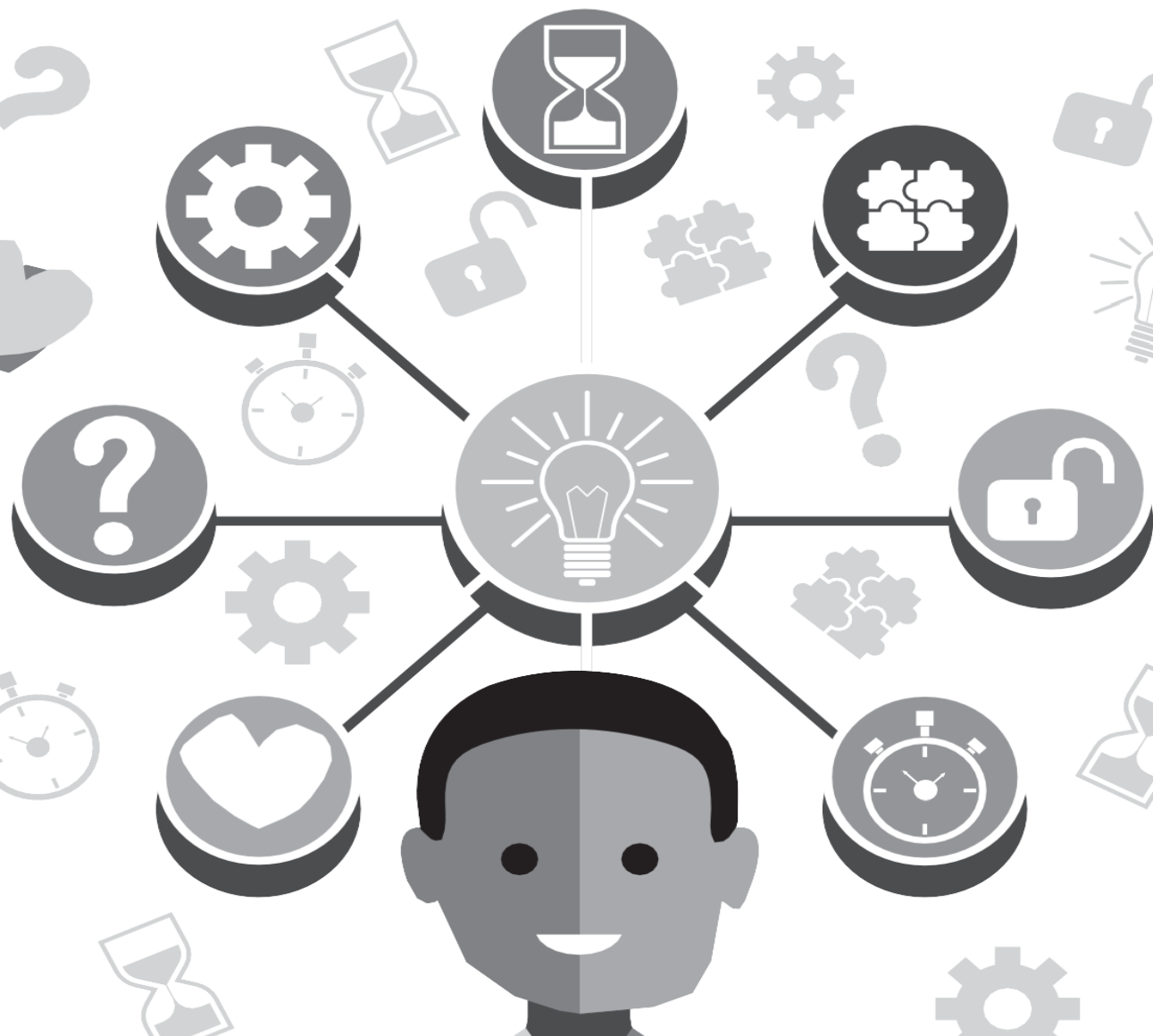


ECONOMIC MANAGEMENT SCIENCES [EMS]

LEARNERS' PROJECT WORKBOOK



GROUP / BUSINESS NAME: _____

NUMBER OF LEARNERS: _____

CLASS: 7 _____ **YEAR: 2023 TERM: 3**

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



TERM 3 FORMAL TASK [PROJECT]

MARK SHEET FOR THE PROJECT WORKSHEETS

WORKSHEETS		TOPIC	TOTAL MARK / RUBRIC SCORE	SCORE / MARKS OBTAINED
WORKSHEET	5	The Description of the Business and the Product	8	
WORKSHEET	6	Market Research	12	
WORKSHEET	8	SWOT ANALYSIS	5	
WORKSHEET	10	Setting Goals and achieving Goals: The SMART Goals Principle	5	
WORKSHEET	13	Budget for Entrepreneur's Day	5	
WORKSHEET	15	The concept of advertising; Media used in advertising. Principles of advertising [AIDA principle as well as the 4 Ps of the marketing mix]	5	
WORKSHEET	17	Hosting of the Entrepreneur's Day	5	
WORKSHEET	18	Income and Expenditure Statement	5	
		TOTAL PROJECT MARKS	50	TOTAL MARK OBTAINED
		THE TOTAL MARK OBTAINED BY THE GROUP MUST BE RECORDED ON SA-SAMS FOR ALL MEMBERS OF THE GROUP WHO PARTICIPATED		_____

NB: THE FOLLOWING WORKSHEETS ARE INFORMAL ASSESSMENT ACTIVITIES

1	2	3	4	7	9	11	12	14	16
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NOTES TO THE TEACHER

1 This Learner's Project Workbook contains all Formal and Informal Assessment Activities for Term 3.

2 INFORMAL ASSESSMENT ACTIVITIES

- 2.1 There are 10 Informal Assessment Activities that must be done by learners to check if learning has happened and how well learners understand content that has been taught.
- 2.2 All Informal Assessment Activities in this booklet are Preparatory Project Activities. They are intended to prepare learners for each Formal Project Worksheet.
- 2.3 Learners must do all informal assessment activities individually in their Informal Assessment Books / Activity Workbooks
- 2.4 Each learner must paste the Learner Activity Book Divider in their Workbooks, where they will start pasting their Term 3 Activities / Worksheets.
- 2.5 Every activity must be marked, and learners be provided with feedback.
- 2.6 Peer marking can be used but learners must not mark their own work.
- 2.7 Marking must be done with a red pen.
- 2.8 Every marked worksheet must show marks obtained by a learner in the space provided at the top of the worksheet.
- 2.9 Every marked activity must have a teacher's signature.
- 2.10 Learners must do corrections for all worksheets / be provided with copies of the correct answers.
- 2.11 Learners must not do the next activity / worksheet before the previous one is marked.**

3 FORMAL PROJECT WORKSHEETS

- 3.1 In Term 3 – Grade 7 EMS learners are only doing a Project as an SBA Task.
- 3.2 Learners will start working on their Project in Week 4 until Week 10.
- 3.3 The Project is a Continuous Assessment Task (CAT). Learners will submit every Project Worksheet that they have done for marking to the teacher. They will wait for feedback (Results) before they do the next Worksheet.
- 3.4 Learners must work in a group to do their Project until the end of Term 3.
- 3.5 Each group of learners must be made up of 4 – 5 members.
- 3.6 There are 8 Formal Task Project Worksheets that learners must do in their groups.
- 3.7 Formal Task Project Worksheets are Worksheet 5; 6; 8; 10; 13; 15; 17; & 18.
- 3.8 Each Group will complete one worksheet at a time:
 - ✓ The worksheet will be submitted to the teacher for marking.
 - ✓ The teacher will use a rubric provided to mark each worksheet, make copies for all group members, and provide each member with a marked copy of their worksheet.
 - ✓ Each member of the group will keep / paste marked copies of their Formal Task Project Worksheets in their Formal Assessment Books / Files.
 - ✓ The teacher will keep all original marked Formal Project Worksheets in Group Files (Each group will have a file / plastic file sleeve kept by the teacher).
 - ✓ The teacher will record marks for each marked Project Worksheet in the MARK SHEET FOR THE PROJECT WORKSHEETS
 - ✓ **THE TOTAL MARK OBTAINED BY THE GROUP MUST BE RECORDED ON SA-SAMS FOR ALL MEMBERS OF THE GROUP WHO PARTICIPATED IN ALL PROJECT WORKSHEETS.**

WORKSHEET 1			
INFORMAL ASSESSMENT – INDIVIDUAL ACTIVITY			
Name of learner		7___	20
Topic	Definition; Characteristics and Skills of an Entrepreneur		
Date			
		Teacher's signature:	
		All marking must be done with a red pen.	

