OBE for FET Colleges
new venture creation
level 2

lecturer's guide

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contents

Commonly used acronyms

AS	Assessment standard
CASS	Continuous assessment
CO	Critical outcome
DO	Developmental outcome
DoE	Department of Education
ESASS	External summative assessment
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HIV/Aids	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICASS	Internal Continuous Assessment
SB	Student's Book
SO	Subject outcome
T	Topic
LO	Learning outcome
LP	Learning programme
SSM	Student Support Material
LTSM	Learning and teaching support materials
NCS	National Curriculum Statement
NSC	National Senior Certificate
NCV	National Certificate (Vocational)
NQF	National Qualifications Framework
NVC	New Venture Creation
OBE	Outcomes-based education
SKAVs	Skills, knowledge, attitudes and values
SWOT	Strengths, weaknesses, opportunities and threats
LG	Lecturer's Guide

Introduction

This series for the subject New Venture Creation offers a Lecturer's Guide and a Student's Book for each level in the Further Education and Training (FET) phase. The content of the Lecturer's Guide and Student's Book has been divided into four chapters, with each chapter dealing primarily with a particular topic. Each chapter is then divided into units where each unit deals with a particular subject outcome and its related learning outcomes (LOs) and assessment standards (ASs). Assessment standards (ASs) have also been integrated where appropriate within New Venture Creation – an AS cannot be integrated without linking it to its particular LO.

1.   How to use this Lecturer's Guide

Every chapter in the Lecturer's Guide includes guidance and additional information, together with suggested assessment.

The sections on **guidance and additional information** offer useful suggestions on how to present the learning material, how to prepare and how to conduct each activity. Ideas for individual, pair, group, class and Portfolio of Evidence activities have been designed to cover the SO, LO and ASs.

Possible **solutions** to questions in the Student's Book are also provided for most of the activities. Although you will find these suggestions useful when preparing a lesson, you can choose to adapt these methods or to use your own, since you know what will work best for the your students. Additional information is intended to serve as background for the lecturer is supplied for some of the activities.

Assessment should be continuous. At the end of each unit in the Student's Book, there is an opportunity for self-assessment by the students. These formative assessment questions are directly linked to the outcomes of each unit and could be used as part of tests and examinations.

In each unit in this Lecturer's Guide, guidance has been given regarding **assessment methods, instruments and tools** for the activities in the Student's Book. Some **additional assessment** opportunities are also included. **Rubrics and checklists** have been prepared to assist you with assessment. You can choose to use these assessment tools as they are, or adapt them to suit your specific needs. At the end of each chapter in this Lecturers Guide, there is a grid summarising the assessment for each activity. This could be used or adapted for Portfolio of Evidence assessment purposes for each student.

Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment, or a cross-reference to something else.

	Cross-reference This icon shows forward or backward links or references to other sections in the book.
	Outcomes Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Assessment Standards in the New Venture Creation NCS document.
	Individual This icon indicates that students should work on their own.
	Pair work This icon indicates that the students should work in pairs.
	Group work This icon indicates that the students should works in groups. Groups of four or five students are usually ideal, but it depends on the type of activity.
	ICASS This icon shows an activity that could be used as part of the continuous assessment (ICASS) process, which should take place throughout the year.
	Word bank New or difficult terms are explained or defined. Sometimes 'New Venture Creation' words have different meanings to everyday language, so the aim is to extend the students' use of the English language and New Venture Creation' terminology.
	Did you know? Reference to web site and other sources of information to extend the students knowledge base.
	Questions This icon provides the student with opportunities for self-assessment and ensures that the learning process has taken place. Questions at the end of each unit form part of summative assessment and assist the students to reflect on what they have learnt.
	Minds This icon indicates knowledge outcomes that students should have acquired.
	Hands This icon shows skills-based outcomes or activities developed for students to apply knowledge (and values) that they have acquired.
	Hearts This icon shows values-based outcomes that assist the students to express or develop particular values (or attitudes) to the issues raised.

2.   The new curriculum

A process of transforming education and training to realise the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands. The new curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

What has changed?

The table below outlines some of the some changes and compares terms used in the pre-OBE and OBE stages.

