



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy

Grade 8 and 9

WHOLESALE AND RETAIL

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
 - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*

- (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
- (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*
- (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12*. It will therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

- (a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R-12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRDES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5

Social Sciences	3
Life Skills	4
<ul style="list-style-type: none"> • Creative Arts (1,5) • Physical Education (1) • Personal and Social Well-being (1,5) 	
TOTAL	27,5

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
A maximum of two subjects can be selected from the list of thirteen Elective Occupational subjects to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.	
TOTAL	27,5

Elective Occupational Subjects (Not more than 2)	
1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Art and Design	
3. Digital Technology	
4. Early Childhood Development	
5. Mechanical Technology	
6. Electrical Technology	
7. Civil Technology	
8. Hairdressing, Nail and Beauty Technology	
9. Ancillary Health Care	
10. Services: Maintenance and Upholstery	
11. Consumer Studies	
12. Hospitality Studies	
13. Wholesale and Retail Studies	

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	4,5
First Additional Language	4,5
Mathematics	4,5
Life Orientation	2
A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)
	27,5

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2:

INTRODUCTION TO: WHOLESALE AND RETAIL

2.1 What is Wholesale and Retail?

The subject lays the foundation for learning in the area of wholesale and retail. The learner will have an understanding of the industry, the need for profit and preventing losses to the business, the need and importance of counting stock, merchandising and recording sales and accepting payment in a manner that promotes customer service and minimises losses.

Learners will also have an understanding of receiving and dispatching products into and from an outlet as well as methods of promoting the business to its target market.

The subject has been designed to equip students with basic knowledge and skills to be able to enter the world of work through employment in the wholesale and retail industry at the entry levels of positions within the operational area of wholesale or retail businesses.

2.2 Topics to be studied in Wholesale and Retail

1. The industry (The supply chain, role players in the industry and jobs and progression within the industry)

2. Profit (The need for profit, how it is arrived at and improving the bottom line of an outlet)
3. Target markets. (Different target markets and how this impacts on service, range and the design of the outlet)
4. Customer service (The importance of customer service and service standards)
5. Stock (The importance of accurate stock counts, receiving and dispatching)
6. Merchandising (Filling shelves and displaying, pricing and ticketing stock correctly)
7. Promoting. (the reasons for promoting, how to reach target markets and displaying promotional items in different stores)
8. Recording sales (the recording of sales, accepting payment, and cashing up of PoS (Point of Sale))

2.3 Specific Aims:

The learner is able to:

1. explain the role of all role players and stakeholders in the industry
2. analyse an Income Statement
3. identify the requirements of outlets in terms of their service levels and product offering according to their target market
4. receive stock and explain requirements for the dispatch of stock
5. explain the concept and methods of merchandising products on shelves along with the importance of displaying prices and methods of ticketing displays
6. explain why businesses promote, how to reach targeted markets and how to display promotional items
7. explain how to record sales, accept and record payment and cash up and deposit takings

2.4 Requirements for Wholesale and Retail as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 2 hours. Sufficient time must be allocated in the school timetable for the practical work required to be done.

2.4.2 Resources

Human resources

Wholesale and Retail requires a trained subject specialist. It is preferred that the teacher offering Wholesale and Retail has attended training in this subject. Industry related experience would be an asset. Teachers must build a relationship with managers of both small and large Wholesale and Retail stores in the area and regularly visit them to keep abreast with the industry

If possible teachers should ask to shadow workers on the floor and in the cash office to get a better understanding of what happens at this level of operation.

Wholesale and Retail teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the budget
- Manage the teaching environment
- Plan for practical work
- Plan for theory lessons
- Arrange for learners to visit stores within the area. This might be able to be done through learners doing this on the own if stores are within the area and able to be accessed through public transport otherwise the school should provide transport and arrange outings
- Ensure learner safety
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Be self - motivated to keep her/himself abreast of the latest developments in the industry
- Regularly visit wholesalers and retailers and discuss with management any new innovation within the industry
- Provide students with letters stating they are wholesale and retail students so when they visit stores to observe and talk to management they will be accepted more readily.

- Encourage learners to work in the industry. Learners should be encouraged to job shadow staff in an unpaid capacity to understand better the theory they learn in the classroom. Teachers should, through their relationship with businesses in the area encourage outlets to take students for work experience.

Learner Resources:

- Text/ resource book
- The internet
- Pen/pencils
- Wholesalers/retailers in the area
- Magazines.
- Newspapers
- Internet pictures
- Calculators

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Equipment

- Learners need access to a computer to access the internet

Equipment: Consumables

- Poster paper/board
- Receiving and dispatch stationary (Designed by the teacher or the examples provided)

Teacher prepared pre-printed scenarios for exercises

1. Scenario showing an outlet's actual figures from sales to net profit before interest and budgeted figures for the same entries.
 - Non controllable expenses should be on budget.
 - Some controllable expenses should show expenditure over budget and others be below budget.
 - Sales should be below budget
 - Shrinkage to be above budget and Gross Profit to be below budget

2. Scenario showing an outlet's income statement with actual figures for Sales, Shrinkage and Cost of Goods sold along with various expenses for "this year" and "last year"
 - Sales should be lower than last year
 - Shrinkage to be higher than last year
 - Cost of Goods sold to be higher than last year and Gross profit to be less than last year
 - Some expenses should be higher this year than last year
3. Scenarios for receiving stock giving details of orders, supplier invoice and a list of products coming through the door, and blank discrepancy notes

Teacher Resources:

- Text book
- Carrier bags/Pictures of logos
- YouTube videos
- PowerPoint presentation to be prepared by the teacher
- Actual products with examples of date coding/sell/use by dates
- Examples of merchandising techniques downloaded off the internet
- Products with prices/product codes
- Examples of pricing/codes off the internet
- Businesses in the area
- Pictures of technology used to receive stock taken off the internet.
- Pictures of money counting equipment taken off the internet

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across the 2 years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all

resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

Resourcing could be sub divided into the following categories:

- Consumable Materials
- Practical Assessment Task Resources (PAT)
- Teaching and Learning Support Material
- Learner excursions
- Text books

2.5 Career opportunities

Entry level occupational opportunities for learners with a foundation in Wholesale and Retail include but is not limited to:

- till packer
- shelf filler
- merchandiser
- cashier
- career opportunities for learners employed at the above positions are only limited by the learners own attitude and application in the workplace. Wholesale and Retail organisations are known for their in-store training and for promoting from within.

