

ECONOMIC AND MANAGEMENT SCIENCES

# ENTREPRENEUR'S DAY WORKBOOK

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**NAME:**

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**CLASS:**

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**GRADE**

**7**

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**Grade 7 Entrepreneur's Day Workbook**

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# CONTENTS

Suggested rules for Entrepreneur's Day	3
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## **TERM 1 THE ECONOMY**

Unit 1 The history of money	4
Unit 2 Needs and wants	7
Unit 3 Goods and services	9

## **TERM 2 FINANCIAL LITERACY**

Unit 1 Accounting concepts	11
Unit 2 Income and expenses	13
Unit 3 Budgets	15

## **TERM 3 ENTREPRENEURSHIP**

Unit 1 The entrepreneur	17
Unit 2 Starting a business	18
Unit 3 Planning Entrepreneur's Day	21
Unit 4 Advertising	24
Unit 5 Your product	26
Unit 6 Entrepreneur's Day	28

## **TEACHER'S GUIDANCE**

How to use this workbook	31
Guidelines to Entrepreneur's Day in Term 3	31

## **TEMPLATES, RECIPES AND IDEAS**

Trading licence	35
Homemade jewelry	36
Handmade glue	36
Pancakes	37
Kellogg's Rice Krispies® balls	37
Chocolate fridge biscuits	37
Ideas for products and games	

## **ANSWERS**

Rubrics for assessment	39
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# Suggested rules for Entrepreneur's Day

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## Registering your business

- 1 Entrepreneur's Day trading must not interrupt schoolwork and other responsibilities.
- 2 A trading licence must be obtained from your EMS teacher.
- 3 A business must be registered under a specific name with your EMS teacher.
- 4 A business may consist of a sole trader or a partnership of up to four learners.

## Products

- 5 Each group may sell a variety of items but at least one item must be produced by the group.
- 6 The following products are forbidden on Entrepreneur's Day:
  - PlayStation games, computer games, CDs, DVDs, books or other copyrighted material
  - chewing gum
  - animals of any sort for any purpose
  - inappropriate visual material on any posters or leaflets.
- 7 Your EMS teacher will have final say over whether your group's product is suitable for sale on Entrepreneur's Day.

## Trading

- 8 Each group must ensure that they have sufficient stock to last the whole day.
- 9 Traders must ensure that their tables are set up one hour before trading begins and that they are packed away at the end of trading hours.
- 10 The theme and layout of the stall must be related to the group's name or logo.
- 11 Traders are responsible for determining the prices of their goods.
- 12 Traders must look after their own money by, for example, keeping it in a small bag or ice cream container. All money should be handled and counted by an appointed cashier.
- 13 All transactions need to be recorded on the day.
- 14 All traders must ensure that they have enough change on the day of the sales to ensure constant trading.
- 15 Traders must display their trading licences on the day.
- 16 All advertising posters need to be hung up around the school a week before Entrepreneur's Day.
- 17 Each trader, including those who work in partnerships or groups, is responsible for completing his or her own workbook for his or her individual mark.
- 18 The school and teachers cannot be held responsible for arguments between partners, loss of goods or money, or the inability of traders to make a profit.

**All traders must comply with the rules for Entrepreneur's Day.**

Signed and accepted by:

\_\_\_\_\_  
Trader

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

Please return this document to your EMS teacher by \_\_\_\_\_.

**Happy trading!**



# TERM 1 The economy

## UNIT 1 The history of money

Traditional societies used to barter for goods and services as currency was only invented around 1 200 BC. Cowrie shells were once used as currency before coins and notes were developed.

- 1 Define the word 'bartering' in your own words. (2)

- 2 List four advantages and four disadvantages of bartering. (8)

ADVANTAGES OF BARTERING	DISADVANTAGES OF BARTERING

- 3 It was not always possible to barter or pay for goods and services, so people gave promissory notes. This was a written promise to pay or repay a sum of money. The earliest promissory notes originated in China and were called bills of exchange. Look at the promissory note below. According to international agreement, what should promissory notes contain? (7)

### PROMISSORY NOTE

I, James Donavon (the Borrower), make commitment to repay Ashim Naidoo (the Lender) the sum of R1 200.00. Payment will be delivered to the Lender at 21 Elm Street, Hillside, Johannesburg by the 5th of November 2015.

Issued on 28 February 2014 at Hillside High School, Hillside, Johannesburg.

*James Donavon*  
The Borrower



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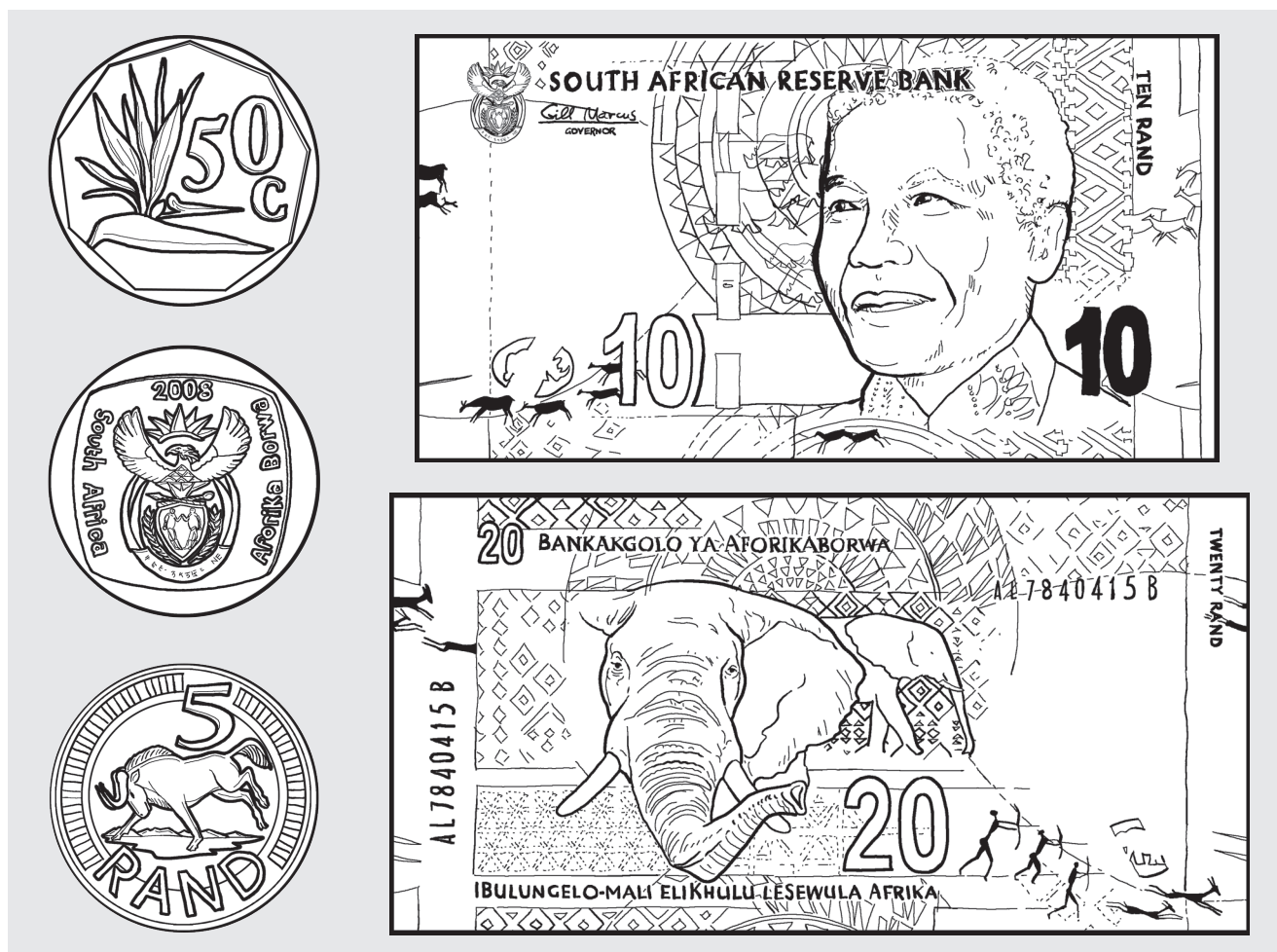
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- 4 As more people began to trade with one another, it became necessary to use money. List the functions of money and explain each function in your own words. (8)

FUNCTION	EXPLANATION

Over the years, countries stamped different emblems or small pictures on their coins and money. The first paper money appeared in China during the Tang Dynasty. It was called 'flying money' because it could easily blow away in the wind.