QUESTION 1

Write everything you know about entrepreneurs or what they do? State at least 5 things.

1.1		(1)
1.2		(1)
1.3		(1)
1.4		(1)
1.5		(1)

[5]

QUESTION 2

Read the Case Study below and identify Thabo's skills and characteristics. Separate skills from characteristics and complete the tree map here-below. List 5 Skills and 5 Characteristics.

Thabo is the owner of Thiza's car wash which is an informal business. He is a passionate and charming entrepreneur who is loved by most of his clients. Thabo is a good communicator who can market his business. He is creative and does not only wash cars but also sells fast foods to clients who come to wash their cars. He is a leader who leads by example. He washes cars along with his workers and can also manage his time. Thabo is very disciplined and is never late for work. He is very motivated and never gives up even when business is not good. He is a thrifty businessman who does not waste money.

SKILLS	CHARACTERISTICS

[10]

QUESTION 3

Why does the South African government promote or support entrepreneurship? Give 5 reasons.

3.1		(1)
3.2		(1)
3.3		(1)
3.4		(1)
3.5		(1)

[5]

WORKSHEET 1

ANSWERS

QUESTION 1

- A person who starts and runs a business with the aim of making profit.
- A person who starts a business to make profit by satisfying consumer needs and wants.
- Someone who combines three factors of production such as capital, land, labour to provide goods and services to make profit.
- Someone who is self-employed.
- Someone who runs his or her own business.
- Someone who creates jobs for other people by starting a business.

[Any 5 correct answer from above]

QUESTION 2

SKILLS	CHARACTERISTICS
Good communicator	Passion
Marketing	Charming
Creative	Discipline
Leadership	Motivated
Management	Thrifty [can use money and other resources carefully and not wastefully.]

QUESTION 3

- Entrepreneurs come up with new inventions, improved technologies, and better products.
- Entrepreneurs create jobs for themselves.
- Entrepreneurs create jobs for others.
- Entrepreneurship stimulates the economy and helps the country to grow economically. (By increasing the production of goods and services and creating more jobs)
- More businesses bring in competition which motivates other entrepreneurs to improve the quality of their goods and services.
- If more people are working and have income there is less poverty and less crime.

[Any 5 correct answers from above]

WORKSHEET 2

INFORMAL ASSESSMENT – INDIVIDUAL ACTIVITY

Name of Learner		7 ____	15
Topic	My Entrepreneurial Characteristics and Skills		
Date			

Teacher's signature

Learners play the **Perfect Entrepreneur Game**.

- Learners play the Perfect Entrepreneurial game. They interview each other and write the skills and characteristics of their interviewees on a piece of paper.
- Learners will go back to their groups and each member will complete his/her **WORKSHEET 2**.
- Learners will exchange their **WORKSHEET 2** amongst themselves in their groups and mark each other.
- They will list all skills and the teacher will write them on the board and they will mark all answers that are given correctly as skills.
- They will list all characteristics and the teacher will write them on the board and they will mark all answers that are given correctly as characteristics.
- They will list all characteristics that are bad for businesspeople (Entrepreneurs).
- Each marker will count the marks obtained by the learner that they were marking and write the total in the space provided at the top of this worksheet.
- The teacher will ensure that all learners have been correctly marked and will attach his/her signature next to the marks obtained by each learner.
- REMEMBER THAT SKILLS ARE NOT CHARACTERISTICS AND CHARACTERISTICS ARE NOT SKILLS.**

SKILLS & CHARACTERISTICS THAT WILL MAKE ME A PERFECT ENTREPRENEUR.		CHARACTERISTICS THAT MAKE A BAD ENTREPRENEUR – THIS IS NOT NECESSARILY ABOUT YOU.
MY 5 ENTREPRENEURIAL SKILLS: Anything that is not a skill in this column will be marked wrong.	MY 5 ENTREPRENEURIAL CHARACTERISTICS: Anything that is not a characteristic in this column will be marked wrong.	5 CHARACTERISTICS THAT ARE BAD FOR ENTREPRENEURS:

Parent Signature	
Date	

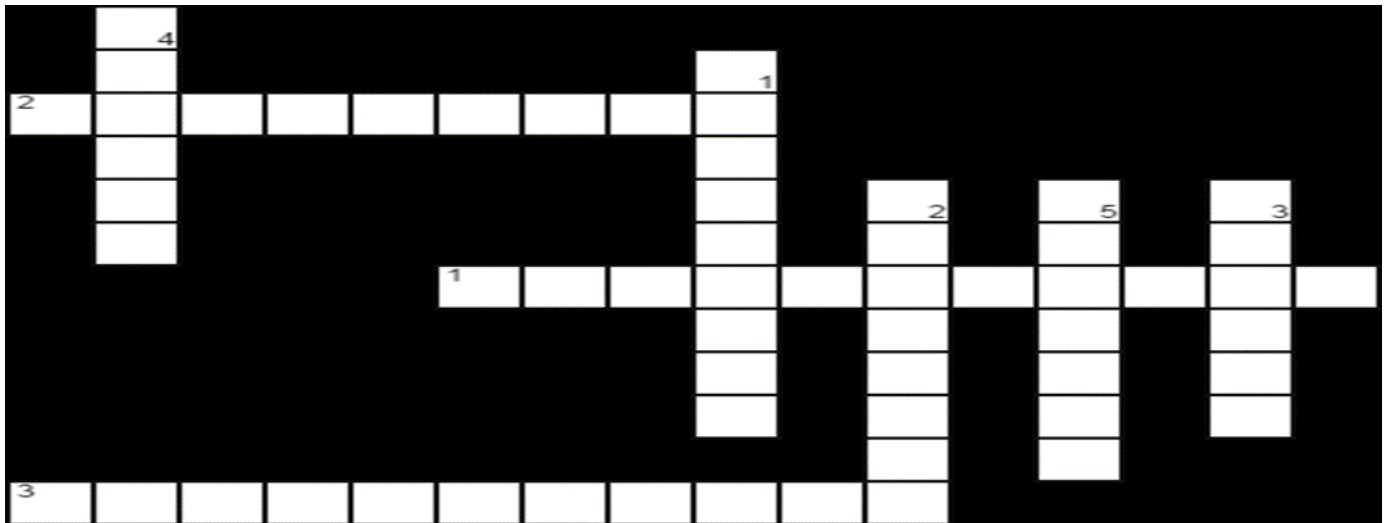
WORKSHEET 3

INFORMAL ASSESSMENT – INDIVIDUAL ACTIVITY

Name of learner		7	
Topic	Entrepreneurial skills of buying and selling (making profit through trading)		
	Entrepreneurial skills and actions of producing and making profit through manufacturing.		
Date			
		Teacher's signature:	20
		Mark with a red pen	

QUESTION 1

Read the clues below and complete this crossword puzzle:



Clues

Across

1. Retailers buy their trading stock from manufacturers and _____
2. The cost of making or buying a product before profit is added.
3. An example of a trading business.