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content Overview

TOPIC	Grade 8	Grade 9
<p>1. The Industry</p> <p>Understanding the Wholesale & Retail Industry</p>	<p>Explain the concept and role of wholesaling and Retailing.</p> <p>List the different categories of retailers in the industry</p> <p>Explain the role of small and large retailers</p> <p>Explain the role of the role players in the supply chain</p> <p>Show the supply chain and the flow of stock, cash and information through the supply chain</p> <p>Give examples of businesses that fall into each of the subsectors of the industry</p> <p>Identify the different jobs/positions in the industry and show progression within a large supermarket</p> <p>Show the flow of stock and cash through a stores</p>	<p>List internal and external support functions</p> <p>Identify stakeholders of a wholesale or retail outlet</p> <p>Explain why organisations invest in Distribution Centre</p> <p>Give an overview of the legislation applicable to the industry</p>

TOPIC	Grade 8	Grade 9
	<p>and show where each job is involved in the process</p> <p>Explain the degrees and role of computerization in the industry</p>	
<p>2. Profit</p> <p>Plan to improve the profit of a wholesale or retail business</p>	<p>Explain what profit is and why it is important</p> <p>Calculate the retained income of a wholesale or retail business</p> <p>Explain what shrinkage is</p> <p>Explain how shrinkage affects the profits of a business</p> <p>Explain how shrinkage affects the employees of a business</p> <p>Identify causes of shrinkage</p>	<p>List measures used by industry to prevent internal theft</p> <p>List measures used by retailers to minimise shoplifting</p> <p>Identify stores that fall into the different concepts of profit and volume</p> <p>Identify departments within a store that fall into the different concepts of profit versus volume</p> <p>Compare actual figures to budgeted figures for an outlet and identify areas requiring improvement</p> <p>Analyse an Income Statement and identify entries needing improvement in order to improve the Net Profit</p>

TOPIC	Grade 8	Grade 9
<p>3. Target Markets</p> <p>Identify different target markets and how they impact on retail businesses</p>	<p>Identify the target market for 5 different stores within the area.</p> <p>Explain how customer profiles affect a business's product range</p> <p>Identify stores aimed at the different customer profile.</p>	

TOPIC	Grade 8	Grade 9
<p>4. Customer Service</p> <p>Identify standards of service expected of the industry</p>	<p>Identify examples of the different levels of service provided by different SA retailers.</p> <p>Identify examples of good and bad service.</p> <p>Discuss how internet shopping will affect customer service requirements.</p> <p>Identify moments of truth in a retail outlet</p> <p>Explain customer shopping patterns and how this impacts on service requirements</p>	<p>Explain the concept of staff scheduling</p> <p>Give the reason for staff scheduling</p> <p>List factors to be taken into account when scheduling staff</p>
<p>5. Stock</p> <p>Explain the importance of stock control and receive and dispatch stock</p>	<p>Explain the impact of stock levels on customers, the finances of a business and shrinkage and wastage</p> <p>Explain whether you would implement perpetual inventory if you owned a wholesale or retail business</p> <p>Detail why outlets count stock</p> <p>Explain how stores of different sizes count stock</p>	<p>Explain how businesses receive deliveries</p> <p>Check in a delivery and complete the paperwork</p> <p>Explain how stock for dispatch should be recorded in a wholesale or retail outlet</p>

TOPIC	Grade 8	Grade 9
<p>6. Merchandising</p> <p>Explain how different categories of stock are merchandised</p>	<p>Explain why merchandising is important in the retail industry</p> <p>Explain merchandising techniques in different subsectors</p> <p>Identify different fixtures and fittings for merchandising different categories of stock</p> <p>Identify examples of 7 merchandising methods</p> <p>Identify different pricing methods</p>	<p>Describe methods for laying out displays</p> <p>Identify how to handle the different categories of stock when merchandising</p> <p>Identify how to merchandise so as to prevent losses</p> <p>Explain how to merchandise so as not to make shopping difficult for customers</p> <p>Explain how to change a layout in an FMCG store</p> <p>Explain housekeeping of display areas</p> <p>Explain the role of the external merchandiser and how he/she operates</p> <p>Identify why retailers display their merchandise visually</p>
<p>7. Promotions</p> <p>Explain why businesses promote and how to reach target markets and to display</p>		<p>Explain why business promote</p> <p>Explain how different target markets are reached using examples</p>

TOPIC	Grade 8	Grade 9
promoted items in different stores		Explain how promotional displays and ticketing differ depending upon the target market of the store and the size of the business
<p>8. Record sales</p> <p>Explain how to record sales, process payment, cash up tills and bank takings</p>	<p>Explain methods for recording sales in informal and formal stores and computerized and non-computerized stores</p> <p>Identify PoS (Point of Sale) equipment and parts</p> <p>Explain the role of the Cashier in the store</p> <p>List the different forms of payment accepted in the industry</p> <p>Explain how payment is accepted in computerised and n-n-computerized stores</p>	<p>Cash up a PoS (Point of Sale - till) and calculate the accuracy of the Cashier</p> <p>Explain the process used for banking the takings of a wholesale and retail outlet</p>

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.2 CONTENT OUTLINE PER TERM

Grade 8 Term 1

Weeks 1 - 8

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	The Industry: Concept and roles in the Wholesale & Retail Industry	<ul style="list-style-type: none"> • Explain the concept and role of Wholesaling and Retailing: <ul style="list-style-type: none"> ○ Retailing ○ Wholesaling ○ Distribution 	<p>Theoretical explanation from text book. Section 1</p> <p>Learners to access the internet and identify wholesalers in South Africa</p>
2	The Industry Categories	<ul style="list-style-type: none"> • List the different categories of retailers in the industry <ul style="list-style-type: none"> ○ Groups/chains ○ Independents ○ Small and medium enterprises ○ Franchise ○ Discounters 	<p>Theoretical explanation from text book. Section 2</p> <p>Learners to list examples of stores in the different categories of retailers</p> <p>Fieldwork 1: Learners to visit a Foschini store in the area</p> <p>Fieldwork 2: Learners to identify local stores in each category</p>