South African money has emblems of animals and Nelson Mandela on it.



Design a currency which could be used on Entrepreneur's Day. You need to include different values of coins and different values of paper money. Your coins and money should have an emblem as well as its value in numbers. Use the illustrations on page 5 as a guide. Use the rubric from your teacher to ensure that you meet all requirements. (15)

IDEA!

- 6 Hold a class debate on whether to barter or use currency (real or designed) for your Entrepreneur's Day. To plan your arguments, think of the following:
- the advantages and disadvantages of bartering
  - the advantages and disadvantages of using money
  - the risks of using real money
  - how to raise money for Entrepreneur's Day
  - how much money other learners at your school will be able to spend.

## UNIT 2 Needs and wants

Before you decide what product to sell on Entrepreneur's Day, you need to think about your community's needs and wants. Only those businesses that cater for the needs and wants of their community will be successful.

1.1 Define 'needs' in your own words.

(2)

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1.2 Give some examples of needs in your community.

(4)

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1.3 Define 'wants' in your own words.

(2)

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1.4 Give some examples of wants in your community.

(4)

---

---

1.5 Explain how an individual need differs from a community need.

(2)

---

---

1.6 Explain whether you should cater for individual needs and wants or community needs and wants for Entrepreneur's Day.

(2)

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2 Look at the following pictures. Identify each as a need or a want.

(8)

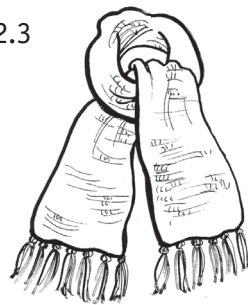
2.1



2.2



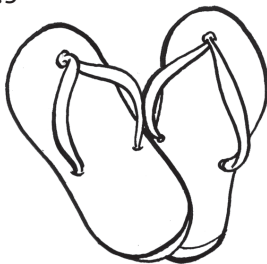
2.3



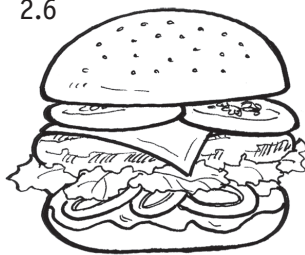
2.4



2.5



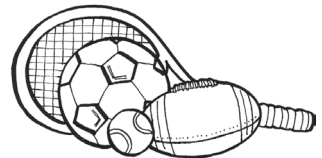
2.6



2.7



2.8



2.9 Explain why each item above is a need or a want.

(8)

Glass of water:

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Cupcake:

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Scarf:

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Crayons:

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Flip flops:

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Hamburger:

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Sweets:

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Sporting equipment:

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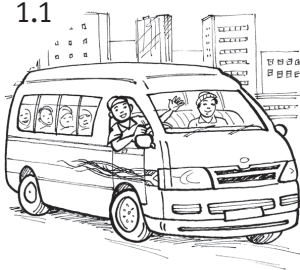


## UNIT 3 Goods and services

Some businesses supply goods to meet the needs and wants of their customers, while others meet these demands by offering a service. The type of business you start will depend on the wants and needs of your customers, as well as your skills as an entrepreneur.

- 1 Look at the following businesses. Identify which businesses are offering a service and which are offering goods. (4)

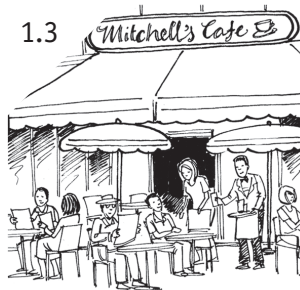
1.1



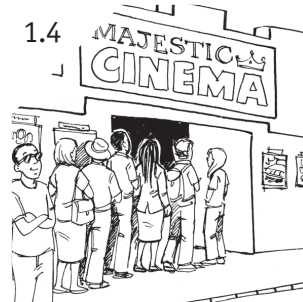
1.2



1.3



1.4



- 1.5 Explain the difference between goods and services. (2)

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- 2 List examples of goods that you can sell at Entrepreneur's Day.

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- 3 List examples of services that you can provide at Entrepreneur's Day.

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- 4 Look at the pictures of the following goods. All of these were made from recycled materials. Identify the materials from which each product was made. (7)

4.1



basket

4.2



pot plant

4.3



bookmarks

4.5 List some recyclable materials that you have at home.

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4.6 List what products you can make from these materials. Be creative!

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## TERM 2 Financial literacy

### UNIT 1 Accounting concepts

In Term 2, you will plan your income and expenses for Entrepreneur's Day and calculate your budget. Before you do this, though, you need to learn your accounting concepts.

- 1 Match the accounting concept below to its correct definition. (10)

ACCOUNTING CONCEPT		DEFINITION	
1.1	capital	a)	The debt of the business, which is normally paid back with interest
1.2	asset	b)	Money earned from the sale of goods or services
1.3	liabilities	c)	All costs incurred from running a business
1.4	income	d)	All the possessions that belong to the business
1.5	expense	e)	Making too many goods, which normally go to waste
1.6	profit	f)	Total cost of producing all the goods divided by the number of goods or items made
1.7	loss	g)	Amount added to the cost price of goods to make a profit
1.8	markup	h)	When the expenses are greater than the income earned
1.9	surplus	i)	Money left over after all the expenses have been paid
1.10	cost per unit	j)	Money invested in the business by the owner to start up the business

- 2 Before you can begin budgeting for Entrepreneur's Day, you need to work out the cost per unit of your own product or service. Let's look at an example.

It costs R640 to decorate 32 cell phone covers. The cost per unit is:  $R640 \div 32$  cell phone covers = R20 per cell phone cover.

Calculate the cost per unit of the products in the table below.

(5)

ITEM	COST OF PRODUCTION	NUMBER OF UNITS	COST PER UNIT
Pancakes	R200	80	2.1
Water balloons	R440	160	2.2
Hot dogs	R430	100	2.3
Suckers	R360	288	2.4
Bangles	R150	75	2.5

- 2.2 List all the expenses you expect to incur for your product or service on Entrepreneur's Day in the table below. Add the cost in the right-hand columns. If you are unsure of the cost, estimate how much you are prepared to pay.

(5)

EXPENSE	COST	
	R	C
e.g. 100 hot dog rolls	R200	00
Total		



### HINT!

If you are providing a service, do not forget to include the time and equipment used to provide the service.

- 2.3 Calculate the cost per unit of your good or service.

(3)

(Remember: total cost of production ÷ number of units = cost per unit.)

- 2.4 Add a markup to your good or service to determine the selling price. Do not make it too expensive for your school or community.

(2)

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Do questions 2.2 to 2.4 for each product or service you are going to provide on Entrepreneur's Day.

## UNIT 2 Income and expenses

In Term 2, you learnt that income refers to the money that businesses receive for the sale of goods or services. Expenses are the costs incurred to produce and sell those goods or services. A business only makes a profit if the income is greater than the expenses.

- 1 The table below indicates the total income and expenses of traders on Entrepreneur's Day. Calculate the profit and loss for each business.

TRADER	INCOME	EXPENSES	PROFIT/LOSS AMOUNT
Party Pranks	R845	R950	1.1
Baker Republic	R1 045	R330	1.2
Mzansi Supplies	R985	R570	1.3
Boetie's Boeries	R760	R835	1.4
Balloon Warz	R400	R275	1.5

- 2 Read the case study below and answer the questions that follow.



### The Cupcake Queens

In July, Hilda raised R100 washing cars and Nobesuthu raised R75 babysitting her niece. Mildred raised R25 doing chores and received R100 pocket money. All three girls put their money together as capital for their business, The Cupcake Queens, for Entrepreneur's Day.

The following are their transactions for Entrepreneur's Day in August:

- 5 AUGUST R50 was paid for their trading licence.  
R20 was paid for the use of electricity on Entrepreneur's Day.
- 10 AUGUST Hilda's mom charged R150 for transport to buy their goods.
- 15 AUGUST R325 was spent on the novelty items that The Cupcake Queens wanted to sell.  
R350 was spent on all the ingredients needed to make 100 cupcakes.
- 20 AUGUST Each member received a donation of R100 from their parents to increase their capital.
- 21 AUGUST The group raised a further R650 for Entrepreneur's Day by washing cars.
- 29 AUGUST 100 cupcakes were sold at R5 each on Entrepreneur's Day. All novelty items were sold and a total of R845 was made.