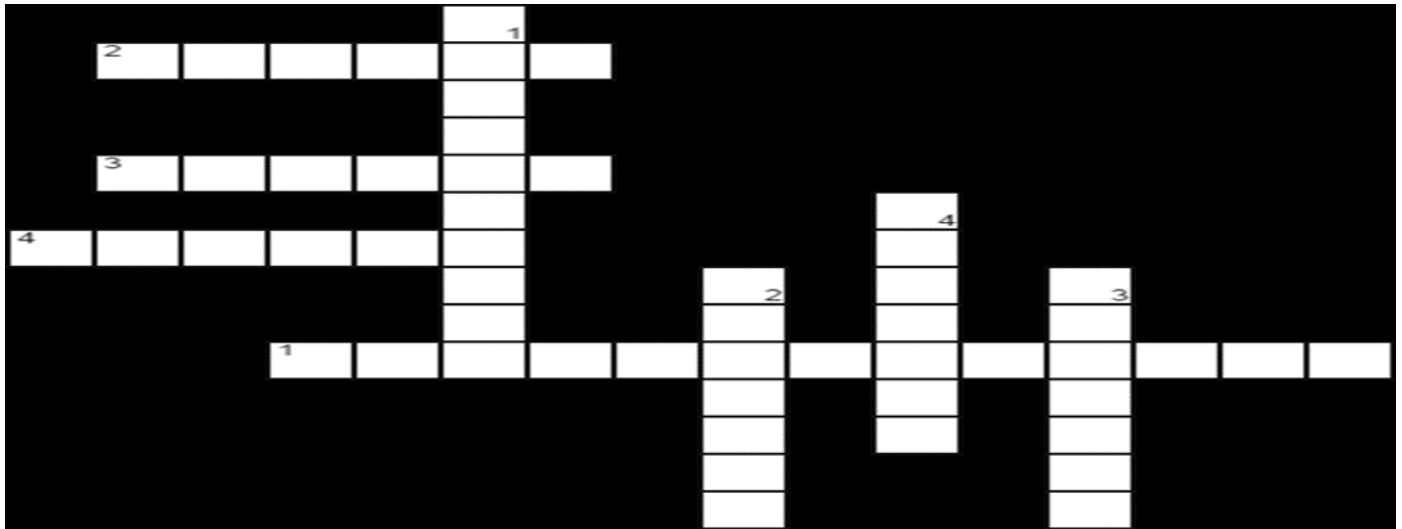
Down

1. Businesses that buy and sell goods.
2. Retailers also get _____ when they buy their trading stock in bulk from wholesalers and manufacturers.
3. The amount of money added to the cost price of goods to cover expenses and work out selling price.
4. When income is more than expenses.
5. Retailers sell their goods to consumers at a _____ price.

[8]

QUESTION 2

Read the clues below and complete this crossword puzzle:



Clues

Across

1. Businesses that produce goods by changing raw materials into finished goods are called _____ businesses.
2. An example of a manufacturing business.
3. Producers use capital, natural resources (or raw material), entrepreneurship and _____ to produce goods and services.
4. When income is more than expenses.

Down

1. The process of turning raw materials into finished goods.
2. Businesses that buy and sell goods are called _____ businesses.
3. Businesses that provide a service are called _____ businesses.
4. Machinery, tools and equipment that are used to produce other goods are called _____ goods.

[8]

QUESTION 3

Factors of production is an economic term that describes the inputs used in the production of goods or services to make profit. List the 4 Factors of Production.

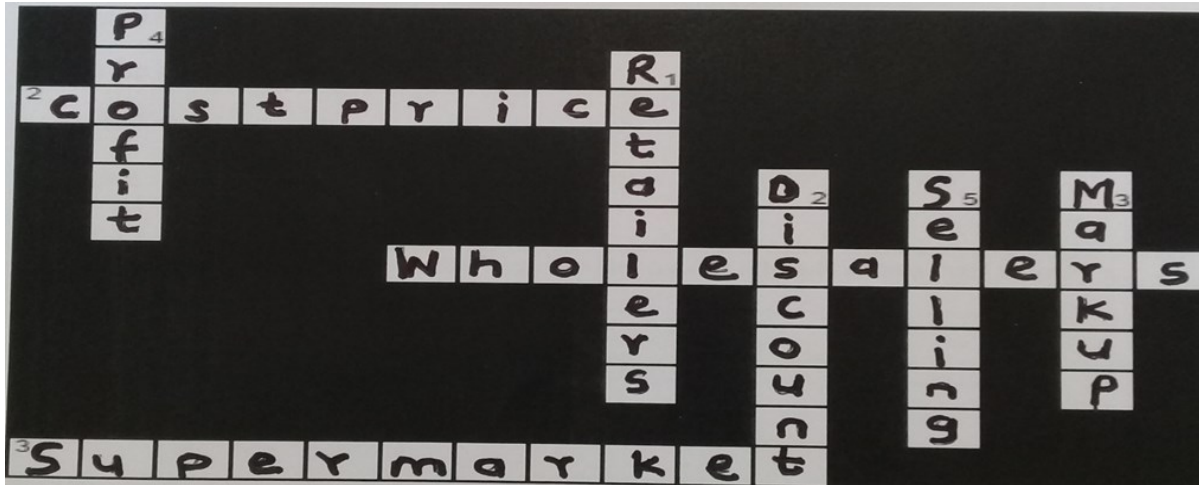
[4]

Parent Signature	
Date	

WORKSHEET 3

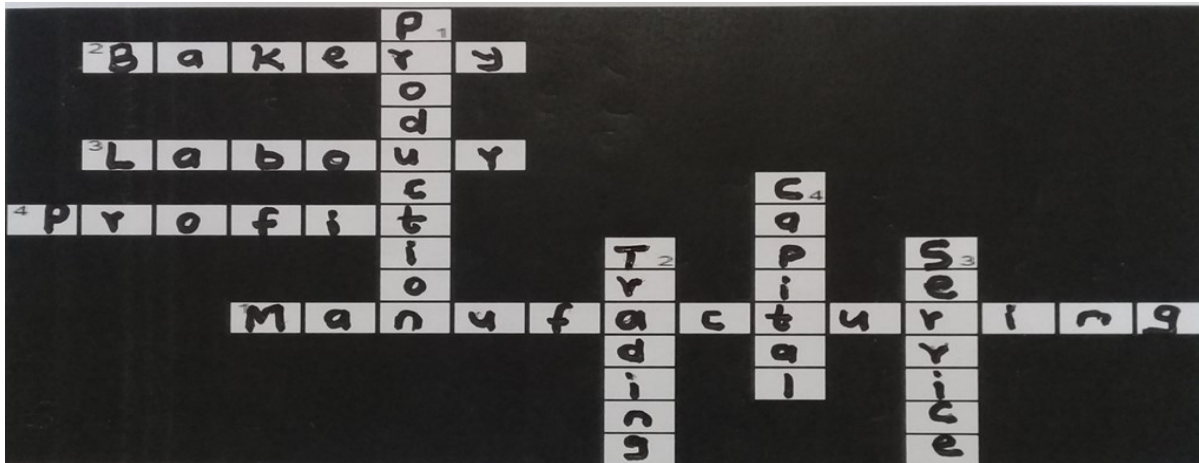
ANSWERS

QUESTION 1



Across	Down	
1. Wholesalers ✓	1. Retailers ✓	4. Profit ✓
2. Cost price ✓	2. Discount ✓	5. Selling ✓
3. Supermarket ✓	3. Markup (Mark up) ✓	

QUESTION 2



Across		Down	
1. Manufacturing ✓	3. Labour ✓	1. Production ✓	3. Service ✓
2. Bakery ✓	4. Profit ✓	2. Trading ✓	4. Capital ✓

QUESTION 3

Land ✓
Labour ✓
Capital ✓
Entrepreneurship ✓

WORKSHEET 4

INFORMAL ASSESSMENT– INDIVIDUAL ACTIVITY

Name of learner		7__	
Topic	Formal and Informal Businesses. Types of Businesses (trading, manufacturing, and service) that are both formal and informal; Advantages and disadvantages of formal and informal businesses		
Date			
		Teacher's signature: _____	15
		MARK WITH A RED PEN	

QUESTION 1

	Describe the following types of businesses and give one example for each.	
1.1.	Informal business:	(2)
	Example:	(1)
1.2.	Formal business:	(2)
	Example:	(1)

1.3	Explain the businesses below and give one example for each	
1.3.1	Service business:	(2)
	Example:	(1)
1.3.2	Trading business:	(2)
	Example:	(1)
1.3.3	Manufacturing:	(2)
	Example:	(1)