		<ul style="list-style-type: none"> ○ Convenience stores • Explain the role of small and large retailers. 	
3 & 4	<p>The Industry:</p> <p>The supply chains</p>	<ul style="list-style-type: none"> • Explain the role of each of the role players in the supply chain • Show the supply chain and the flow of stock, cash and information through the supply chain. <ul style="list-style-type: none"> ○ Role player and their role in the supply chain ○ The cold chain ○ Flow of stock, cash and information through the supply chain ○ The importance of accurate and timely information 	<p>Theoretical explanation from text book. Section 3.</p> <p>The learner to design a poster illustrating the supply chain and show the flow of stock, cash and information through the supply chain</p> <p>Learners to explain the role of each of the role players in the supply chain</p>
5	<p>The Industry:</p> <p>Sub sectors of retailers</p>	<ul style="list-style-type: none"> • Give examples of South African businesses that fall into each subsector of the industry. <ul style="list-style-type: none"> ○ Formal & Informal ○ Furniture ○ CFTA ○ Food ○ Speciality 	<p>Theoretical explanation from text book. Section 4.</p> <p>Learners to match SA businesses to each sub sector of the industry</p>

		<ul style="list-style-type: none"> ○ Fuel ○ Multi sector chain 	
6 & 7	<p>The Industry:</p> <p>Jobs and progression within the industry.</p>	<ul style="list-style-type: none"> • Identify the different jobs/positions in the industry and show progression within a large supermarket <ul style="list-style-type: none"> ○ Starting level - Packer, Cashier, Stockroom Assistant, Shelf Filler ○ Moving up to Sales Assistant, Receiving & Dispatch Clerk, Cash Office Clerk, Service Counter Assistant, Sales Assistant ○ Moving up to Supervisor ○ Moving up to Manager ○ Moving up to Area and General manager • Draw a poster showing progression within a retail supermarket • Draw a poster showing the flow of stock and another showing the flow of cash through a store and show where each job is involved in the process <ul style="list-style-type: none"> ○ The role of each role player in the stock flow <ul style="list-style-type: none"> ❖ Receiving & Dispatching ❖ Stockroom assistant 	<p>Theoretical explanation from text book. Section 5</p> <p>Learners to draw a poster showing progression within a retail supermarket</p> <p>Learners to draw a poster showing the flow of stock and another showing the flow of cash through a store and showing where each job is involved in the process</p>

		<ul style="list-style-type: none"> ❖ Shelf filler merchandiser ❖ Sales assistant ○ The role of each role player in the cash flow ❖ Cashier ❖ Cash office 	
8	<p>The Industry:</p> <p>Computerisation in the industry</p>	<ul style="list-style-type: none"> • Explain degrees of computerisation in the industry <ul style="list-style-type: none"> ○ The role of computerization in the industry ○ Degrees of computerization in the industry ○ The different degrees of computerization between small businesses and national chains 	<p>Theoretical explanation from text book. Section 6.</p> <p>Learners to explain degrees of computerisation in the industry with reference to the size of the business.</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 55% weighting and a Theory test with a 45% weighting.
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Activity 1 – PRACTICAL ASSESSMENT TASK - PAT (Practical project) = 30% of term mark

Learners to design a poster illustrating the supply chain and show the flow of stock, cash and information through the supply chain

- The supply chain (50 % of total marks of project)
- The flow of stock, cash and information (50% of total marks of project)

Total for Activity 1 Marks to be converted to 30% of total term mark

Activity 2 - PRACTICAL ASSESSMENT TASK - PAT (Practical project) = 25% of term mark

Learners to draw a poster showing the flow of stock and another showing the flow of cash through a store and showing where each job is involved in the process

- The flow of stock and applicable jobs (50 % of total marks of project)
- The flow of cash and applicable jobs (50% of total marks of project)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity

Formal written or oral assessment – 45%

Scope of work is all the work done during the term

Grade 8 Term 2

Week 1 – 2 Profit

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	<p>Profit:</p> <p>Concept and importance.</p> <p>Calculating profit</p>	<ul style="list-style-type: none"> • Explain what profit is and why it is important <ul style="list-style-type: none"> ○ The importance of profit • Calculate the Retained Income of a wholesale or retail business <ul style="list-style-type: none"> ○ The term Top line ○ The term Bottom line ○ Introduction to Income statement ○ Explanation of all terms in the income statement 	<p>Theoretical explanation from Text book. Section 7.</p> <p>Learner to explain what profit is and why it is important for business</p> <p>Learners to calculate the Retained Income of a retail business given an Income Statement.</p> <p>Calculators</p>
2	<p>Profit:</p> <p>Introduction to shrinkage</p>	<ul style="list-style-type: none"> • Explain what shrinkage is • Discuss the major causes of shrinkage in the industry and how shrinkage affects the profits of a business <ul style="list-style-type: none"> ○ The concept shrinkage ○ The problem of shrinkage in the industry 	<p>Theoretical explanation from Text book. Section 8.</p> <p>Learners to explain what shrinkage is and how it affects a wholesale or retail business</p> <p>Learners to give practical retail examples of incidents that could cause shrinkage to show an understanding of causes</p>

		<ul style="list-style-type: none">○ The effect of shrinkage on employees○ Causes of shrinkage<ul style="list-style-type: none">❖ Internal theft❖ External theft❖ Errors❖ Waste & damages/Stock rotation/Sell by dates❖ Fraud❖ Breaches in security	of shrinkage
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Week 3 – 5 Target markets