- 2.1 State how much money the girls raised as capital. (1)

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- 2.2 List The Cupcake Queens' expenses. (6)

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2.3 List the Cupcake Queens' income. (3)


2.4 Complete the income and expenditure statement for The Cupcake Queens below. Record all their income and expenses for Entrepreneur's Day. (22)

### Income and Expenditure Statement of The Cupcake Queens for August

	Amount	
	R	c
<b>Total income</b>		
Expenditure		
<b>Total direct costs</b>		
Indirect costs		
<b>Total expenditure</b>		
Balance (profit/loss)		

2.5 State whether The Cupcake Queens made a profit or loss. (1)

---

## UNIT 3 Budgets

To be successful, a business must make sure that it does not spend more money than it has. To prevent this, the business owner will prepare a budget. A budget is a plan of how much money you expect to receive and how much money you expect to spend.

- 1 Study the list of income and expenses for Boeties Boeries below and complete their budget for Entrepreneur's Day. (16)

sales	R950	00
hotdog rolls	R200	00
electricity	R25	00
tomato sauce	R60	00
pocket money	R600	00
advertising	R150	00
boerewors	R470	00
butter	R30	00
trading licence	R25	00
cooking oil	R10	00
gardening income	R200	00
aprons	R90	00



### Budget of Boeties Boeries for Entrepreneur's Day

	Amount		Amount	
	R	c	R	c
<b>Income</b>				
<b>Expenses</b>				
<b>Surplus</b>				

2 Now that you know how to keep track of all income and expenses, you can draft a budget for your Entrepreneur's Day business.

2.1 List ways that you can raise money for Entrepreneur's Day. Do not forget to include pocket money or donations from your family. (5)


2.2 List all of your possible expenses for Entrepreneur's Day. If you are providing a service, remember to add the time and products or equipment used to deliver the service. (5)


2.3 List all of your income and expenses from the lists above in the budget below. Include all the costs. (15)

### Budget for Entrepreneur's Day

	Amount		Amount	
	R	c	R	c
<b>Income</b>				
<b>Expenses</b>				
<b>Surplus</b>				

# TERM 3 Entrepreneurship

## UNIT 1 The entrepreneur

In Term 3 of EMS, you will have learnt about the characteristics and skills of a good entrepreneur. This section will help you determine what type of entrepreneur you want to be for Entrepreneur's Day.

1 Define 'entrepreneur' in your own words.

(2)

2.1 Study the characteristics of a good entrepreneur below. Categorise them in order of most important to least important.

motivated	leader	responsible	organised
hard-working	trustworthy	creative	confident

**MOST IMPORTANT**



**LEAST IMPORTANT**

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2.2 Categorise these characteristics in order of most like you to least like you.

**MOST LIKE ME**



**LEAST LIKE ME**

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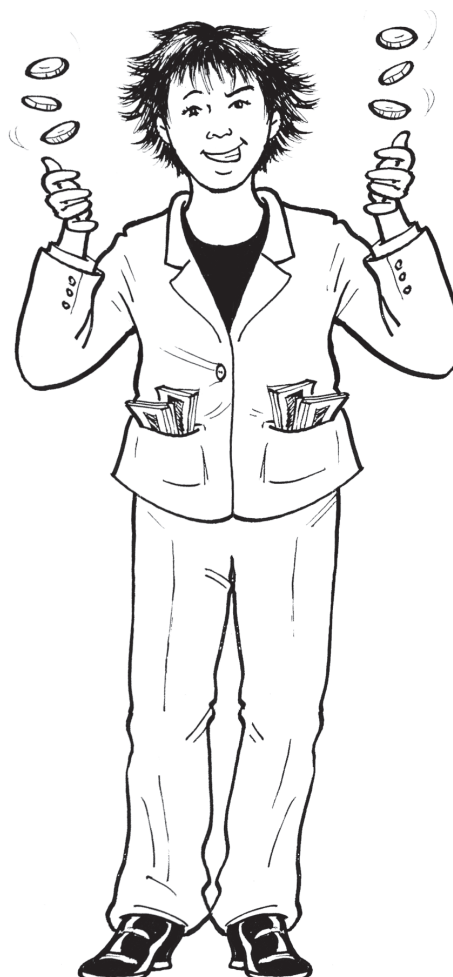
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2.3 In groups of three, discuss what type of entrepreneur you are. Entrepreneurs with all these characteristics will run a successful business. Make sure to partner with someone who has characteristics that you do not.

## UNIT 2 Starting a business

Before you decide what business to run on Entrepreneur's Day, you need to decide who your market is and what they want. A good business satisfies the needs and wants of its community.

- 1 Identify your target market (customers) for Entrepreneur's Day by answering the following questions.

1.1 Who from the school, your community and family will be at Entrepreneur's Day? (3)

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1.2 How old are they? (3)

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1.3 How much money can they spend? (3)

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- 2 List the needs and wants of the people described above. (4)

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- 3 Identify goods and services that meet the needs and wants listed above. (4)

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- 4 List ideas for your business based on the goods and services in question 3. (4)

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5 Now that you have listed possible businesses for Entrepreneur's Day, you need to determine which one is the most likely to succeed. Businesses do this by means of a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).

- 5.1 List the skills and resources you already have for your business under 'Strengths'. (3)
- 5.2 List the skills and resources you do not have for your business under 'Weaknesses'. (3)
- 5.3 List the needs and wants of your customers that your business meets under 'Opportunities'. (3)
- 5.4 List other businesses that are making the same or similar products under 'Threats'. (3)

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

5.5 Do this SWOT analysis for all the ideas you listed in question 4. The businesses with more strengths and opportunities than weaknesses and threats will be more successful.

6 Now that you have an idea of what business to run on Entrepreneur's Day, you need to see if your customers will buy your product or service. A questionnaire will help you find this information. Read the questionnaire below and answer the questions that follow.

☐ Yes ☐ No  
☐ Yes ☐ No

- 1 Do you like hot dogs?
- 2 Would you buy hot dogs at the flea market?  
Give a reason for your answer. \_\_\_\_\_
- 3 What kind of sauces do you like with hot dogs?  
☐ Tomato sauce  
☐ Hot mustard  
☐ Mild mustard  
☐ Onion and tomato mix  
☐ Other (Please specify) \_\_\_\_\_
- 4 How much would you be willing to pay for a plain hot dog?  
☐ R5.00  
☐ R6.00
- 5 How much would you be willing to pay for a hot dog with sauce?  
☐ R7.00  
☐ R8.00
- 6 If you have any suggestions, please write them below.  
 \_\_\_\_\_  
 \_\_\_\_\_

6.1 Explain why the traders asked multiple choice questions. (2)

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6.2 What is the purpose of question 2? (2)

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6.3 Why did these traders ask both question 4 and 5? (2)

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6.4 What questions should the traders have asked about their customers? (2)

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7 Your questionnaire should include very specific questions about:

- what your customers like and do not like
- whether or not your customers will buy this product or service from you
- how much your customers are prepared to pay for your product or service.

7.1 Using the information above, write your own questionnaire. Make sure not to ask more than 10 questions. Ask multiple choice questions. (10)

7.2 Ask 10 different learners from various grades in your school to answer your questionnaire. (10)

8 Analyse the results of your questionnaire by answering the following questions.

8.1 How many children said that they would buy your product or service?

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8.2 How many children said that they would not buy your product or service?

---

---

8.3 How much would they be prepared to pay for your product or service?

---

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8.4 Which product or service did they like the most?

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8.5 Which product or service did they like the least?

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## UNIT 3 Planning Entrepreneur's Day

Hosting Entrepreneur's Day at your school requires a lot of planning. This unit will help you plan your business for the day. Use your SWOT analysis from Term 3 Unit 1 to help you complete this section.

1.1 Explain the difference between a sole trader and a partnership. (4)

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1.2 Decide on whether your business will be a partnership or not. Give a reason for your answer. (2)

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2 Describe the product or service you will be producing for Entrepreneur's Day in detail. (5)

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3 Before you decide on a name for your business, remember that a good business name:

- is short and easy to remember
- is easy to pronounce
- tells the customer what it is selling
- is unique and creative.

3.1 Look at the names of the businesses below. Decide if they are good names for a business. Use the criteria listed above to help you.

Reggies

Look & Listen

Musica

Milky Lane

Macdonalds

Kentucky Fried Chicken

Toys R Us

3.2 Decide on your business's name. Explain why you chose that name.

(4)

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4 Businesses will also design a logo (or symbol) to identify it. Sometimes a logo is better-known than the name of the business. A good logo is:

- simple but striking
- uses one or two colours
- relates to the name of the business or product it sells.

4.1 Think of the logos for the businesses mentioned in question 3. Discuss if they are good logos or not. What do you like and dislike about them?

4.2 In the space below, design your business's logo. It must meet the criteria of a good logo. (5)

IDEA!

- 5 A slogan often accompanies a business's logo. A slogan is a memorable phrase or motto. It captures the business's beliefs. For example, Macdonalds's slogan is 'I'm loving it' and Milky Lane's slogan is 'Full of Feelgood' Look at the picture of Phiwo's Water Bombz business alongside. Give a catchy slogan for his business.



- 6 When starting a business, it is important to have business goals. This will give your business direction. Your goals should be Specific, Measurable, Attainable, Realistic and Timely (SMART). Look at the goals for Entrepreneur's Day below. Explain why each is not SMART. (5)

6.1 'I want my business to be successful on Entrepreneur's Day.'

6.2 'Our business will make R5 000 on Entrepreneur's Day.'

6.3 'We will make the best cake in the school.'

6.4 'We want to invest our money from Entrepreneur's Day and become millionaires.'

6.5 'Our group will get 100% for Entrepreneur's Day.'

- 7 As a group, identify your goals for Entrepreneur's Day. Your goals need to be SMART. Include a deadline by when you intend to achieve these goals. (4)

GOALS	DEADLINE
7.1	
7.2	
7.3	
7.4	



## UNIT 4 Advertising

Advertising is any form of presentation or promotion of the business for which the business pays. This is how the business communicates with its potential customers; the target market. The advertiser chooses images and text that will appeal to the business's target market.

- 1 Whether the advert is printed in a magazine, broadcast on the radio or TV, or sent via email depends on:
  - where the target market is most likely to see or hear the advert
  - how many people will see or hear the advert
  - how much the advert costs.

1.1 List five types of media used for advertising. (5)

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1.2 Identify which media listed above you can use for your business for Entrepreneur's Day. (2)

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- 2 Using your EMS textbook, write down five principles of advertising.

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- 3 Draw a rough poster for your business below. Use this as a plan for your final poster, which may be hand-drawn or made on computer. You need to meet all the requirements of the rubric your teacher will hand to you. (20)

IDEA!



### HINT!

A good advertisement should follow the AIDA principle.

A – attracts **attention**

I – arouses **interest**

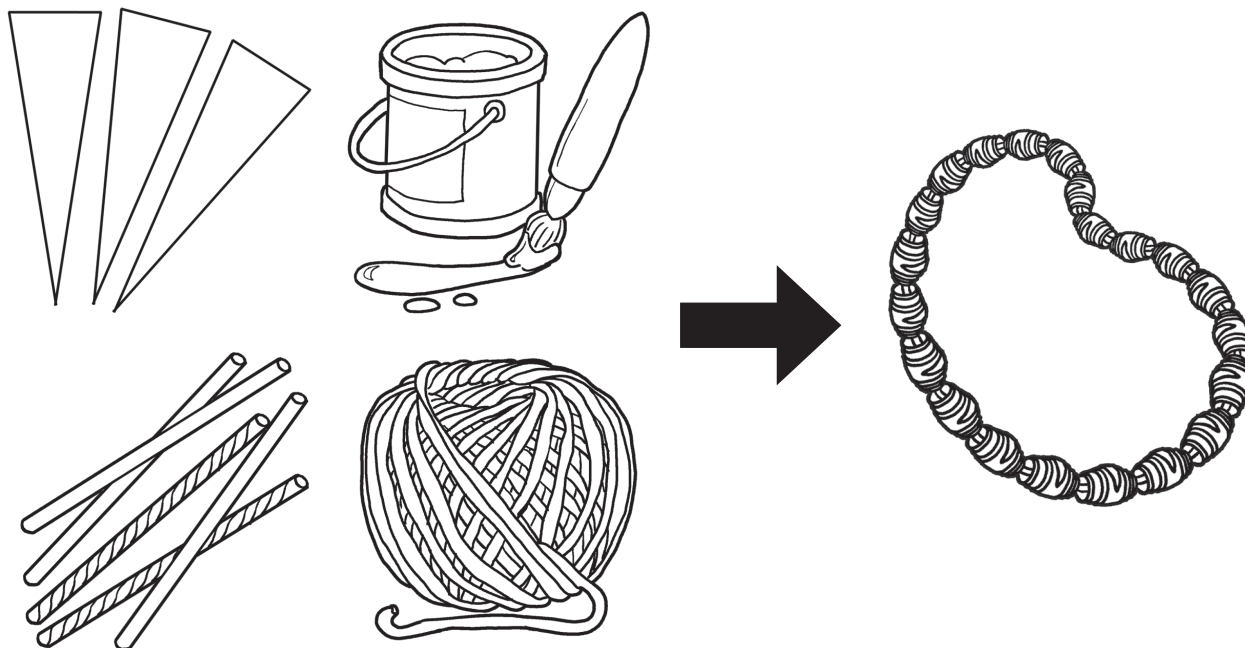
D – creates **desire**

A – leads to **action**

## UNIT 5 Your product

In preparation for Entrepreneur's Day, you will need to make your product. If you are selling a fresh product, like food, you will need to practise making your product before Entrepreneur's Day.

1 The illustrations below show all the materials needed to make beaded jewelry.



1.1 List the items above that can be replaced with recyclable materials. (2)

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1.2 Explain why the trader who makes beaded jewelry should use recyclable materials. (4)

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2.1 List all of the materials you will need to make your product below. Include the materials you need to package your product. (5)

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2.2 Identify which materials above can be replaced by recyclable materials. (5)

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2.3 Identify from where you can get these recyclable materials. (5)

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2.4 Identify which group members will be responsible for getting which materials.

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## UNIT 6 Entrepreneur's Day

The day has finally arrived for you to sell your goods! The success of your sales depends a lot on the quality of your product or service, but also the presentation of your stall. This unit will help you plan your stall.

- 1 Discuss the following questions to plan your stall.
  - 1.1 How many tables do I need?
  - 1.2 How much space will I need to display all my goods attractively?
  - 1.3 What will I use to decorate my stall?
  - 1.4 Will I make a poster or banner to advertise my stall on Entrepreneur's Day?
  - 1.5 How will I package my goods?



- 2 Complete the following checklist with deadlines for each item that needs to be done before Entrepreneur's Day.

TASK	DEADLINE
<input type="checkbox"/> Raise capital for my business.	
<input type="checkbox"/> Get the materials and equipment I need to make my product.	
<input type="checkbox"/> Make all my goods in the afternoons and on weekends.	
<input type="checkbox"/> Display my advert around the school.	
<input type="checkbox"/> Take all of my goods and decorations to school.	
<input type="checkbox"/> Finish setting up my table.	

- 3 Use the table below to record your transactions on Entrepreneur's Day. This will help you keep track of your income and stock. An example has been done for you.

[illegible]

The total above should be same as the amount of cash you have after Entrepreneur's Day.

- 4 Complete an income and expenditure statement for your business on Entrepreneur's Day. (20)

### Income and Expenditure Statement of

	Amount	
	R	c
<b>Total income</b>		
Expenditure		
<b>Total direct costs</b>		
Indirect costs		
<b>Total expenditure</b>		
<b>Balance (profit / loss)</b>		

# TEACHER'S GUIDANCE

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## How to use this workbook

The *Oxford Economic and Management Sciences Grade 7 Entrepreneur's Day Workbook* is a project book to help learners plan and successfully execute an Entrepreneur's Day market. The book makes practical application of the whole EMS curriculum for Entrepreneur's Day and is intended to be used from Term 1. It may, however, be used as revision of work covered in Terms 1 and 2 for Entrepreneur's Day. The workbook also gives you, the teacher, many opportunities for formal assessment throughout the year. Use your personal discretion as to whether you want to use the marks in the term in which that portion of the workbook is covered or carry it over to Term 3. We recommend using the marks in the term in which that portion of the workbook is completed as Term 3 has sufficient opportunities for formal assessment.