Parent Signature	
Date	

WORKSHEET 4

ANSWERS

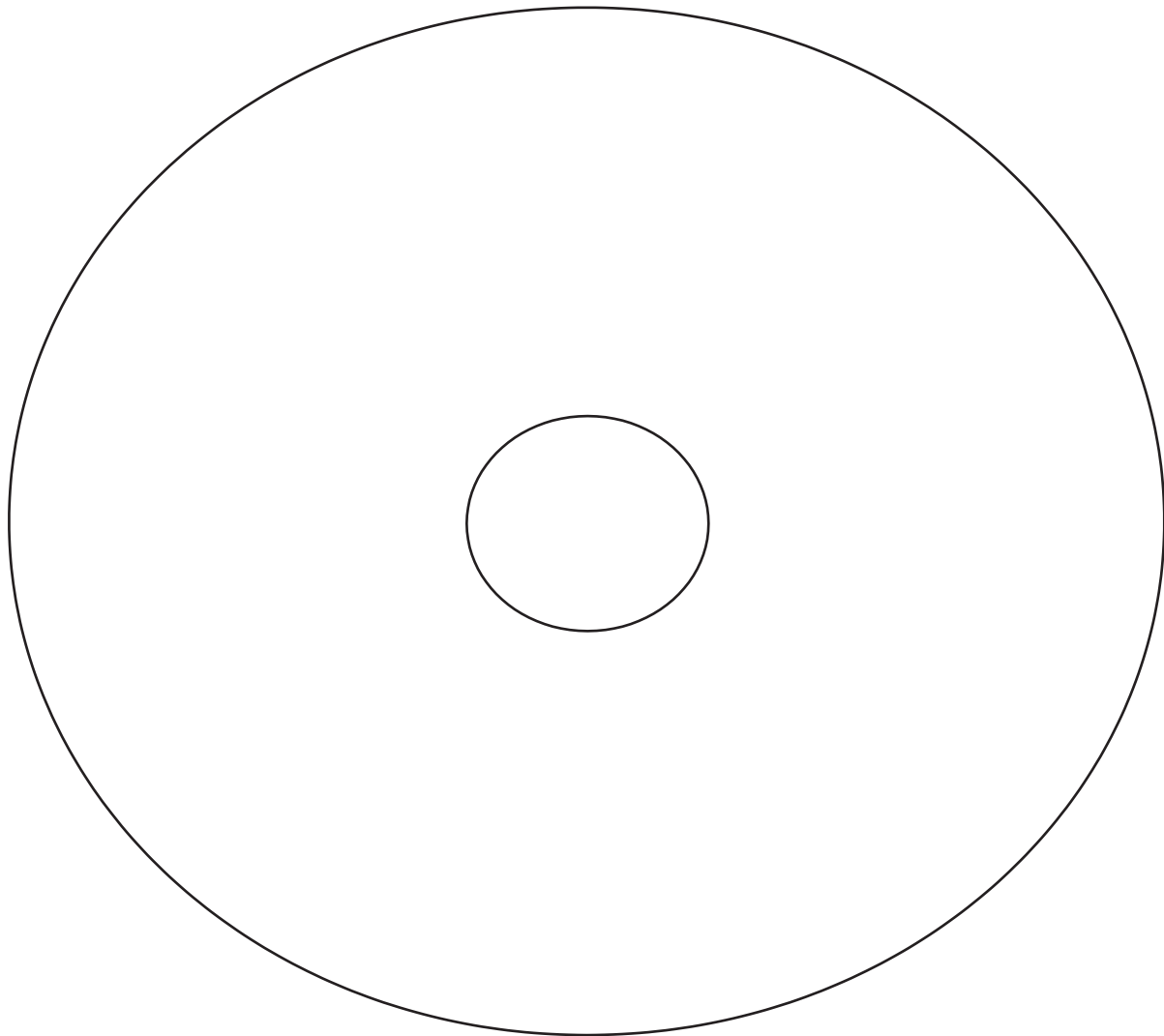
QUESTION 1

	Describe the following types of businesses and give one example for each.	
1.1.	Informal business: Businesses that are not registered and are mostly run from streets or homes	(2)
	• Example: Spaza shops • Car wash • Backyard car mechanics • Backyard hair salons • Unregistered plumbers; painters; bricklayers; carpenters • Grass cutters and unregistered garden service providers • Hawkers, pavement sellers, and street vendors	(1)
1.2.	Formal business: • Formal businesses are registered with a government department called Companies and Intellectual Property Commission (CIPC). • Formal businesses are (regulated) controlled by government laws, and they pay tax.	(2)
	Example: • Supermarkets like Spar; Shoprite; Pick n Pay; Boxer; Game. • Restaurants like Spur; Wimpy; KFC; McDonald's • Hotels; Bed & Breakfast • Garages that sell cars • Manufacturing companies / Factories • Cell phone retailers • Telecommunication companies like Vodacom, MTN, Cell C, Telkom • Petrol Filling Stations • Financial service businesses like banks, insurance companies	(1)
1.3	Explain the businesses below and give one example for each	
1.3.1	Service business: A business provides a skilled service, personal labor, or expertise instead of a physical product.	(2)
	Example: Hairstylists, accountants, plumbers, doctors; security guards; car wash; car guards	(1)
1.3.2	Trading business: A business that buys and sells goods.	(2)
	Example: Supermarkets; Fruit and vegetable shops; clothing shops; furniture shops; jewellery shops;	(1)
1.3.3	Manufacturing: Businesses that turn raw materials into finished goods that are ready for use by consumers.	(2)
	Example: Car factory; furniture factory; dressmakers; bakery; butchery; dairy;	(1)

PROJECT - WORKSHEET 5			
FORMAL TASK – GROUP ACTIVITY			
Name of Group / Business		Number of members	
Topic	The Description of the Business and the Product		
Date			
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET			

Use the Circle Map on this sheet to answer the questions:

- Your group is going to run a business in Week 9 (September 11 - 15) during the School's Entrepreneurs' Day.
- You must identify a product (a good or service) that your group will sell during Entrepreneurs' Day.
- Think about something that you think most people in your school will be interested in buying.
- Write the product of your choice in the smaller circle.
- In the bigger circle, write all resources you will need to make your product or to provide your service.



DESCRIPTION OF THE PRODUCT & BUSINESS

5.1	ARE YOU GOING TO PROVIDE A GOOD OR SERVICE?	
5.2	DOES THE PRODUCT SATISFY A NEED OR A WANT?	
5.3	GIVE A REASON FOR YOUR ANSWER ABOVE?	
5.4	IS IT A FORMAL OR AN INFORMAL BUSINESS?	

PLEASE PASTE A VERY CLEAR PICTURE OR PHOTO OF YOUR PRODUCT.

PROJECT - WORKSHEET 5

MARKING MUST STRICTLY BE DONE BY THE TEACHER

NAME OF THE GROUP:

7

THE DESCRIPTION OF THE BUSINESS AND THE PRODUCT

	CRITERIA	0	1	2	3	4	Marks
1	The Product	There is no product.	The product in the inner circle does not match the picture provided on the next page.	The product in the inner circle matches the picture provided on the next page. The picture not clear and it does not provide an attractive description of the product.	The product in the inner circle matches the picture provided on the next page. The picture is clear and gives a good and attractive description of the product.	The product in the inner circle matches the picture provided on the next page. The picture is very clear, and it gives an excellent and attractive description of the product.	4
2	Resources	There are no resources.	Resources given are not relevant to the product.	Relevant resources are given but some are left out.	Relevant resources are provided in the bigger circle, but more could have been given.	All relevant resources needed to make the product are provided in the bigger circle.	4
3	Answers given to questions 5.1 – 5.4	Questions 5.1 - 5.4. Answers are all wrong.	Questions 5.1 - 5.4 are not all correctly answered. three answers are wrong.	Questions 5.1 - 5.4 are not all correctly answered. Two answers are wrong.	Questions 5.1 - 5.4 are not all correctly answered. One answer is wrong.	Questions 5.1 - 5.4 are all correctly answered.	4
4	The uniqueness of the product (Innovation / Creativity)		The product is very common and does not have demand.	The product is not something new but has demand.	The product shows a lot of creativity such that it looks like an invention (a new product).	The product is an invention. A new product.	4
	MARKS OBTAINED BY THE GROUP			÷	2	TEACHER'S SIGNATURE	8

PROJECT - WORKSHEET 6 – GROUP ACTIVITY

FORMAL TASK

NAME OF BUSINESS		NUMBER OF MEMBERS		DATE	
TOPIC	MARKET RESEARCH QUESTIONNAIRE				

EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET

INSTRUCTIONS:

1. DO MARKET RESEARCH AND INTERVIEW PEOPLE WHO ARE YOUR TARGET MARKET FOR THE ENTREPRENEURS' DAY.
2. YOU MAY ALSO USE WHATSAPP OR ANY OTHER ELECTRONIC MEANS TO CONDUCT YOUR RESEARCH.
3. RATE THE ANSWERS BY USING THE SCALE PROVIDED FOR EACH RESPONSE YOU GET. WRITE ONLY THE NUMBERS.

NAME OF THE PRODUCT:

QUESTIONS	PERSON 1	PERSON 2	PERSON 3	PERSON 4	PERSON 5	PERSON 6	PERSON 7	PERSON 8	PERSON 9	PERSON 10
Will you be attending our School Entrepreneurs' Day? 1 = No. 2 = Maybe 3 = Definitely										
Do you need this product? 1 = I don't need it. 2 = I need it. 3 = I need very much.										
Would you buy this product from us? 1 = No 2 = Maybe 3 = Definitely										
Is the price affordable? 1 = No 2 = Reasonable / Better 3 = Affordable / Cheap										
Do you know of anyone else who is selling this product? 1 = Yes. Many businesses are selling it. 2 = Yes, but very few businesses. 3 = No. No one.										
Do you think we should change this product or do something to make it better? 1 = Change it completely. 2 = Do something to make it better. 3 = Do not change it.										

SUMMARY OF THE RESEARCH FINDINGS TO BE SUBMITTED FOR ASSESSMENT ALONG WITH ALL QUESTIONNAIRES THAT WERE USED BY MEMBERS TO CONDUCT THE MARKET RESEARCH.

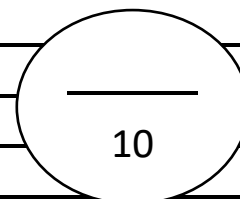
1	Number of members who conducted the research. NB: All members must conduct the interviews.	
2	Total number of people that should have been interviewed if all members had participated (Number of member x 10)	
3	Total number of people interviewed.	
4	Total number of people interviewed that will definitely be attending the Entrepreneurs' Day.	
5	Total number of people that said the price is affordable.	
6	Number of people that will definitely be buying our product	
7	Number of our competitors	
8	Number of people that want us to change our product completely?	
9	Number of people that want us to do something to make our product better?	
10	Number of people that do not want us to change our product?	

OUR FINAL CONCLUSION ABOUT THE RESEARCH FINDINGS [WITH REASONS]

[illegible]

PROJECT - WORKSHEET 6			MUST BE STRICTLY MARKED BY THE TEACHER				
NAME OF THE GROUP:			GRADE 7 _____				
MARKET RESEARCH							
	CRITERIA	0	1	2	3	4	Marks
1	The Target Market	All people interviewed will not be attending / The research was not done.	less than 50% (Less than 5 out of 10) people interviewed will be attending the Entrepreneurs’ Day.	50% - 60% (at least 5 out of 10) people interviewed will be attending the Entrepreneurs’ Day.	70% - 90% (at least 7 out of 10) of the people interviewed will be attending the Entrepreneurs’ Day.	All people interviewed will be attending the Entrepreneurs’ Day.	
							4
2	The Research Findings	All answers are wrong / Not answered.	1 – 3 Questions in the Summary of the Research Findings have been correctly answered.	4 – 6 Questions in the Summary of the Research Findings have been correctly answered.	7 – 9 Questions in the Summary of the Research Findings have been correctly answered.	All 10 questions in the Summary of Research Findings have been correctly answered.	
							4
3	Reasonable Conclusion based on the Research Findings.	There are no reasons or facts given why the business will succeed or fail.	The conclusion gives only one reason / fact why the business will fail or succeed.	The conclusion gives two reasons / facts why the business will succeed or fail.	The conclusion gives three facts /reasons why the business will succeed or fail.	The conclusion gives four or more facts /reasons why the business will succeed or fail.	
							4
					TOTAL MARKS OBTAINED BY THE GROUP		12
					TEACHER’S SIGNATURE		

WORKSHEET 7			
INFORMAL ASSESSMENT– INDIVIDUAL ACTIVITY			
Name of learner		7	
Topic	SWOT ANALYSIS		
Date			
		Teacher's signature:	
		MUST BE MARKED WITH A RED PEN	



Read the Case study below and help July to create a SWOT analysis for his business.

July is a much-disciplined business man. He runs a small cleaning service business in Bethlehem. He uses the salary he gets from his formal business to meet his needs and wants. Bethlehem is rapidly growing with more shops opening. His clients are mainly local shopping centres and municipal offices. He has a one-year cleaning contract with the local municipality. July's company has five employees who are employed on a temporary basis. His company cannot employ permanent staff because it relies mainly of tenders.

There are other big and competitive cleaning companies in town which advertise in local newspapers, local radio station and the internet. July is furthering his studies with the University of South Africa and is doing a degree in Business Management. He receives continuous support from the local office of the Small Enterprise Development Agency (Seda). Seda helps small informal businesses to register with the Department of Trade and Industry so that they become formal businesses. SEDA also helps with business training, funding, and advice. July is a very well-known businessman because he won the 2017 Young Successful Entrepreneur Award.

INSIDE THE BUSINESS	
Strengths	Weaknesses
OUTSIDE THE BUSINESS	
Opportunities	Threats

[1x10=10]

Parent Signature	
Date	

WORKSHEET 7**ANSWERS****INSIDE THE BUSINESS****Strengths**

1. July is a much-disciplined business man. ✓
2. He is studying and improving his business skills and knowledge. ✓
3. July is a very well-known businessman because he won the 2017 Young Successful Entrepreneur Award. ✓

Weaknesses

1. He has a one-year cleaning contract. ✓
2. His temporary workers can leave him at any time should they get permanent jobs. ✓
3. His company relies on tenders. ✓

OUTSIDE THE BUSINESS**Opportunities**

1. More shops are opening in town. ✓
2. He receives continuous support from the local office of the Small Enterprise Development Agency (Seda). ✓

Threats

1. There are other big and competitive cleaning companies in town. ✓
2. His competitors advertise extensively. ✓

PROJECT - WORKSHEET 8

FORMAL TASK – GROUP ACTIVITY

Name of Group / Business		Number of members	
Topic	SWOT ANALYSIS		
Date			
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET			

QUESTION 1

1.1.	Give at least 4 reasons why you have decided to start an Informal or a Formal business?

QUESTION 2

Do a SWOT analysis of your business to find out if your business will succeed or not.

INSIDE THE BUSINESS	
2.1. Strengths	2.2 Weaknesses
OUTSIDE THE BUSINESS	
2.3. Opportunities	2.4. Threats

PROJECT - WORKSHEET 8		MUST BE STRICTLY MARKED BY THE TEACHER						
NAME OF THE GROUP:		GRADE 7 _____						
SWOT ANALYSIS								
	CRITERIA	0	1	2	3	4	Marks	
1	CHARACTERISTICS OF FORMAL OR INFORMAL BUSINESSES	All characteristics of formal or informal businesses given are wrong.	Only one characteristic of formal or informal businesses given is correct.	Only two characteristics of formal or informal businesses given are correct.	Only three characteristics of formal or informal businesses given are correct.	All four characteristics of formal or informal businesses given are correct.	4	
2.1	STRENGTHS	All factors listed as strengths are not strengths / not strengths within the business.	Most factors listed as strengths are not strengths / not strengths within the business.	Some factors listed as strengths are not strengths or are not factors within the business or factors that can be controlled by the owners.	Members have listed positive factors inside the business that will make their business succeed but they could have given more strengths.	All strengths listed are positive internal factors that members have control over. It is factors that will make the business succeed	4	
2.2	WEAKNESSES	All factors listed as weaknesses are not weaknesses / not weaknesses within the business.	Most factors listed as weaknesses are not weaknesses or weaknesses within the business.	Some factors listed as weaknesses are not weaknesses or are not factors within the business.	Members have listed some negative factors inside the business that will make their business fail, however one is wrong.	All weaknesses listed are negative internal factors that members have full control over. It is factors that will make the business fail.	4	
2.3	OPPORTUNITIES	All factors listed as opportunities are not opportunities / not opportunities outside the business the environment.	Most factors listed as opportunities are not opportunities or opportunities outside the business environment.	Some factors listed as opportunities are not opportunities or are not factors outside the business environment.	Members have listed some opportunities which are positive factors outside the business that will make their business succeed, however one is wrong.	All opportunities listed are positive external factors that members have little or no control over. It is factors in the business environment that will make the business succeed.	4	
2.4	THREATS	All factors listed as threats are not threats / not threats outside the business environment.	Most factors listed as threats are not threats or threats outside the business environment.	Some factors listed as threats are not threats or are not factors outside the business environment.	Members have listed some threats which are negative factors outside the business that will make their business fail, however one is wrong.	All factors listed as threats are negative factors outside the business that will make the business fail. Members have little or no control over.	4	
TOTAL MARKS OBTAINED BY THE GROUP					÷	4	=	5
TEACHER'S SIGNATURE								

WORKSHEET 9			
INFORMAL ASSESSMENT – INDIVIDUAL ACTIVITY			
Name of learner		7	10
Topic	Setting Goals and achieving Goals The SMART Goals Principle		
Date			
Teacher's signature: MARK WITH A RED PEN			

Read the Case study below and analyse Thabo's Business Goals using the SMART goals acronym.

Thabo is planning to take part in the Entrepreneur's Day that is going to be held at his school on 20 August 2023, from 09:00 to 16:00. He is intending to start a cupcake selling business. His plan is to sell 100 cup cakes on the day. There are 700 learners in his school. He will be selling a cupcake at R1.50 each. He has conducted research and found out that there is no other business that will be selling cupcakes on the Entrepreneur's Day. His research has also found out that learners at his school bring a lot of pocket money to school to spend during the lunch break.

SMART GOALS	THABO'S GOALS	Marks
Specific		(2)
Measurable		(2)
Attainable		(2)
Realistic		(2)
Time bound		(2)

[10]

Parent Signature	
Date	

WORKSHEET 9

ANSWERS

SMART GOALS	THABO'S GOALS
Specific	His goal is to start a cup-cake selling business at his school. √√
Measurable	He plans to sell at least 100 cup cakes on the Entrepreneur's Day at his school. √√
Attainable	There are 700 learners at his school who carry a lot of pocket money. His business will be the only one selling cup-cakes on the day. √√
Realistic	He will be selling one cupcake at R1.50 and learners at his school carry a lot of pocket money. √√
Time bound.	He is going to run his business on 20 August 2023 on the Entrepreneur's Day, from 09:00 to 16:00. √√

PROJECT - WORKSHEET 10

FORMAL TASK – GROUP ACTIVITY

Name of Group / Business		Number of members	
Topic	Setting Goals and achieving Goals: The SMART Goals Principle		
Date			

EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET

Use the SMART Goals Principle to set goals for your business on Entrepreneurs' Day. Make sure that your goals are:

SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIME BOUND / TIME BASED
----------	------------	------------	-----------	-------------------------

OUR SMART BUSINESS GOALS

SPECIFIC	
MEASURABLE	
ATTAINABLE	
REALISTIC	
TIME BOUND	

PROJECT - WORKSHEET 10		MARKING MUST STRICTLY BE DONE BY THE TEACHER								
THE NAME OF THE GROUP:		GRADE 7 ____								
SMART GOALS PRINCIPLE										
	CRITERIA	0	1	2	3	4	Marks			
1	SPECIFIC GOALS	No products are specified. The event or place is not indicated.	Most products are not specified. The event or place is not indicated.	Some products that will be sold, the place, or event are not specified.	Most products that will be sold are specified. The place and event are also specified.	All products that will be sold are clearly specified. The place and event are also specified.	4			
2	MEASURABLE	No quantity of the products that will be sold is given.	Most quantities of the products that will be sold are not given	Some quantities of products that will be sold are given.	The quantity of most products that will be sold are given.	Quantities of all products that will be sold are given.	4			
3	ATTAINABLE	No facts are given to prove that the products will be sold out.	Very little facts are given to prove that the products will be sold out.	A few convincing facts are given to prove that the products will be sold out.	There are convincing facts given to prove that the products will be sold out, but more could have been given.	Enough convincing facts are given to prove that the products will be sold out.	4			
4	REALISTIC	No information is given that show how the business will succeed.	There is very little information given that shows how the business will succeed.	Little information that shows how the business will be successful is given.	The information that shows how the business will be successful is given, acceptable but not enough.	There is enough information given that shows the possibilities of the business being successful.	4			
5	TIMEBOUND	The day, Month, year, and the duration are not given.	Three elements of time are missing.	Two elements of time are missing.	Only one element of time is missing, its either the day, month, year, or time.	The day, Month, year, and the duration (Start and finish time) of the business is given.	4			
TOTAL MARKS OBTAINED BY THE GROUP						÷	4	=		5
TEACHER'S SIGNATURE										

WORKSHEET 11		
INFORMAL ASSESSMENT		
Name of learner		7__
Topic	Simple cost calculation – Variable cost; Fixed cost; Total cost; Unit cost; Selling price; Mark-up.	
Date		
Teacher's signature:		30
MARKING MUST BE DONE WITH A RED PEN		

QUESTION 1

Read the Scenario below and answer questions 1.1 – 1.5:

Sam's bakery has the following expenses for the month of August 2018	
Rent = R1500	Transport = R1300
Insurance = R500	Wages = R6 500
Advertising = R500	Packaging = R500
Trading stock = R2000	Water and electricity = 1500
Telephone = R700	

1.1	Calculate the variable costs for Sam's Bakery in August. List all variable costs and calculate the total variable costs for August.	(8)
	Total Variable costs	

1.2	Calculate the fixed costs for Sam's Bakery in August. List all fixed costs and calculate the total fixed costs for August.	(5)
	Total Fixed Costs	

1.3	Calculate the total cost of production for Sam's Bakery in August. The total money spent by Sam's Bakery to produce goods (Total Production Cost.)	(6)

1.4	If Sam's Bakery spends a total amount of R15 000 to produce 5 000 loaves of bread. Calculate the cost of producing one loaf of bread.	(6)

1.5	If the mark up of Sam's Bakery is 100%. Calculate the selling price of one loaf of bread at Sam's Bakery.	(5)

Parent Signature	
Date	

WORKSHEET 11

ANSWERS

QUESTION 1

1.1	Calculate the VARIABLE COSTS for Sam’s Bakery in August. List all variable costs and calculate the total variable costs for August.			
Trading stock		R 2 000v	(1)	
Telephone		R 700v	(1)	
Transport		R 1 300v	(1)	
Packaging		R 500v	(1)	
Water and electricity		+	R 1 500v	(1)
Total Variable costs		=	R 6 000vv	(2)

[7]

1.2	Calculate the FIXED COSTS for Sam’s Bakery in August. List all fixed costs and calculate the total fixed costs for August.		
Rent	R 1 500v	(1)	
Insurance	R 500v	(1)	
Advertising	R 500v	(1)	
Wages	R 6 500v		
Total Fixed Costs	R 9 000v	(2)	

[5]

1.3	Calculate the total cost of production for Sam's Bakery in August. THE TOTAL MONEY SPENT BY SAM'S BAKERY TO PRODUCE GOODS.		
Variable costsv + Fixed costsv = Total cost of production in Augustv			(3)
R 6 000 v + R 9 000 v = R 15 000vv			(4)

[7]

1.4	If Sam's Bakery spends a total amount of R15 000 to produce 5 000 loaves of bread. Calculate the cost of producing one loaf of bread (HOW MUCH DOES IT COST SAM'S BAKERY TO PRODUCE ONE LOAF OF BREAD)?		
Total costv ÷ Total number of units / loavesv = Cost per unitv			(3)
R 15 000 v ÷ 5 000 v = R3v			(3)

[6]

1.5	If the mark up of Sam's Bakery is 100%. Calculate the selling price of one loaf of bread at Sam's Bakery.		
Cost price per unit + Percentage mark up (Profit) = Selling price			
R3 v	+	R3 x 100% v =	(2)
R3 v	+	R3 v = R6v	(3)

[5]

WORKSHEET 12		
INFORMAL ASSESSMENT – INDIVIDUAL ACTIVITY		
Name of learner		7__
Topic	Budget for Entrepreneur's Day	
Date		
	Teacher's signature: _____	
	MARKING MUST BE DONE WITH A RED PEN	

18

QUESTION 1

Read the Case study below and help Modise to draw his budget for an Entrepreneurs' Day that will be held at his school.

Modise is planning to sell cupcakes on an Entrepreneur's Day that will be held at his school in August 2022. He will not be baking these cupcakes, but he will buy them at Sam's Bakery where they are very cheap. He is planning to buy 100 cup cakes at a price of R2 each. His selling price will be R4 for each cup cake. Transport to Sam's bakery and back will cost Modise R20. Modise will use small boxes to put cupcakes for learners who buy more than two cupcakes. He will buy 15 boxes at R1 each.

Modise doesn't have the capital to start his business, but his uncle has promised to give him a donation of R300. The school is charging each learner an amount of R20 for a trading licence to sell on an Entrepreneur's Day. Modise will spend R25 to rent a stall. He will spend R30 to make advertising leaflets.

Complete this budget template to draw Modise's Cup Cakes budget.

MODISE'S CUP CAKES BUDGET FOR AN ENTREPRENEUR'S DAY AUGUST 2022	
EXPECTED INCOME	R
Total income expected	
Minus Expenses	
Total expenditure expected	
Expected Profit /Loss	

[18]

Parent Signature	
Date	

WORKSHEET 12**ANSWERS****QUESTION 1**

MODISE CUP CAKES BUDGET FOR AN ENTREPRENEUR'S DAY AUGUST 2022	
EXPECTED INCOME	R
Sales (100 cupcakes x R4) v	400v
Donation	300v
Total income expected	700vv
Minus Expected Expenses	
Purchases / Trading stock (100 cupcakes x R2) v	200v
Packaging material (15 boxes x R1) v	15v
Transport	20v
Advertising leaflets	30 v
Trading licence	20v
Rent (for a stall)	25v
Total expenditure expected	310vv
Expected Profit v	390vv

PROJECT - WORKSHEET 13			
FORMAL TASK – GROUP ACTIVITY			
Name of Group / Business		Number of members	
Topic	Budget for Entrepreneurs' Day		
Date			
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET			

PROJECT - WORKSHEET 13			
FORMAL TASK – GROUP ACTIVITY			
Name of Group / Business		Number of members	
Topic	Budget for Entrepreneurs' Day		
Date			
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET			

Name of Group / Business		Number of members	
Topic	Budget for Entrepreneurs' Day		
Date			
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET			

Use the table below to prepare a budget for your business on Entrepreneur's Day.

EXPECTED INCOME	R
Total income expected	
Minus Expected Expenses	
Total expenditure expected	
Expected Profit /Loss	

A CALCULATE YOUR SELLING PRICE FOR EACH ITEM / PRODUCT									
Products / Items	Cost price per unit	+	Percentage mark-up	=	Selling price	x	Number of items	=	Total sales per item

B	WHERE WILL WE GET THE PRODUCTS / RAW MATERIALS THAT WILL BE USED TO PRODUCE OUR PRODUCTS	
	PRODUCTS / RAW MATERIALS	SOURCE / NAME OF THE SHOP WHERE WE WILL BUY

C	LIST ALL SOURCES OF INCOME AND THE AMOUNTS	
	Total income expected	

PROJECT - WORKSHEET 13			MARKING MUST STRICTLY BE DONE BY THE TEACHER				
NAME OF THE GROUP:			GRADE 7 ____				
BUDGET FOR THE ENTREPRENEURS' DAY							
	CRITERIA	0	1	2	3	4	Marks
1	CALCULATION OF THE SELLING PRICE	All calculations for the selling price in A, are wrong.	Calculations for the selling price of three products in A, are wrong.	Calculations for the selling price of two products in A, are wrong.	Calculations for the selling price of one product in A, is wrong.	The selling prices for all products in A are correctly calculated. The total sales per item are correctly calculated.	4
2	SOURCE OF INCOME	There is no match at all between items and amounts given in C and in the budget under expected income.	There are three or more items in C that do not match with items or amounts listed in the budget under the expected income.	There are two items or amounts in C that do not match with items or amounts listed in the budget under the expected income.	There is just one item or amount in C that does not match with items or amounts listed in the budget under the expected income.	Relevant sources of income listed in C are the same items that are listed in the budget under expected income.	4
3	EXPECTED EXPENSES	The budget is totally wrong.	Most expense items are not relevant to the business. Most amounts given are not realistic. The total expenditure is correctly calculated.	A few expense items are not relevant to the business. Some amounts given are not realistic. The total expenditure is correctly calculated.	One expense item is not relevant / one expense amount given is not realistic, but the total expenditure is correctly calculated.	All expected expense items listed are relevant to the business. Amounts given are realistic and the total expenditure is correctly calculated.	4
4	EXPECTED PROFIT OR LOSS	The expected profit or loss is not correctly calculated.		The expected profit or loss is correctly calculated, but the budget does not clearly show whether the business will make a loss or profit.		The expected profit or loss is correctly calculated. The budget clearly shows whether the business will make a loss or profit.	4
5	SUPPLIERS OF RAW MATERIALS / PRODUCTS	Members have not completed list B / have not indicated where they will buy or get all their products.	Most of the products listed in B do not have a supplier or source.	Products are listed in B, but a few suppliers or sources are indicated.	Members have listed all their products in B, but one item does not indicate a supplier or source.	Members have listed all their products or raw materials in B and have indicated where they will buy or get all these items.	4
TOTAL MARKS OBTAINED BY THE GROUP						÷ 4 =	5
TEACHER'S SIGNATURE							

WORKSHEET 14

INFORMAL ASSESSMENT – INDIVIDUAL ACTIVITY

Name of learner		7__
Topic	The concept of advertising; Media used in advertising. Principles of advertising [AIDA principle as well as the 4 Ps of the marketing mix]	
Date		
Teacher's signature:		
MUST BE MARKED WITH A RED PEN		

30

QUESTION 1

1.1.	What is the purpose of advertising?	(2)

1.2	Write the acronym AIDA in full here-below.	Discuss the AIDA principle of advertising in detail. Explain what each word means.	
a)	A _____		(2)
b)	I _____		(2)
c)	D _____		(2)
d)	A _____		(2)

1.3.	Study the advertisement here-below and identify the four Ps of the marketing mix.
------	---



Write each letter of the 4 Ps in full and link it to the advert.		
P		(2)
P		(2)
P		(2)
p		(2)

QUESTION 2

2.1	Mention three examples of Print Media advertising	
a)		(1)
b)		(1)
c)		(1)
2.2	List two examples of Broadcast Media advertising	
a)		(1)
b)		(1)
2.3	Give four examples of Electronic Media advertising	
a)		(1)
b)		(1)
c)		(1)
d)		(1)
2.4	Name one example of Outdoor Media advertising	
a)		(1)
2.5	Explain the Word-of-Mouth advertising	
a)		(2)

Parent Signature	
Date	

WORKSHEET 14

ANSWERS

QUESTION 1

1.1.	What is the purpose of advertising?	(2)
	To get the public's attention so that you can sell your product or service. vv	

1.2	Write the acronym.	Discus the AIDA principle of advertising in detail. Explain what each word means.	
a)	Attract v	The advert must attract the attention of the potential buyer v	(2)
b)	Interest v	The advert must arouse the interest of the potential buyer to find out more about the product /service v	(2)
c)	Desire v	The advert must create a desire in the potential buyer to obtain or buy the product / service v	(2)
d)	Action v	The advert must lead the potential buyer to an action of buying the product/service v	(2)

1.3.	Study the advertisement here-below and identify the four Ps of the marketing mix.		
	Write each letter of the 4 Ps in full and link it to the advert.		
Price v	R8.00 v		(2)
Product v	Coca Cola v		(2)
Promotion v	It's the real thing v		(2)
Place v	Mzansi Takeaways, Grade 7 A, Room 10 v		(2)

QUESTION 2

2.1	Mention three examples of Print Media advertising		
a)	Newspapers / leaflets / Newsletters		(1)
b)	Magazines / Posters / Business cards		(1)
c)	Pamphlets / brochures / flyers vvv (Any correct three from the list given)		(1)
2.2	List two examples of Broadcast Media advertising		
a)	Radio v		(1)
b)	Television v		(1)
2.3	Give four examples of Electronic Media advertising		
a)	e-mail		(1)
b)	face book / Instagram / WhatsApp		(1)
c)	internet		(1)
d)	Cell phone, Telephone, sms. vvv (Any correct four from the list given)		(1)
2.4	Name one example of Outdoor Media advertising		
a)	Billboards, Banners v (Any correct answer from the list given)		(1)
2.5	Explain the Word-of-mouth advertising		
a)	It is when satisfied customers tell others about how good the product or service is. vv		(2)

PROJECT - WORKSHEET 15			
FORMAL TASK – GROUP ACTIVITY			
Name of Group / Business		Number of members	
Topic	Advertising		
Date			
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED FORMAL WORKSHEET			
Design your advert using the AIDA principle as well as the 4 Ps of the marketing mix. You can paste your professionally printed advert or leaflet in the space below.			

What will you do to attract customers to your stall on Entrepreneur's Day? Explain your strategy here. Write your rap song or poem if you are going to perform one. Explain your drama or roleplay if you are going to perform one.

PROJECT - WORKSHEET 15			MARKING MUST STRICTLY BE DONE BY THE TEACHER								
NAME OF THE GROUP:			GRADE 7__								
ADVERTISEMENT											
	CRITERIA	0	1	2	3	4	5	Marks			
1	THE AIDA PRINCIPLE.	The advert was not done / It is a total mess.	The AIDA Principle is not complied with. - The advert is messy and not well arranged. - It is not easy to identify some products. - The advert is not professional.	The AIDA Principle is not fully complied with. The advert: - Attracts little attention. - Arouse little Interest. - Creates a little Desire. - Leads to no Action. - The advert is not electronically available	The AIDA Principle is complied with. The advert: - Attracts some attention. - Arouse some Interest. - Creates some Desire. - Leads to no Action. - The advert is electronically available	The AIDA Principle is fully complied with. The advert: - Attracts attention. - Arouse Interest. - Creates a Desire. - Leads to Action. - The advert is electronically available	The AIDA Principle is fully complied with. The advert: - Attracts a lot of attention. - Arouse a lot of Interest. - Creates a lot of Desire. - Leads to Action. - The product is also electronically advertised.	5			
2	THE 4 Ps OF THE MARKETING MIX	All 4Ps of the Marketing Mix are missing.	Only one element of 4Ps of the Marketing Mix is visible. Three elements of the 4Ps are missing.	Only 2 elements of 4Ps of the Marketing Mix are visible. Two elements of the 4Ps are missing.	The 4Ps of the Marketing Mix are visible but one element of the 4Ps is missing.	The 4Ps of the Marketing Mix are visible. - Every product has a Price. - The Place is indicated. - All Products are displayed. There is a Promotion statement / marketing slogan	The 4Ps of the Marketing Mix are fully visible. - Every product has a Price. - The Place is indicated. - All Products are displayed. - There is a Promotion statement / marketing slogan.	5			
	TOTAL MARKS OBTAINED BY THE GROUP						÷	2	=		5
	TEACHER'S SIGNATURE										

WORKSHEET 16

INFORMAL ASSESSMENT – INDIVIDUAL ACTIVITY

Name of learner		7__
Topic	Income and Expenditure Statement	
Date		
Teacher's signature:		
MUST BE MARKED WITH A RED PEN		

15

QUESTION 1

Use the information provided here-below to draw an Income Statement of Big Five Popcorn Store on the Entrepreneur's Day [09 September 2022]

Sales R9 000	Rent R200
Trading stock R1 650 (Cost of Sales)	Transport R300
Licence fee R100	Packaging R1 500
Advertising R150	Wages R1000

THE INCOME STATEMENT OF BIG FIVE POPCORN STORE ON ENTREPRENEUR'S DAY - 09 SEPTEMBER 2022

INCOME	R	R
Less: Expenses		
Net Profit /Loss		

Parent Signature	
Date	

WORKSHEET 16**ANSWERS****THE INCOME STATEMENT OF BIG FIVE POPCORN STORE ON ENTREPRENEUR'S DAY - 09 SEPTEMBER 2022**

INCOME	R	R
Sales income		9 000v
Minus: Cost of Sales (Trading stock)		1 650v
Gross profit		7 350vv
Less: Expenses		3 250vv
Licence fee	100v	
Advertising	150v	
Rent	200v	
Transport	300v	
Packaging	1500v	
Salaries	1000v	
Net Profitv /Loss		4 100 vv

PROJECT - WORKSHEET 17 – GROUP ACTIVITY

TOPIC		HOSTING THE ENTREPRENEURS' DAY						
NAME OF THE GROUP / BUSINESS		GRADE 7 _____						
DATE								
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED WORKSHEET								
	CRITERIA	0	1	2	3	4	5	Marks
1	THE STALL	There is no stall.	The stall is not easily accessible. It is not neat. It is not decorated. Products are not well displayed	The stall is accessible. It is not neat. It is not decorated. Products are well displayed	The stall is accessible and neat, but not decorated. Products are well displayed	The stall is accessible, neat, decorated and products are well displayed	The stall is easily accessible, very neat, well decorated and products are well displayed	
								5
2	MEMBERS' PARTICIPATION.	There is no teamwork. Members are clashing and arguing.	Only one member of the group is actively involved. Members do not have specific roles. Customer care is not visible. Customers are not persuaded to buy the products. There is no entertainment.	Two members of the group are actively involved. Customer care is not visible. Customers are not persuaded to buy the products. There is no entertainment.	Three members of the group are actively involved. There is customer care. Customers are persuaded to buy the products. There is no entertainment.	All members of the group are actively performing their respective duties. There is customer care. Customers are persuaded to buy the products. There is no entertainment.	All members of the group are actively performing their respective duties. There is excellent customer care. Customers are persuaded to buy the products. The group is doing something to entertain customers.	
								5
	TOTAL MARKS OBTAINED BY THE GROUP					÷	2	=
								10
	TEACHER'S SIGNATURE							

PROJECT - WORKSHEET 18

FORMAL TASK – GROUP ACTIVITY

Name of Group / Business		Number of members	
Topic	Income and Expenditure Statement		
Date			
EVERY LEARNER IN A GROUP MUST HAVE A COPY OF THE MARKED WORKSHEET			

After the Entrepreneur's Day, you must draw the Income and Expenditure Statement to see if your business made a Profit or Loss.

INCOME (money received by your business including donations and loans received)



Name of goods you sold or services you rendered on Entrepreneur's Day.	Quantity [How many items did you sell?]	Price - how much did you sell this for?	Total sales (Quantity x Price per item)
TOTAL INCOME			

EXPENSES (money spent by the business including loan repayments)



Name of items bought by the business. Things that the business paid for.	Quantity	Cost per item	Total cost (Quantity x Cost per item)
TOTAL EXPENSES			

PROFIT / LOSS

Total Income	-	Total Expenses	=	Profit / Loss
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PROJECT - WORKSHEET 18		MUST STRICTLY BE MARKED BY THE TEACHER						
NAME OF THE GROUP:		GRADE 7 _____						
INCOME AND EXPENDITURE STATEMENT								
	CRITERIA	0	1	2	3	4	Marks	
1	INCOME	All income items are not indicated.	Three of the following elements are missing: Products that were sold. Quantity per product sold. Price for each item sold. Total sales per item. The total income .	Two of the following elements are missing: Products that were sold. Quantity per product sold. Price for each item sold. Total sales per item. The total income .	One of the following elements is missing: Products that were sold. Quantity per product sold. Price for each item sold. Total sales per item. The total income .	The following items are given under Income : All products that were sold. Quantity per product sold. Price for each item sold. Total sales per item. The total income is correctly calculated.	4	
2	EXPENSES	All expense items are not indicated.	Three of the following elements are missing: Products that were bought. Quantity per product bought. Cost Price for each item bought. Total cost per item. The total expenses .	Two of the following elements are missing: Products that were bought. Quantity per product bought. Cost Price for each item bought. Total cost per item. The total expenses .	One of the following elements is missing: Products that were bought. Quantity per product bought. Cost Price for each item bought. Total cost per item. The total expenses .	The following items are given under Expenses : All products that were bought. Quantity per product bought. Cost Price for each item bought. Total cost per item. The total expenses are correctly calculated.	4	
3	PROFIT OR LOSS	Calculation for profit or loss is not done.	Profit or Loss is calculated but not indicated.	Profit or Loss is correctly calculated and clearly indicated.			2	
TOTAL MARKS OBTAINED BY THE GROUP					÷	2	=	5
TEACHER'S SIGNATURE								