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
3 - 5	<p>Target Market:</p> <p>The concept of target markets</p> <p>Customer profiles</p> <p>LSM (Living Standards Measure) groupings</p>	<ul style="list-style-type: none"> • Identify the target market for 5 different stores <ul style="list-style-type: none"> ○ The concept of target markets ○ Product range • Explain how customer profiles affect a business's product range <ul style="list-style-type: none"> ○ Income ○ Age ○ Gender ○ Geographical factors ○ Ethnicity & beliefs ○ LSM (Living Standards Measure) groups ○ How customer profiles affect a business's • Identify stores aimed at the different customer profiles 	<p>Theoretical explanation from text book Section 9</p> <p>Learners to explain how customer profiles affect the range of products of a business by giving examples of stores and their product ranges</p> <p>Field Work</p> <p>Learners to visit 5 stores within the area and identify their target market and describe their customer profile</p>

Grade 8 Term 2

Week 6 – 8 Customer Service

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
6	<p>Customer Service:</p> <p>Customer service in wholesale and retail</p>	<ul style="list-style-type: none"> • Identify examples of the different levels of service providing by different SA retailers <ul style="list-style-type: none"> ○ Levels of customer service <ul style="list-style-type: none"> ▪ Full service ▪ Part service ▪ Self service ▪ Target market and levels of service ○ The importance of customer service ○ Internet shopping and service 	<p>Theoretical explanation from Text book Section 10</p> <p>Class discussion on personal experience of service</p> <p>Class discussion on how they think internet shopping will impact on customer service</p>
7	<p>Customer Service:</p> <p>Moments of truth</p>	<ul style="list-style-type: none"> • Identify Moments of Truth in a retail outlet <ul style="list-style-type: none"> ○ The concept of “Moments of truth” ○ Explanation of moments of “magic” 	<p>Theoretical explanation from Text book Section 11</p> <p>Interview friends/family and write a report on 3 examples of service and detail whether they were moments of magic or</p>

		<ul style="list-style-type: none"> ○ Explanation of moments of “misery” 	moments of misery
8	Customer Service: Shopping patterns	<ul style="list-style-type: none"> • Explain customer shopping patterns and how this impacts on service requirements <ul style="list-style-type: none"> ○ Malls ○ Town centre ○ Convenience stores ○ Destination stores 	Theoretical explanation from text book Section 12 Learners to demonstrate an understanding of the different shopping patterns
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of a Theory test with a 100% weighting.	
Activity 1 Formal written or oral assessment – 100% Scope of work is all the work done during terms 1 and 2.			

Grade 8 Term 3

Week 1 – 3 Stock

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	<p>Stock:</p> <p>The impact of stock levels on a business</p>	<ul style="list-style-type: none"> • Explain the impact of stock levels on <ul style="list-style-type: none"> ○ Customers ○ The finances of the business ○ Shrinkage and breakages and wastage ○ Understocking 	<p>Theoretical explanation from text book Section 13</p> <p>Learners to explain how stock levels affect a wholesale or retail business.</p>
2 & 3	<p>Stock:</p> <p>Perpetual inventory</p> <p>Counting stock</p>	<ul style="list-style-type: none"> • Explain whether you would implement perpetual inventory if you owned a wholesale or retail business and why or why not. <ul style="list-style-type: none"> ○ The concept of perpetual inventory ○ Benefits to perpetual inventory ○ Restrictions to introducing perpetual inventory in a business • Detail why outlets count stock 	<p>Theoretical explanation from text book Section 14</p> <p>Learners to explain what perpetual inventory is.</p> <p>Learners to list advantages to having perpetual inventory in a business</p>

		<ul style="list-style-type: none">○ Ordering○ Updating balances○ Financial stock counts● Explain how stores of different sizes count stock<ul style="list-style-type: none">○ Non-computerised methods of counting○ Computerised methods of counting	Learners to explain how stock counts take place in computerised and non-computerised stores
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Grade 8 Term 3

Week 4 – 8 Merchandising

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
4 & 5	<p>Merchandising</p> <p>The concept and importance of merchandising</p>	<ul style="list-style-type: none"> • Explain why merchandising is important in the retail industry <ul style="list-style-type: none"> ○ Concept & Objective of merchandising ○ The influence of displays on sales ○ The difference in merchandising techniques in wholesalers & retailers • Explain merchandising techniques in different sub sectors 	<p>Theoretical explanation from text book Section 15</p> <p>Learners to explain the purpose of merchandising in a retail environment</p>
6	<p>Merchandising</p> <p>Merchandise fixtures & fittings</p>	<ul style="list-style-type: none"> • Identify different fixtures and fittings for merchandising different categories of stock <ul style="list-style-type: none"> ○ Gondolas in self-service stores ○ Promotional fixtures in self-service stores ○ Fridges, freezers hot food cabinets ○ Bins. ○ Clothing rails and shelving 	<p>Theoretical explanation from text book Section 16</p> <p>PowerPoint presentation This is a very visual topic and examples of retail fixtures & fittings can be downloaded from the internet to show.</p>

		<ul style="list-style-type: none"> ○ Jewellery display fixtures ○ Display cabinets ○ Pegboard ○ Mannequins ○ Tables ○ Angled shelving ○ Cosmetics ○ Shoe display stands ○ Music racks ○ Specific fixtures e.g. for brooms, crockery etc 	<p>Field work</p> <p>Learners to identify merchandise fixtures and fittings for different products</p>
7	<p>Merchandising</p> <p>Merchandising methods</p>	<ul style="list-style-type: none"> ● Identify examples of 7merchandising methods <ul style="list-style-type: none"> ○ Cross merchandising. ○ Merchandising high value items ○ Merchandising Down, Across and Across & down ○ Double packing, ○ Stack them high, 	<p>Theoretical explanation from text book Section 17</p> <p>PowerPoint presentation This is a very visual topic and examples of merchandising techniques can be downloaded from the internet to show</p>

		<ul style="list-style-type: none"> ○ One on display (electrical) ○ Planned purchases, Impulse buys, ○ Eye level is buy level. ○ Hot spots, ○ Merchandising by price and by size ○ Supplier cartons and stands ○ Room to go concept in furniture 	<p>Field work</p> <p>Learners to identify merchandising display methods</p>
8	<p>Pricing</p> <p>Pricing methods</p> <p>Ticketing</p>	<ul style="list-style-type: none"> ● Identify different pricing methods <ul style="list-style-type: none"> ○ The need for customers to know what they are going to pay ○ Bar codes ○ Internal product code ○ Shelf edge labels ○ Electronic shelf edge labels and price display units ○ Pricing pegboard items 	<p>Theoretical explanation from text book Section 18</p> <p>Actual products with examples of prices/codes</p> <p>PowerPoint presentation This is a very visual topic and examples of pricing and pricing methods can be downloaded from the internet</p>

		<ul style="list-style-type: none">○ Kimble tags○ Self-adhesive labels○ Pin tickets○ Display tickets○ Shelf talkers○ Jewellery○ Manual pricing○ Tools used to price mark○ Where you put the ticket is important○ Pricing for target market	<p>Field work</p> <p>Learners to identify different pricing methods.</p>
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 60% weighting and a Theory test with a 40% weighting.
<p>Activity 1 – PRACTICAL ASSESSMENT TASK - PAT (Practical project) = 30% of term mark</p> <p>Draw a poster showing 10 display fixtures and fittings. At least one must be from each of the following type of stores</p> <ul style="list-style-type: none"> • A clothing store • A supermarket • A record store • A shoe store • A cell phone store • A jewellery store <p>Total for Activity 1 Marks to be converted to 30% of total term mark</p> <p>Activity 2 – PRACTICAL ASSESSMENT TASK - PAT (Practical project) = 30% of term mark</p>		

Learners must draw a poster showing examples of 12 different price marking methods

Total for Activity 1 Marks to be converted to 30% of total term mark

Activity 3

Formal written or oral assessment – 40%

Scope of work is all the work done during the term.

Grade 8 Term 4

Week 1 – 5 Record sales

Week 6 - Revision

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Recording sales Methods for recording sales	<ul style="list-style-type: none">• Explain methods for recording sales in informal and formal stores and computerised and non-computerised stores<ul style="list-style-type: none">○ The equipment○ Methods for recording in non-computerised stores○ Methods for recording in computerised stores	Theoretical explanation from text book Section 19 Given different sizes of stores, learners to identify how they would usually record sales.
2	Recording sales Cashiering	<ul style="list-style-type: none">• Explain the role of the Cashier in the store.<ul style="list-style-type: none">○ The Cashier's role○ Preparation at SoD○ Stationary○ Steps to recording a sale○ What to do if an item will not scan/has no price	Theoretical explanation from text book Section 20 Learners to detail the role of the Cashier. Learners to explain the concept of Overs and Shorts

		<ul style="list-style-type: none"> ○ Loss prevention when recording sales ○ Concept and procedures of start and end of shift ○ Concept of overs and shorts ○ Managing overs and shorts ○ Enhancing customer service when on a till ○ Procedures at EoD 	
3	<p>Accepting payment</p> <p>Forms of payment accepted in the industry</p>	<ul style="list-style-type: none"> ● List the different forms of payment accepted in the industry. <ul style="list-style-type: none"> ○ Cash ○ Credit - accounts ○ Credit - hire purchase ○ Credit card ○ Debit card ○ Cheque ○ Gift vouchers ○ Buy Aid ○ Lay Buy ○ Coupons ○ Loyalty rewards 	<p>Theoretical explanation from text book Section 21</p> <p>Learners to list the forms of payment usually tendered when a customer shops in a retail store</p>

		<ul style="list-style-type: none"> ○ Foreign currency ○ Internet payments 	
4 & 5	<p>Accepting payment</p> <p>How the different forms of payment are accepted</p>	<ul style="list-style-type: none"> • Explain how payment is accepted in computerised and non-computerised stores <ul style="list-style-type: none"> ○ Cash ○ Credit and Debit cards ○ Buy Aid ○ Cheque ○ Gift vouchers ○ Coupons ○ Accounts ○ Hire purchase ○ Lay Buy ○ Foreign currency ○ Loyalty rewards ○ Internet payment ○ Loss prevention when accepting payment ○ Fraud 	<p>Theoretical explanation from text book Section 22</p> <p>Given examples of forms of payment, learners to explain how that payment is accepted in computerised and non-computerised stores</p>

7 – 8	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of two written assessments totalling 100% of the terms marks.
<p>Activity 1 – WRITTEN ASSESSMENT TASK - = 100% of term mark</p> <p>Scope of work is all the work done during the term.</p>		

3.2 CONTENT OUTLINE PER TERM

Grade 9

Term 1 Weeks 1- 6 The industry

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	The Industry Support functions	<ul style="list-style-type: none">• List internal and external support functions<ul style="list-style-type: none">○ Internal support functions at small businesses○ External support functions for small businesses○ Internal support functions at large businesses○ External support functions for large businesses○ Support functions include but are not limited to the following	Theoretical explanation from text book section 1 Learners to identify and list what internal and external support functions stores of different size use

		<ul style="list-style-type: none"> ▪ Buying ▪ Planning ▪ Logistics ▪ Marketing/Advertising ▪ Maintenance ▪ Finance & Accounts ▪ IT ▪ Human Resources ▪ Payroll ▪ Consultants ▪ Service providers such as plumbers, electricians 	
2	The Industry Stakeholders	<ul style="list-style-type: none"> • Identify stakeholders of a wholesale & Retail business <ul style="list-style-type: none"> ○ Stakeholders include the following 	Theoretical explanation from text book section 2 Learners to identify how stakeholders will be affected if a

		<ul style="list-style-type: none"> ▪ Owner/shareholders ▪ Staff ▪ Suppliers ▪ Outside service companies ▪ The government ▪ Customers ▪ Banks ▪ Welfare organisations ▪ The community ▪ Unions ▪ The Wholesale and Retail SETA ▪ Unions <p>○ The role of each stakeholder</p>	<p>wholesale or retail business were to close its doors</p>
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3 & 4	The Industry Distribution Centres	<ul style="list-style-type: none"> ▪ Explain why organisations invest in DCs <ul style="list-style-type: none"> ○ Why organisations invest in DCs ○ Cross docking versus storage 	Theoretical explanation from text book section 3 Learners to explain how cross docking works Learners to explain why organisations invest in DCs
5 & 6	The Industry Industry legislation	<ul style="list-style-type: none"> • Give an overview of the legislation applicable to the industry <ul style="list-style-type: none"> ○ Consumer protection act ○ National credit act ○ Basic conditions of employment act ○ Sectoral determination ○ Occupational health & safety act ○ Compensation for occupational injuries and diseases act ○ Employment equity act ○ Labour relations act ○ Skills development ○ Unemployment insurance act 	Theoretical explanation from text book section 4 Learners to look up the legislation on the internet Learners to provide an overview of the aims and objectives of given wholesale and retail legislation

Term 1 Weeks 7 & 8 Profit

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
7	<p>Profit</p> <p>Preventing shrinkage and losses</p>	<ul style="list-style-type: none"> • List measures used by the industry to prevent internal theft • List measures used by retailers to minimise shoplifting <ul style="list-style-type: none"> ○ General policies of the industry in terms of preventing internal theft ○ General policies of the industry in terms of preventing shoplifting <ul style="list-style-type: none"> ▪ Change rooms – attendants/numbers ▪ Blind corners – mirrors 	<p>Theoretical explanation from text book section 5</p> <p>Learners to list methods used by retailers to prevent internal and external theft</p>

		<ul style="list-style-type: none"> ▪ High value items – strapping/locked cabinets ▪ Back door ▪ Security guards ▪ Announcements/codes ▪ Panic buttons <ul style="list-style-type: none"> ○ General policies to minimise other forms of loss 	
8	<p>Profit</p> <p>Profit versus Volume</p>	<ul style="list-style-type: none"> • Identify stores that fall into the different concepts of profit and volume • Identify departments within a store that fall into the different concepts of profits and volume <ul style="list-style-type: none"> ○ The concept of Volume versus Gross Profit ○ Volume versus Gross Profit in a boutique ○ Volume versus Gross Profit in a discount retailer ○ Volume versus Gross Profit in different 	<p>Theoretical explanation from text book section 6</p> <p>Learners to identify stores that fall into the different concepts of profit and volume</p>

		<p>departments of a store</p> <ul style="list-style-type: none"> ○ Volume versus Gross Profit in in-store production 	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Exercise with a 10% weighting and a Theory test with a 90% weighting.	
<p>Activity 1 – PRACTICAL ASSESSMENT TASK - PAT (Practical exercise) = 10% of term mark</p> <p>Learners to draw profit volume diagram and identify stores falling into each of the 4 quadrants</p> <p style="padding-left: 40px;">Total for Activity 1 Marks to be converted to 10% of total term mark</p> <p>Activity 2</p> <p>Formal written or oral assessment – 90%</p> <p>Scope of work is all the work done during the term</p>			

Term 2 Weeks 1 – 4 Profit

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	Profit Using budgets	<ul style="list-style-type: none"> • Compare actual figures to budgeted figures for an outlet and identify areas requiring improvement <ul style="list-style-type: none"> ○ The concept of budgets ○ How budgets are used in the industry 	<p>Theoretical explanation from text book section 7</p> <p>Learners to compare actual figures to budgeted figures for an outlet and identify areas requiring improvement</p>
3 & 4	Profit Analyzing an Income Statement	<ul style="list-style-type: none"> • Analyse an Income Statement and identify entries needing improvement in order to improve the Net Profit: <ul style="list-style-type: none"> ○ Methods of improving the different entries that go to make up Net Profit <ul style="list-style-type: none"> ▪ Sales ▪ Shrinkage 	<p>Theoretical explanation from text book section 8</p> <p>Learners to analyse an Income Statement and identify entries needing improvement in order to improve Net Profit</p> <p>Scenario showing an outlet's income statement with actual figures from Sales to Net Profit before interest for</p>

		<ul style="list-style-type: none"> ▪ Cost of Goods Sold ▪ Expenses <ul style="list-style-type: none"> ○ The concept of Fixed expenses ○ The concept of Variable ○ The concept of Controllable ○ The concept of Non Controllable 	<p>“this year” and “last year” for learners to identify areas needing improvement</p> <p>Sales should be lower than last year</p> <p>Shrinkage to be higher than last year</p> <p>Cost of Goods sold to be higher than last year and Gross profit to be less than last year</p> <p>Some controllable expenses to be higher than last year</p>
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Term 2 Week 5 Customer service

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
5	<p>Customer Service</p> <p>Staff scheduling</p>	<ul style="list-style-type: none"> • Explain the concept of staff scheduling • Give reasons for staff scheduling • List factors to be taken into account when scheduling staff <ul style="list-style-type: none"> ○ Shopping patterns ○ 7-day shopping ○ 24-hour shopping ○ Cost ○ DC deliveries ○ Budgets ○ Legislation 	<p>Theoretical explanation from text book section 9</p> <p>Learners to describe factors to be taken into account when scheduling staff</p>

Term 2 weeks 6 - 8 Stock

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
6 & 7	<p>Stock</p> <p>Receiving stock</p>	<ul style="list-style-type: none"> • Explain how businesses receiving deliveries <ul style="list-style-type: none"> ○ The concept of receiving in the industry ○ Receiving in non-computerised stores ○ Receiving in computerised stores ○ Record deliveries 	<p>Theoretical explanation from text book section 10</p> <p>Learners to explain how stock should be received in an outlet</p>
8	<p>Stock</p> <p>Dispatching from a retail store</p>	<ul style="list-style-type: none"> ○ Detail what must be recorded when a wholesaler or retailer dispatch stock Reasons for dispatching <ul style="list-style-type: none"> ○ Methods for dispatching in non-computerised businesses ○ Methods for dispatching in Computerised stores 	<p>Theoretical explanation from text book section 11</p> <p>Learners to detail what must be recorded when a wholesaler or retailer dispatch stock</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Exercise with a 70% weighting and a Theory test with a 30% weighting.
<p>Activity 1 – PRACTICAL ASSESSMENT TASK - PAT (Practical exercise) = 35% of term mark</p> <p>Learners to analyse actual figures to budgeted figures for an outlet and identify areas requiring improvement</p> <p>Total for Activity 1 Marks to be converted to 35% of total term mark</p> <p>Activity 2 – PRACTICAL ASSESSMENT TASK - PAT (Practical exercise) = 35% of term mark</p> <p>Learners to analyse an Income Statement and identify entries needing improvement in order to improve Net Profit</p> <p>Total for Activity 1 Marks to be converted to 35% of total term mark</p> <p>Activity 3</p> <p>Formal written or oral assessment – 30%</p> <p>Scope of work is all the work done terms 1 and 2</p>		

Term 3 weeks 1 & 2 Stock

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	<p>Stock</p> <p>Receive and check deliveries</p>	<ul style="list-style-type: none"> • Check in a delivery and complete the paperwork 	<p>Learners to complete Activity 20 in which they compare goods received to goods charged and to complete all the paperwork</p> <p>Learners to receive details of items ordered. Items charged for and actual items received</p> <p>Week 1 to be given over to comparing information</p>

			Week 2 to be given over to completing paperwork
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Term 3 Weeks 3 – 8 Merchandising

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
3	Merchandising Laying out displays	<ul style="list-style-type: none"> • Describe methods for laying out displays <ul style="list-style-type: none"> ○ Planograms ○ Benefits of set layouts ○ Filling displays ○ The “Just in time” concept 	<p>Theoretical explanation from text book section 13</p> <p>Learners to explain why chain stores have set layouts</p> <p>Learners to explain their understanding of the concept “Just in time” deliveries and why it is important</p>
4	Merchandising Merchandising	<ul style="list-style-type: none"> • Identify how to handle the different categories of stock when merchandising 	<p>Theoretical explanation from text book section 14</p> <p>Learners to list the main requirements when merchandising</p>

	different categories of stock	<ul style="list-style-type: none"> ○ Cold chain products ○ Fragile items ○ Hazardous merchandise ○ Clothing 	different categories of stock
5	<p>Merchandising</p> <p>Loss prevention while merchandising</p>	<ul style="list-style-type: none"> • Identify how to merchandise so as to prevent losses <ul style="list-style-type: none"> ○ Loss prevention when price marking ○ Loss prevention when filling shelves ○ Loss prevention through stock rotation ○ Customer satisfaction when merchandising 	<p>Theoretical explanation from text book section 15</p> <p>Learners to explain how to prevent losses when merchandising</p> <p>Learners to explain how to merchandise so as not to make shopping difficult for customers</p>
6	<p>Merchandising</p> <p>Changing layouts and maintaining displays</p>	<ul style="list-style-type: none"> • Explain how to change a layout in an FMCG store <ul style="list-style-type: none"> ○ Changing layouts safely ○ Adjusting shelving in a supermarket ○ Laying out merchandise ○ Laying out shelf edge labels and tickets 	<p>Theoretical explanation from text book section 16</p> <p>Learners to explain how to change an FMCG store</p> <p>Learners to explain housekeeping of display areas</p>

		<ul style="list-style-type: none"> ○ Explain housekeeping of display areas 	
7	<p>Merchandising</p> <p>External Merchandisers</p>	<ul style="list-style-type: none"> • Explain the role of an external merchandiser and how he/she operates <ul style="list-style-type: none"> ○ Explanation of the external merchandising organisation ○ Why stores use external merchandisers ○ Their role in the industry ○ Pros & Cons to using external merchandisers 	<p>Theoretical explanation from text book section</p> <p>Learners to explain the role of an external merchandiser in the FMCG industry</p> <p>Fieldwork: Learners to visit an FMCG store and interview an external merchandiser</p>
8	<p>Merchandising</p> <p>Visual</p>	<ul style="list-style-type: none"> • Identify why retailers display their merchandise visually <ul style="list-style-type: none"> ○ The concept and aim 	<p>Theoretical explanation from text book section 18</p> <p>Learners to explain why retailers display their merchandise</p>

	merchandising	<ul style="list-style-type: none"> ○ When visual merchandising is appropriate ○ Visual merchandising methods for different merchandise 	visually
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Exercises with a 70% weighting and a Theory test with a 30% weighting.	
<p>Activity 1 – PRACTICAL ASSESSMENT TASK - PAT (Practical exercises) = 70% of term mark</p> <p>Learners to complete an exercise in which they compare goods received to goods charged and to complete all paperwork</p> <ul style="list-style-type: none"> • Correct identification of errors (50 % of total marks of exercise) • Correct completion of paperwork (<u>50% of total marks of exercise</u>) <p style="text-align: center;">Total for Activity 1 Marks to be converted to 70% of total term mark</p> <p>Activity 2</p> <p>Formal written or oral assessment –30%</p> <p>Scope of work is all the work done through terms 1 to 3</p>			

Term 4 Weeks 1 – 3 Merchandising - Promotions

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	<p>Promotions</p> <p>Promotions in the industry</p> <p>Reaching target markers</p>	<ul style="list-style-type: none"> • Explain why businesses promote <ul style="list-style-type: none"> ○ Clear aged stock, ○ Increase sales, ○ Reach new target markets, ○ Reach new customers, ○ Promote the name of the business • Give examples of how different target markets are reached <ul style="list-style-type: none"> ○ TV, radio, ○ Magazine, 	<p>Theoretical explanation from text book section 19</p> <p>Learners to explain why businesses promote</p> <p>Learners to explain how different target markets are reached using examples</p>

		<ul style="list-style-type: none"> ○ Knock n drop, ○ Outdoor advertising 	
3	<p>Promotions</p> <p>Ticketing and display methods</p>	<ul style="list-style-type: none"> • Explain how merchandising and ticketing differ depending upon the target market of the store and its product offering <ul style="list-style-type: none"> ○ Merchandising and ticketing for high end stores ○ Merchandising and ticketing for lower end stores ○ Merchandising and ticketing of different products ○ Ticketing in small stores compared to chain stores 	<p>Theoretical explanation from text book 20</p> <p>Learners to explain how promotional displays and ticketing differ depending upon the target market of the store and the size of the business</p>

Term 4 Weeks 4 - 7

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
4 & 5	<p>Cashing Up & Balancing</p> <p>Methods of cashing up PoS</p>	<ul style="list-style-type: none"> • Cash up a PoS and calculate the accuracy of the Cashier <ul style="list-style-type: none"> ○ Methods of cashing up cashiers in a non-computerised store ○ Methods of cashing up cashiers in a computerised store ○ Computerised money counting equipment 	<p>Theoretical explanation from text book section 21</p> <p>Pictures of money counting equipment off the internet</p> <p>Cashing up stationary</p> <p>Calculator</p> <p>Given the necessary stationary and information learners to calculate the overs or shorts of a Cashier</p>
6 & 7	<p>Cashing Up & Balancing</p>	<ul style="list-style-type: none"> • Explain the processes used for banking takings of a wholesale and retail outlet 	<p>Theoretical explanation from text book section 22</p> <p>Learners to explain how the takings of a wholesale or retail outlet</p>

	Methods of balancing and banking daily takings	<ul style="list-style-type: none"> ○ Preparing the deposit of cash in stores without drop safes ○ Preparing the deposit of cash in stores with drop safes ○ The concept of <ul style="list-style-type: none"> ▪ Bankable ▪ Non-bankable ▪ Already Banked ▪ Invalid tender ○ Separating and preparing other forms of tender handed in ○ Finalising non-bankable tender 	is banked
8		Recap and preparation for assessment	

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Exercise with a 30% weighting and a Theory test with a 70% weighting.
<p>Activity 1 – PRACTICAL ASSESSMENT TASK - PAT (Practical exercise) = 30% of term mark</p> <p>Given the necessary stationary and information learners to calculate the overs or shorts of a PoS</p> <p>Total for Activity 1 Marks to be converted to 30% of total term mark</p> <p>Activity 2</p> <p>Formal written or oral assessment – 70%</p> <p>Scope of work is all the work done during the year</p>		

ASSESSMENT IN WHOLESALE AND RETAIL

- 4.1 Introduction
- 4.2 Informal or daily assessment (assessment of learning)
- 4.3 Formal assessment (assessment of learning)
 - 4.3.1 Formal Assessment requirements
- 4.4 Projects
- 4.5 Programme of assessment

4.5.1 Assessment across the two years

Year 1 Reporting only in the term when the skill is done.

The GETC: Skills and Vocational Qualification at NQF Level 1 is a two-year Learning Programme.

Grade 8 and 9

Year 1 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills and knowledge required in the subject. Year 2 will focus on the addition of more advanced skills and knowledge.

Year 1	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 55% *	Practical Nil	Practical 60% *	o Practical Nil
	Theory 45%	Theory 100%	Theory 40%	
				o Pen and Paper Test/ Exam 100%
Term Report	100%	100%	100%	
End of Year	CASS 25%			75%

Year 2	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 10% *	Practical 70% *	Practical 70% *	o Practical 30%
	Theory 90%	Theory 30%	Theory 30%	

				o Pen and Paper Test/ Exam 70%
Term Report	100%	100%	100%	
End of Year	CASS 50%			50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 1 and 2:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 1, 2 and 3

Term 4 theory assessment to consist of work done in terms throughout the year

4.5.2 Timing of formal assessment

Suggested Program of Assessment for Wholesale and Retail

YEAR 1 – GRADE 8					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: SV
Term 1	<ul style="list-style-type: none"> Understanding the Wholesale & Retail Industry 	Activity 1 Produce a poster	Practical Project	30%	FAT 1
		Activity 2 Produce a poster	Practical Project	30%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	45%	
Term 2	<ul style="list-style-type: none"> Calculate the retained income of a wholesale or retail business Identify different target 	Activity 1 Respond to questions	Pen and paper test (Oral or written)	100%	FAT 2

	<p>markets and how they impact on retail businesses</p> <ul style="list-style-type: none"> Identify standards of service expected of the industry Explain the importance of stock control and receive and dispatch stock 				
Term 3	<ul style="list-style-type: none"> Explain the impact of stock levels on the business and customers Explain the importance of merchandising and methods of merchandising stock 	Activity 1 Produce a poster	Practical Project	30%	FAT 3
		Activity 2 Produce a poster	Practical Project	35%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	40%	
Term 4	<ul style="list-style-type: none"> Explain methods for recording sales and processing the different forms of payment 	Activity 1 Respond to questions	Pen and paper test (Oral or written)	100%	FAT 4

YEAR 2 – GRADE 9

Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: SV
Term 1	<ul style="list-style-type: none"> Understand the Wholesale & Retail Industry List measures to minimize shrinkage Explain profit in relation to volume 	Activity 1 Draw a diagram	Practical Project	10%	FAT 1
		Activity 2 Respond to questions	Pen and paper test (Oral or written)	90%	
Term 2	<ul style="list-style-type: none"> Compare actual figures to budgeted figures Analyse and Income Statement Explain staff scheduling Explain how to receive stock Explain dispatching of stock 	Activity 1 Analyse actuals to budgets	Practical Project	35%	FAT 2
		Activity 2 Analyse an Income Statement	Practical Project	35%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	30%	

Term 3	<ul style="list-style-type: none"> • Receive and check deliveries • Describe methods and procedures for merchandising 	Activity 1 Receive a delivery	Practical Project	70%	FAT 3
		Activity 2 Respond to questions	Pen and paper test (Oral or written)	30%	
Term 4	<ul style="list-style-type: none"> • Explain promotional activity • Cash up and balance a PoS • Explain methods of balancing and banking takings 	Activity 1 Calculate a Cashiers overs or shorts	Practical Project	30%	FAT 3
		Activity 2 Respond to questions	Pen and paper test (Oral or written)	70%	