This book is divided into Terms and Units and can be completed in accordance with the CAPS document for EMS Grade 7. Each page indicates the week in which the work should be done in that term. Entrepreneur's Day should be seen as a project that continues throughout the year.

Learners can complete the activities for Terms 1 and 2 on their own. They can form groups for Entrepreneur's Day in Term 3 and complete the activities for Term 3 in their groups. Allocate two periods (one hour) per week for the learners to complete any planning that they need to do. Each learner, however, must hand in his or her own completed workbook. Make sure that they meet your weekly due dates for sections of the workbook to be handed in.

## Guidelines to Entrepreneur's Day in Term 3

### Week 2

- If you do not have a large number of Grade 7 learners, you may decide to combine classes for Entrepreneur's Day. This may be especially helpful if you are the only EMS teacher. For example, if you have two Grade 7 classes and only one teacher in charge of EMS, it can be managed as one large group.
- For your first Entrepreneur's Day lesson, have a group meeting with all of the Grade 7 learners to explain the 'Suggested rules for Entrepreneur's Day' on page 3. Explain what you expect from the learners and answer any questions that learners might have. Your rules should be signed and returned to show that the EMS market day has been discussed with your learners' parents to ensure that everyone knows what to expect.
- Learners can pay for their trading licences at your school's bursar or class teacher from the time they are aware of the rules or after they decide whether or not to use real currency. The receipts for these need to be given to the EMS teacher.
- Draw the layout of the area intended to be used for Entrepreneur's Day, such as the sports' field, school hall or quad. Include the allocated stall positions. As the groups pay for their trading licences allow them to pick a spot. This should be done on a first-come-first-serve basis. This will serve as motivation for the learners to pay early and start planning. All money collected can go towards your Grade 7 fund.



#### **Week 4**

- Ensure that each group has decided on the product or service that they intend selling. You might have to provide guidance with this.
- When your learners are sure about what they intend selling, they need to start compiling a questionnaire. This work is found on pages 19 and 20.
- Explain the purpose of a questionnaire, and then allow the groups to work on constructing one.
- Check the draft copy of your learners' questionnaires. Give them one hour of computer time to complete it at school. If they don't have access to computers, allow them to complete this task by hand.
- By the end of Week 5 each learner should hand in his or her own completed questionnaires.

#### **Week 5**

- The concept of advertising should be covered in this session.
- Time should be given to learners to complete the activities on pages 24 and 25, as well as a rough copy of their posters.
- Learners' posters should be ready a week before the date allocated for Entrepreneur's Day. One copy is given to you, the EMS teacher, and nine others put up around the school. Make sure that you check each poster and that they are age appropriate before learners put them up around the school.

#### **Week 6**

- Send out the email (or note) on page 33 reminding the school staff of Entrepreneur's Day, which will take place two weeks from now. Teachers will need to remind their learners of it so that the rest of the school supports the Grade 7 learners.
- Remind teachers not to schedule any tests on that day as they might be interrupted by sales.
- All learners' posters need to go up around the school. Entrepreneur's Day should be held in one week from now.
- All trading licences should be purchased by now.
- Learners should be given time to finalise their planning, including the decorating of their stall, keeping in mind their business identity.

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12
INBOX

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DRAFTS

Hi all 📁 ⬇️ 🖨️

This is a reminder that Grade 7 Entrepreneur's Day takes place in two weeks. Please write the date for Grade 7 Entrepreneur's Day on your boards next week and remind your learners to bring money.

**A few notes for the day:**

You will be responsible for taking whichever class you have at the time down to the venue. (See the schedule below.) Please supervise your class's behaviour.

Grade 7 learners will not have any lessons on that day.

Parents and family members will be around on the day.

Periods have been allocated to each grade to participate in the market in the schedule below. Please contact me before the end of the week if there is a problem with the schedule so that we can shuffle grades to accommodate everyone. A final schedule will be put up in the staffroom.

Period	Time	Grade
Period 1		
Period 2		
Period 3	9:25 – 9:45	Grade 7 learners set up their stalls for trading.
Period 4	9:45 – 10:05	
Break	10:05 – 10:25	Trading commences: All grades
Period 5	10:25 – 10:55	Grade 1 learners only
Period 6	10:55 – 11:25	Grades 2 and 3 learners
Period 7	11:25 – 11:55	Grades 4 and 5 learners
Period 8	11:55 – 12:25	Grade 6 learners only
Break	12:25 – 12:50	All grades
Period 9	12:50 – 13:20	Trading ends: Grade 7 learners clean up
Period 10	13:20 – 13:50	

Many thanks,

### Week 7

- Learners will need to convert some of their capital into a cash float for the day. A cash float is money to be used for change. The school bursar or parents may be able to assist.
- Learners must hand the cash and a list detailing the amount of change they wish to obtain to the bursar a week in advance. For example:

DENOMINATION	QUANTITY	TOTAL
R1		
R2		
R5		
R10		
Total		

- If the learners are going to use their own designed currency, the teacher needs to allocate each group with a predefined amount of money with which to trade. The learners will then use this money to pay for their trading licences from the school.
- The learner-designed currency must also be given to learners of the other grades with which to trade on the day.
- If the bartering system is going to be used instead of real or learner-designed currency, then learners will need to write an essay on what skills they used to barter and how they negotiated with customers. This system is only advisable for smaller groups of around 30 learners at a time as it might lead to conflict in larger groups.
- Use the timetable template on page 33 to structure which grades will be purchasing at which times on Entrepreneur's Day. It is advisable to rotate EMS or other teachers to supervise throughout the day.

Use the rubric for Entrepreneur's Day on page 39 to assess the learners on the day's activities. Ensure that you give your learners enough time at school to work in their groups so that you can monitor how the groups interact and work as a team. Ensure that your learners do not overstock their products as they only have a few hours for selling.

- Limit parental involvement to donations and setting up on the day of sales.

Trading licence





# Trading Licence

for Grade 7 Entrepreneur's Day

This is to certify that the business, \_\_\_\_\_, has obtained permission  
to trade on \_\_\_\_\_ at the Grade 7 Entrepreneur's Day.

Business members: \_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_ EMS teacher

\_\_\_\_\_

Date \_\_\_\_\_

## HANDMADE JEWELRY

### Materials

a variety of papers and old magazines cut into squares  
scissors  
homemade glue  
drinking straws  
old string, wire or fishing line



### HINT!

You can add some paint to this mixture to give your bead a different colour.

### Method

- Draw triangles as shown in the diagram below on the squares of paper. (Different sized triangles will create different sized beads.) Cut out each triangle.
- Paint some glue on each strip of paper.
- Roll the wet paper from the wide end towards the narrow end using a drinking straw. Roll the paper until it forms the size of bead that you want.
- Cut off the straw at both ends of the bead.
- Let the bead dry for several hours.
- Seal the bead with some diluted homemade glue. (Add some water to the glue to dilute it.)

