visual.
	Advanced	Proficient	Developing	Beginning
	5	4	3 - 2	1 - 0
Language Use (5 marks)	Language mostly accurate; appropriate vocabulary for FAL; errors do not block meaning.	Some errors but meaning is still clear.	Frequent errors; meaning sometimes unclear.	Many errors; communication difficult.
	Advanced	Proficient	Developing	Beginning
	5	4	3 - 2	1 - 0
Pronunciation, Fluency & Delivery (5 marks)	Confident speaking; clear pronunciation; steady pace; good audience engagement.	Mostly clear; some hesitation; some reading.	Hesitant; pronunciation sometimes blocks meaning; heavy reading.	Very unclear; little/no eye contact; reads everything.
	Advanced	Proficient	Developing	Beginning
	5	4	3 - 2	1 - 0
Preparedness, Structure & Source Use (5 marks)	Clear intro → method → findings → conclusion; acknowledges sources; well prepared with structured cue cards.	Mostly logical; notes used appropriately; sources mentioned.	Some structure; disorganised in places; sources mentioned vaguely.	No clear structure; unprepared; no source acknowledgement.

COMMENT: _____

/20
Signature: _____



Worksheet 15.3

Use all the information you have gathered from your research during the project and write a report for Life Orientation. (Write in your LO language of teaching). Refer to the report writing framework in Worksheet 12.2. Word count should be approximately 150 words.

Handwriting practice area with 20 horizontal dotted lines for writing.

[illegible]



You will have to present your report to a panel. To enhance your presentation, you are allowed to use the posters, any other props and other resources or visual aids (flyers, PowerPoint presentations, organizational charts, etc.)

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 oral presentation				/ 10
FINAL MARK				/ 70

INTERVIEW CONSENT FORM

NAME OF SCHOOL:

ORAL HISTORY PROJECT: GRADE 9

Topic of interview:

Name of learner:

Date: Place:

Time:

I, ..., hereby give consent

for to interview me for the above school

project. I understand that this is a school project and that this information may be used publicly for educational purposes.

Interviewee's signature:

Learner's parent / guardian / caregiver signature:

School Stamp

INTERVIEW CONSENT FORM

NAME OF SCHOOL:

ORAL HISTORY PROJECT: GRADE 9

Dear parent / guardian / caregiver and interviewee

The Grade 9s will be doing Oral History as part of the Curriculum and Assessment Policy Statement (CAPS). Part of the learning involves conducting actual interviews with individuals on some of the key turning points in South Africa's history as part of their Formal Assessment Tasks.

The project will be done in the third term. The aims of the project are to:

- expose learners to oral history as a source of historical information and type of evidence.
- teach learners how to construct interview questions relevant to the topic.
- give learners the experience of conducting interviews.
- teach time management skills.
- give learners an opportunity to appreciate the rich histories of their communities.

The information in the project will not be used for formal research project purposes. The information will be used as educational and teaching material in the classroom.

The interview should not be more than 60 minutes long. Please sign the consent form below and submit it to the interviewer.

Your cooperation and openness to the learners will be deeply appreciated. Please call the school for further information and clarification.

Thank you

I, ...,

agree to participate in this project. My contact details are

Signature of Interviewee:

Date: