

Grade 7 EMS Worksheet

Assessment Task: Production processes

Understanding how productivity works (Group activity)

Do the practical exercise below and answer the questions that follow.

a) Divide into groups with the same number of learners each. Each group must simulate the production of wrapped sweets. Each group must use the same materials. Collect the following materials and bring them to class:

Discarded polystyrene (of the kind that is used for packaging electronic goods), newspaper, scissors and wax crayons.

You are going to produce make-belief sweets. Follow these steps:

- (i) Cut the newspaper into squares of 10 cm x 10 cm.
- (ii) Colour it roughly in a colour of your choice.
- (iii) Tear off a small piece of polystyrene, the size of an apricot pip.
- (iv) Place the piece of polystyrene in the centre of the paper and roll the paper around the polystyrene.
- (v) Twist the paper on both sides of the polystyrene to enclose it. (Remember that the coloured side of the paper should be on the outside!)
- (vi) Now your make-belief wrapped sweet should look something like this:



See how many wrapped sweets your group can produce in ten minutes and answer the questions that follow.

b) Questions:

- (i) Which group has been the most productive? Explain your answer.
- (ii) Which inputs did you use in your production process?
- (iii) What was your output?

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Group assessment checklist

Criteria	Yes	No
Our group brought all our resources to class to use in our production process.		
Our group managed to produce make-belief wrapped sweets by following the instructions.		
Our group understood what the inputs of our production process were.		
Our group understood what our output was.		
Our group could identify which group was the most productive.		
All the members of our group contributed equally to the production process.		
Our group worked well together in our production process.		

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Suggested Solutions

Question number	Possible marks	Solution
1	None	<p>a) The groups follow instructions to produce make-belief wrapped sweets.</p> <p>b)</p> <p>(i) The groups should identify the group that was the most productive. By way of explanation they should assert that this specific group produced the most wrapped sweets in the same time as the rest of the groups.</p> <p>(ii) Polystyrene, newspaper, scissors, wax crayons and labour (learners).</p> <p>(iii) The output was the number of wrapped sweets produced.</p>

Appendix of Assessment Tools

Group assessment checklist

Criteria	Yes	No
Our group brought all our resources to class to use in our production process.		
Our group managed to produce make-belief wrapped sweets by following the instructions.		
Our group understood what the inputs of our production process were.		
Our group understood what our output was.		
Our group could identify who was most productive.		
All the members of our group contributed equally to the production process.		
Our group worked well together in our production process.		