## HOMEMADE GLUE

### Ingredients

$\frac{3}{4}$  cup of water  
2 tablespoons of corn syrup  
1 teaspoon of white vinegar  
2 tablespoons of corn starch  
 $\frac{3}{4}$  cup of cold water

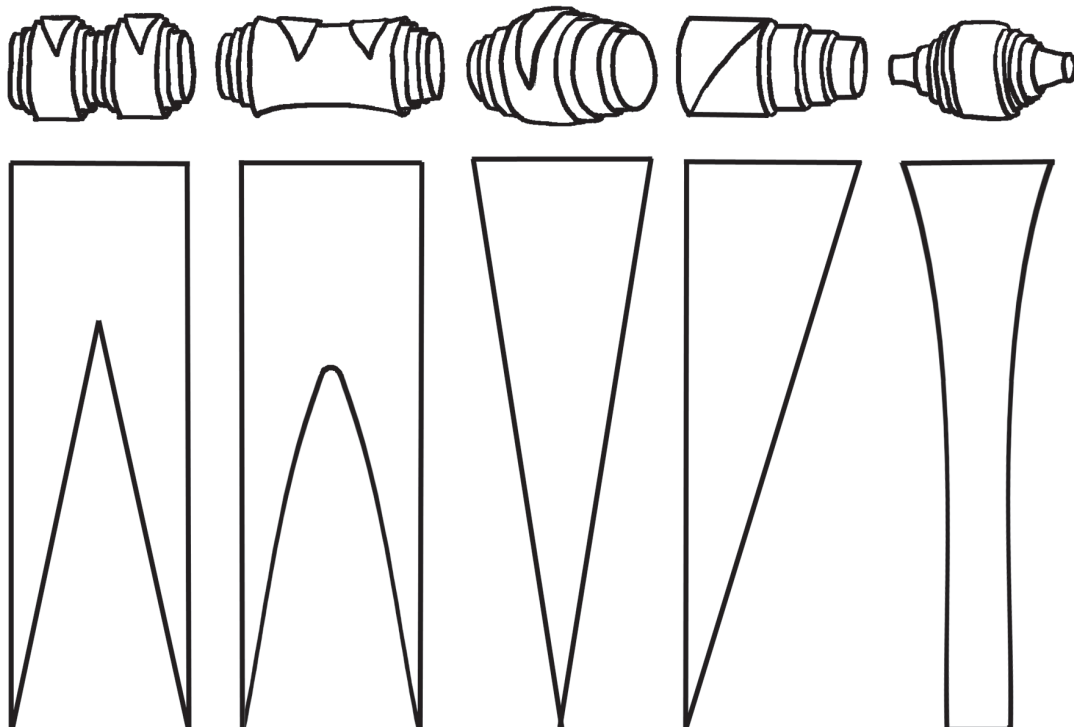


### HINT!

Coat strips of paper in the glue with a paintbrush to make papier mâché.

### Method

- Mix the water, corn syrup and vinegar in a pot on the stove on a medium heat.
- Bring to a full boil.
- In a separate bowl, mix the corn starch and cold water.
- Slowly add the cold water and corn starch mixture to the corn syrup, stirring until the mixture returns to the boil.
- Boil for one minute then remove the pot from the heat.
- Let the mixture cool.
- Pour the mixture into a plastic container and let it stand overnight.



## PANCAKES

### Ingredients

4 cups of flour  
4 cups of water  
4 large eggs  
 $\frac{1}{4}$  cup of vinegar  
1 cup of oil  
4 teaspoons of baking powder  
1 teaspoon of salt

### Method

- Mix all the ingredients together in a bowl. Allow the mixture to rest for one hour.
- Heat one teaspoon of sunflower oil in a non-stick frying pan.
- Pour in just enough pancake mixture to cover the base of the frying pan.
- Fry each pancake until lightly brown on both sides.
- Can be served with a range of sweet or savoury toppings.

## KELLOGG'S RICE KRISPIES® BALLS

### Ingredients

3 tablespoons of butter  
280g of marshmallows  
Food colouring (optional)  
6 cups of Kellogg's Rice Krispies®  
12 wooden ice cream sticks (optional)

### HINT!

Instead of melting the butter and marshmallows on the stove, you can place both in a microwave-safe bowl and melt on high heat for 2 minutes. Stir the mixture and continue to melt for another minute.



### Method

- Melt the butter in a large saucepan over a low heat. Add the marshmallows and stir until completely melted. Stir in one teaspoon of food colouring at a time until you get the desired colour.
- Add the Kellogg's Rice Krispies®. Stir well until they are all coated in marshmallow mixture.
- Allow the mixture to cool down slightly.
- Divide the warm mixture into portions with a tablespoon and roll into balls.
- Insert a wooden stick if desired.
- Decorate with coloured sprinkles or melted chocolate if desired.

## CHOCOLATE FRIDGE BISCUITS

### Ingredients

250g of digestive biscuits  
500ml of boiling water  
300g of milk chocolate  
100g of unsalted butter  
150g of golden syrup

### Method

- Line a shallow 20cm tin with cling film. Make sure the film goes over the sides.
- Place the loose biscuits in a plastic bag. Crush the biscuits into large chunks with a rolling pin.
- Boil the water and place in a saucepan. Place a glass bowl over the water. Place the chocolate, butter and golden syrup in the bowl and stir until completely melted.
- Stir in the broken biscuits. (You can add nuts or Smarties® instead, if you like.)
- Spoon the mixture into the tin and flatten with a wooden spoon until it is level.
- Leave to cool.
- Put the tin in the fridge for 1 to 2 hours to set.
- Turn out the biscuit and peel off the cling film.
- Cut it into 12 squares.

## **Ideas for products**

### **Bookmarks**

Learners can glue pictures from old magazines onto cardboard strips and have them laminated. A small hole can be punched at the top of each one and a piece of ribbon can be tied through it to make the bookmark more attractive.

### **Homemade wrapping paper**

Learners can do potato prints onto either white or brown sheets of paper. To make the prints, cut a few potatoes in half. Cut different shapes into each half and use it as a stamp with craft paint.

### **Pencil holders from toilet roll holders**

Learners cut toilet roll holders into varying lengths and glue them onto a piece of sturdy cardboard. They can be painted and decorated with glitter and stickers. Alternatively, the rolls can be covered with magazine pictures before gluing them onto the cardboard stand.

### **Potted plants in empty cooldrink tins**

Tiny succulents or seedlings can be grown prior to Entrepreneur's Day. Learners cut empty cooldrink tins in halves and then transplant their succulents into the bottom halves. This product is very effective and can be sold for a good profit.

### **Stress balls**

Learners can stuff deflated balloons with flour to make stress balls. The balls can be decorated with plastic eyes and wool hair.

### **Crocheted and knitted toys**

Patterns for crochet mice and other toys can be found on the Internet. Learners who know how to knit or crochet can make a good profit selling these on Entrepreneur's Day.

## **Ideas for games**

### **Water bombs**

Learners fill balloons with water and throw them at a target. Alternatively, learners dressed in raincoats can throw water bombs at each other.

### **Tombola**

Learners purchase tickets to enter a raffle for a series of prizes. Tickets are drawn from a revolving drum or hat to select a winner. A series of smaller prizes can be given away throughout the day and the final prize can be drawn during second break at the end of trading.

### **Coconut shy**

Coconuts are placed on posts. Learners try to knock them off the post by throwing a ball at them. If they hit a coconut off, they win a prize. Instead of coconuts, learners can use balls or even a target board.

# Answers

## Rubrics for assessment

### Page 6

Due date: \_\_\_\_\_

Criteria for currency design	Mark allocation	Mark obtained
Learner has a variety of coins and paper money	5	
Design contains emblem and value in numbers	5	
Design is original and creative	5	
Comment:	15	

### Page 25

Due date: \_\_\_\_\_

Criteria for poster	Mark allocation	Mark obtained
Contains pictures of product or service provided	5	
Price, size and other options of product or service provided	5	
Posters are visible around the school	5	
Neat and creative; colourful and attracts attention	5	
Comment:	15	

### Entrepreneur's Day rubric

Due date: \_\_\_\_\_

Criteria for all the learners in the group:	Mark allocation	Mark obtained
Produced and sold an original product(s) or service of good quality and at a fair/competitive price	5	
Displayed prices of products and trading licence	5	
Created and maintained a neat, professional and attractive environment (stall) in which to do business	10	
Used the principles of marketing to attract customers to their business	10	
Demonstrated good teamwork and worked well under pressure	10	
Comment:	40	



# TERM 1 The economy

## UNIT 1 The history of money

Workbook pages 4–6

- 1 Bartering is exchanging ✓ goods and services without using money. ✓ (2)  
2 Learners' answers may be different to the following. Use your own discretion. (8)

ADVANTAGES OF BARTERING	DISADVANTAGES OF BARTERING
It is flexible as different goods and services can be exchanged. ✓	Not everyone is honest and products may not have a warranty or guarantee. ✓
Goods are only produced to meet the needs of the people so there is very little waste. ✓	It may be difficult to find someone who has the products that you need. ✓
Economic power is in the hands of everyone who can exchange their goods or services. ✓	The difference in the value of the product or service creates a problem. ✓
Very little waste of natural resources. ✓	Large items cannot be cut up to exchange for smaller items. ✓

- 3 According to international agreement, a promissory note should contain:  
• the words 'promissory note' ✓  
• a promise to pay a definite sum of money ✓  
• the time of payment ✓  
• the place where the payment is to be made ✓  
• the name of the person to be paid ✓  
• the date and the place where the promissory note is issued ✓  
• the signature of the person who issues the promissory note. ✓ (7)
- 4 Learners answers should be similar to the following. Use your own discretion. (8)

FUNCTION	EXPLANATION
Unit of value ✓	Money carries a specific value, so this makes it easier and quicker to buy goods and services of a common value. ✓
Medium of payment ✓	It allows more exchanges to take place and does not depend on two people wanting or needing what is on offer. ✓
Maintains a healthy economy ✓	It motivates individuals to work and be productive so that we can buy goods and services. Businesses are motivated by money to generate profits. ✓
Encourages savings ✓	This allows us to create purchasing power as we can accumulate money to buy things at a later stage. ✓

- 5 See the rubric on page 39 for the currency design. (15)

## UNIT 2 Needs and wants

### Workbook pages 7–8

- 1.1 A need is something that you have to have on a daily basis ✓ in order to live. ✓ (2)
- 1.2 Basic needs of communities include individual needs such as food and water, ✓ shelter, ✓ clothing, ✓ as well as healthcare, ✓ education, ✓ safety and security, ✓ recreation, ✓ transport and roads, ✓ and electricity. ✓ (Any four) (4)
- 1.3 Wants are things that people desire ✓ but that they do not need in order to live. ✓ (2)
- 1.4 Learners' answers will differ. Make sure learners have not listed any 'needs' in this section. Some examples of community wants are fast Internet connectivity, ✓ designer clothes, ✓ modern technology, ✓ expensive vehicles ✓ and so on. (Any four) (4)
- 1.5 While communities require individual needs such as food and water, shelter, and clothing, they need a wider range of services such as entertainment or recreation. ✓ These needs are met at a community and not an individual level. ✓ (2)
- 1.6 Learners should cater for the school community ✓ by providing food that learners enjoy (such as cake) and recreation (such as games). ✓ (2)
  
- 2.1 need ✓
- 2.2 want ✓
- 2.3 need ✓
- 2.4 want ✓
- 2.5 need ✓
- 2.6 want ✓
- 2.7 want ✓
- 2.8 want or need ✓ (8)
  
- 2.9 Learners will need to justify why they decided the above were needs or wants.
  - Water is a need because it is necessary in order to live. ✓
  - A cupcake is a want because it is not a basic food and not needed in order to live. ✓
  - A knitted scarf is a need because it is necessary to keep warm during winter. ✓
  - Crayons are a want because they are recreational and not needed in order to live. ✓
  - Flip flops are a need because it is a form of clothing and not a luxury item. ✓
  - A hamburger is a want because it is not a basic food and not needed in order to live. ✓
  - Sweets are a want because it is not a basic food and not needed in order to live. ✓
  - Sports equipment can be an individual want or a community need as it forms part of community recreation. ✓ (8)

## UNIT 3 Goods and services

### Workbook pages 9–10

- 1.1 service ✓
- 1.2 goods ✓
- 1.3 service ✓
- 1.4 service ✓ (4)
- 1.5 Goods are products that you can see and touch that a business produces. ✓ Services are actions that a business performs to benefit the customer. ✓ (2)
  
- 2 Learners' answers will vary. Use this activity to get learners thinking about products that they can make for Entrepreneur's Day. Make sure that learners list products that are possible for them to make and sell. These include cupcakes, pancakes, brownies, hot dogs, hamburgers, toasted sandwiches, water balloons, homemade jewelry and other items. (See the 'Ideas for products and games' on page 38.)

- 3 Learners' answers will vary. Use this activity to get learners thinking about services that they can provide on Entrepreneur's Day. Make sure that learners list services that are possible for them to provide. These include water balloon fights, tombola, a coconut shy and others.

- 4.1 newspaper ✓ (1)  
 4.2 cooldrink tin ✓ (1)  
 4.3 old cardboard, ✓ old magazines or wrapping paper ✓ (2)  
 4.4 Learners list any recyclable material that they would likely have at home, such as old paper, newspapers, magazines, toilet roll holders, glass bottles and tin cans.  
 4.5 Learners list any products that they can make from the abovementioned materials.  
 Encourage learners to think of products made from recycled materials for Entrepreneur's Day.

## TERM 2 Financial literacy

### UNIT 1 Accounting concepts

Workbook pages 11–12

- 1 Learners can draw lines to match each definition or write the letter next to each concept. (10)

ACCOUNTING CONCEPT		DEFINITION	
1.1	capital	j)	Money invested in the business by the owner to start up the business ✓
1.2	asset	d)	All the possessions that belong to the business ✓
1.3	liabilities	a)	The debt of the business, which is normally paid back with interest ✓
1.4	income	b)	Money earned from the sale of goods or services ✓
1.5	expense	c)	All costs incurred from running a business ✓
1.6	profit	i)	Money left over after all the expenses have been paid ✓
1.7	loss	h)	When the expenses are greater than the income earned ✓
1.8	markup	g)	Amount added to the cost price of goods to make a profit ✓
1.9	surplus	e)	Making too many goods, which normally go to waste ✓
1.10	cost per unit	f)	Total cost of producing all the goods divided by the number of goods or items made ✓

- 2 This activity helps learners understand the difference between cost and cost per unit. (5)

ITEM	COST OF PRODUCTION	NUMBER OF UNITS	COST PER UNIT	
Pancakes	R200	80	2.1	R2.50 ✓
Water balloons	R440	160	2.2	R2.75 ✓
Hot dogs	R430	100	2.3	R4.30 ✓
Suckers	R360	288	2.4	R1.25 ✓
Bangles	R150	75	2.5	R2.00 ✓

- 2.2 You may decide to do this activity after learners have decided on their product. Or you may ask them to list the expenses of a hot dog stall and calculate the cost per hot dog. Learners must list at least five expenses. (5)

EXPENSE	COST	
	R	c
100 hotdog rolls	R200	00
100 viennas	R200	00
cooking oil	R10	00
paper bags	R30	00
serviettes	R20	00
electricity	R15	00
trading licence	R25	00
<b>Total</b>	<b>R500</b>	<b>00</b>

- 2.3 Learners cost calculations must be the total cost of production ÷ number of units, such as:  $R500 \div 100 \text{ hot dogs} = R5$  ✓ (2)
- 2.4 Use this question to reinforce the concept of a markup to learners. Explain that business make a profit by charging more for a product than it costs them to make it. Learners' markups must not be too expensive for other learners in the school. For example:  $R5.00 + R2.50 = R7.50$  ✓ per hot dog. (2)

## UNIT 2 Income and expenses

Workbook pages 13–14

- 1 Use this activity to help learners understand the difference between profit and loss. (5)

TRADER	INCOME	EXPENSES	PROFIT/LOSS AMOUNT
Party Pranks	R845	R950	1.1 R105 loss ✓
Baker Republic	R1 045	R330	1.2 R715 profit ✓
Mzansi Supplies	R985	R570	1.3 R415 profit ✓
Boetie's Boeries	R760	R835	1.4 R75 loss ✓
Balloon Warz	R400	R275	1.5 R125 profit ✓

- 2.1 The girls raised R300 as capital. ✓ (1)
- 2.2 The Cupcake Queens' expenses are:  
trading licence ✓  
electricity ✓  
transport ✓  
stock ✓  
raw materials ✓  
wages ✓ (6)
- 2.3 The Cupcake Queens' income is:  
capital contributions ✓  
donations ✓  
sales ✓ (3)

2.4 Learners must put the correct expenses under the correct headings.

(22)

### Income and Expenditure Statement of The Cupcake Queens for August

	Amount	
	R	c
Capital contributions ✓ (include R650 from car wash)	950	00 ✓
Donations ✓	300	00 ✓
Sales (cupcakes + novelty items) ✓✓	1 345	00 ✓
<b>Total income</b>	<b>2 595</b>	<b>00 ✓</b>
Expenditure		
Transport ✓	150	00 ✓
Stock ✓	325	00 ✓
Raw materials ✓	350	00 ✓
<b>Total direct costs</b>	<b>825</b>	<b>00 ✓</b>
Indirect costs (trading licence + electricity) ✓✓	70	00 ✓
<b>Total expenditure</b>	<b>895</b>	<b>00 ✓</b>
Balance (profit / loss)	1 700	00 ✓

2.5 The Cupcake Queens made a profit of R1 700.00. ✓

(1)

1 Explain that income and expenditure statements are drawn up after sales and budgets before. (16)

## Budget of Boetie Boeries for Entrepreneur's Day

	Amount		Amount	
	R	c	R	c
<b>Income</b>			1 750	00 ✓
Sales	950	00 ✓		
Pocket money	600	00 ✓		
Gardening income	200	00 ✓		
<b>Expenses</b>			1 060	00 ✓
Hotdog rolls	200	00 ✓		
Electricity	25	00 ✓		
Tomato sauce	60	00 ✓		
Advertising	150	00 ✓		
Boerewors	470	00 ✓		
Butter	30	00 ✓		
Trading licence	25	00 ✓		
Cooking oil	10	00 ✓		
Aprons	90	00 ✓		
<b>Surplus</b>			690	00 ✓

- 2.1 Learners need to think of ways in which to raise money. They should list chores or other odd jobs such as washing cars, babysitting and gardening. Use your own discretion. (5)
- 2.2 Learners can list the same expenses they listed on page 12, but they must include all their direct and indirect costs, including trading licences, electricity, wages and transport. (5)
- 2.3 Learners must complete the budget as they did for question 1. All capital and money earned from chores should go under income and costs should go under expenses. (15)

## TERM 3 Entrepreneurship

### UNIT 1 The entrepreneur

### Workbook page 17

- 1 An entrepreneur is someone who recognises a need in his or her community and starts a business to meet that need. ✓ He or she bears all the risks. ✓ (That is, he or she puts money into the business and makes all the important decisions in order for the business to work.) (2)
- 2 This section is intended to help learners understand what type of entrepreneur they are. Help learners understand that a good sole trader has all the characteristics of a good entrepreneur, while partners have all these characteristics combined.

## UNIT 2 Starting a business

Workbook pages 18–20

- 1 The following questions will help learners realise who to cater for in the planning stage of Entrepreneur's Day.
  - 1.1 Learners target market will include other learners, ✓ family members ✓ and teachers. ✓ (3)
  - 1.2 Learners ages will range from six or seven ✓ to 12 ✓ and other customers will be adults. ✓ (3)
  - 1.3 Learners will spend the least amount. ✓ Teachers will spend more ✓ and family members (if they attend) will probably spend the most. ✓ (3)
- 2 Learners must think about how the needs and wants of other learners are different to those of teachers and family members. Learners will want to play games ✓ and buy toys ✓ while teachers and family members will most likely want to buy food ✓ and cooldrink. ✓ (4)
- 3 Games for learners: tombola, ✓ a coconut shy, ✓ water balloon fights ✓ and a jumping castle. ✓  
 Toys for learners: crocheted or knitted animals, ✓ Slinkies, ✓ balls, ✓ posters, ✓ and pranks. ✓  
 Food for teachers and family members: cakes, ✓ hot dogs, ✓ hamburgers, ✓ ice cream ✓ and pancakes. ✓ (Any four) (4)
- 4 Learners must match their ideas for businesses to the needs and wants they described above. This exercise will help them cater for their target market from the planning phase. Ideas for businesses include: lucky draw prizes, ✓ target practise games, ✓ jumping castle, ✓ toy stall, ✓ pranks stall, ✓ fast food stall ✓ and bakery stall. ✓ (Any four) (4)
- 5 Learners' SWOT analyses will differ. Award marks for putting items under the correct headings. An example has been provided below. (12)

5.1 STRENGTHS	5.2 WEAKNESSES
I know how to crochet mice already.	I only have one colour of wool.
I have scrap wool at home.	It takes a long time to make one mouse.
I don't have to make anything on the day.	I can't make any other animals.
5.3 OPPORTUNITIES	5.4 THREATS
People have already asked me to crochet for them.	Melissa's group is also making crocheted toys.
Young learners like toys.	Ben is selling stuffed teddy bears.
Learners will buy these for their parents.	

- 6.1 Multiple choice questions are quick and easy to answer. ✓ Multiple choice answers limit the number of responses. ✓ Multiple choice answers can easily be counted. ✓ (Any two) (2)
- 6.2 Entrepreneur's Day is like a flea market. ✓ If learners are happy buying food from a flea market, then they will be happy to buy it on Entrepreneur's Day. ✓ (2)
- 6.3 These questions help them identify how much to charge for a plain hot dog ✓ and how much of a markup they can put on for a hot dog with sauce. ✓ (2)
- 6.4 They should have asked how old the customer is ✓ and how much money they will be spending on Entrepreneur's Day. ✓ (Other questions are possible.) (2)

- 7.1 Award marks for the following:
- specific questions relating to their product or service ✓ ✓
  - specific questions relating to their customers' preferences ✓ ✓
  - specific questions relating to the cost of their product or service ✓ ✓
  - multiple choice questions ✓✓
  - between six and 10 questions ✓✓
  - neat layout ✓ ✓
- (10)

- 7.2 Award learners a mark for each completed questionnaire. (10)

- 8 Help learners interpret the results of their questionnaires. This should inform their decisions.

## UNIT 3 Planning Entrepreneur's Day

Workbook pages 21–23

- 1.1 A sole trader runs a business on his or her own ✓ and is responsible for all the capital. ✓  
A partnership is a business run by two or more owners ✓ who all contribute to the capital. ✓ (4)
- 1.2 Learners choose between a sole trader and partnership and motivate their answer. For example, my business will be a partnership so that we can raise more capital to start up. (2)
- 2 This question will help learners think about their product in more detail. Encourage them to think about how they will package and present their products. This will also enable them to advertise it properly later. (5)
- 3.1 Learners' answers will differ. Make sure they justify their answer with the criteria on page 21. (5)
- 3.2 Learners must choose a name that meets the criteria on page 21. The name of their business must relate to their product described in question 2 above. (4)
- 4 Show learners examples of logos that meet the criteria on page 22. Award learners marks if their logo is:
- simple ✓
  - uses one or two colours ✓ ✓
  - relates to the name of the business and its product or service ✓ ✓
- (5)
- 5 Learners may work in groups to come up with a slogan for Phiwo's Water Bombz business. Make sure that it relates to the theme of the business.
- 6.1 This goal is not specific. It does not indicate what 'successful' means to the trades. ✓ (1)
- 6.2 This goal is not achievable. It is not feasible to make R5 000 from a few hours of sales. ✓ (1)
- 6.3 This goal is not measurable. The traders need to define how to determine the 'best cake'. ✓ (1)
- 6.4 This goal is not timely. It will take too long for this to be achieved. ✓ (1)
- 6.5 This goal is not realistic. No business will achieve perfect success. ✓ (1)
- 7 Award a mark per goal if it meets the criteria on page 23. (4)



## UNIT 4 Advertising

Workbook pages 24–25

- 1.1 Learners' answers will differ. Some examples are newspapers, ✓ magazines, ✓ flyers, ✓ posters, ✓ radio, ✓ television, ✓ the Internet, ✓ and email. (Any five) (5)
- 1.2 Learners will be able to create flyers ✓ and posters. ✓ Some may be able to advertise via email or online. ✓ (Any two) (2)
- 2 Go through the principles of advertising in your EMS textbook with learners before they design their posters.
- 3 Use the rubric on page 39 to mark learners' posters.

## UNIT 5 Your product

Workbook pages 26–27

- 1.1 paper ✓ and string ✓ (2)
- 1.2 Recycling reduces waste ✓ and demand for new materials. ✓ It is also cheaper ✓ to use recyclable materials instead of buying new materials which means that the trader can reduce costs and make more money. ✓ (4)
- 2.1 Learners list all the materials that they need to produce their product or supply their service. This includes the packaging. Even if a learner is making a food product, he or she can package it in recycled materials. (5)
- 2.2 Popular recyclable materials are glass, ✓ paper, ✓ plastic, ✓ textiles, ✓ and computer components. ✓ (Award five marks for identifying all possible substitutes.) (5)
- 2.3 Recyclable materials can be found at home, ✓ at school, ✓ at parents' work, ✓ local businesses ✓ and other places near the school. Make learners aware of where they can obtain these materials. (1)