Pre-OBE	OBE
Old terms/phrases	**New terms/phrases.**
Core syllabus	Subject Guidelines Assessment Guidelines
Scheme of work	A Learning Programme consists of 2 stages of planning 1. Work Schedule per level per subject 2. Lesson Plans
Aims	Learning outcomes (LOs)
Objectives/topics/content	Assessment standards (ASs)
Lesson plan	Lesson plan or learning experience
Text books	Learning and Teaching Support Materials (LTSM) – includes various learning and teaching resources like CDs, videos, text books, etc.
Learning/syllabus is content-driven. Role learning takes place.	Learning is outcomes-based. The curriculum is relevant, communicative, connected to real-life situations and provides for the development of knowledge, skills and values in an integrated way.
Traditional teaching methods may have included learning being textbook-driven.	Traditional teaching methods are enhanced through methods that require the students to be actively involved.
Lecturer-centred	Student-centred and lecturer plays a facilitator/mediator role.
Students' work is assessed by the lecturer	A variety of assessment methods are used (self-assessment, peer assessment, group assessment, lecturer assessment, etc.).
Test-based assessment	Observation, Test and Task-based assessment take place.
Lecturer is responsible for learning – motivation depends on the personality of the lecturer.	Students take responsibility for their own learning – students are motivated by constant feedback and affirmation.

The FET: National Certificate Vocational NQF levels 2, 3 & 4 curriculum for New Venture Creation

The FET: National Certificate Vocational NQF level 3 curriculum guidelines state the following:

Description of New Venture Creation

The subject of New Venture Creation is structured to develop students' entrepreneurial knowledge and skills, which will provide information to students on what to focus on when starting a new venture. Students will be required to work in a small to medium (SME) business environments to acquire competence which will add value and marketability to the student's qualification when seeking employment. A student declared competent in this subject will also be able to opt for self-employment.

Purpose of New Venture Creation in a vocational programme

New Venture Creation promotes students' understanding of the effective functioning and management of a business venture. Students can use this knowledge should they want to start a new business venture. The subject covers a wide range of topics in level 3 (stakeholders, core and support functions of a business, human resources planning and legislation, designing an action plan, setting up business premises and financial and operational systems, identifying risks associated with business, etc.) to further a student's knowledge of business and to prepare the student for efficient entry into the world of business and develop their potential entrepreneurship. New Venture Creation links with subjects such as Financial Management and Economic Environment and in the process, builds progressively on the topics of these two subjects.

This subject will ensure that students will be able to collect, analyse, organise and critically evaluate information

- when identifying business activities
- when calculating the cost and pricing of products or services
- when determining the risks involved in starting a new venture
- when differentiating marketing of products and services
- when engaging with human resource needs and legislation
- when determining the start-up costs of a new venture
- when setting up an action plan for a new venture.

In the process, students will:
- learn to organise and manage themselves and their activities
- be able to identify and solve problems during the decision-making process to determine the viability of a new venture
- effectively use science and technology when searching the Internet for information on new venture options
- be able to demonstrate a better understanding of the world and contribute to the community as a responsible citizen by analysing all aspects in relation to new venture creation.

Scope

Students interested in business ventures will enjoy the subject, as it covers all functions of a business and especially a new business venture. Students with a zest for life and creative flair will do well in this learning situation. Analysing and problem-solving skills are crucial for a student participating in New Venture Creation. It would be to the students' advantage if they have financial and/or accounting skills and backgrounds.

The subject in NVC Level 2 revolves around:

- **Business environments:** investigates the different elements of the macro, micro and market environments, as well as the complex and diverse nature of business sectors.
- **Markets and the needs for a new business venture:** focuses on the concept of a market as applied to services or products, identifying potential clients and surveying opinions for the need for the product or service. Use statistical information to determine the type of product or service most valued by different communities outlining the purpose and benefits thereof.
- **Financial requirements of a new business venture:** introduces students to the financial and cash flow requirements of a new venture by determining the income and expenditure, implementing pricing and costing principles and identifying resources for start-up capital.

Learning outcomes

Outcomes-based education calls for lifelong learning by demonstrating seven critical outcomes (COs) and five developmental outcomes (DOs). Learning outcomes (LOs) are derived from the COs and DOs. LOs describe the knowledge, understanding, skills and values that students should demonstrate and be able to do. The link between the generic COs and the Business, Commerce and Management LOs is shown in bold below. There are 3 topics. 13 subject outcomes and 66 learning outcomes and 64 assessment standards in New Venture Creation Level 2:

Topic 1: Understand a selected business environment

Subject outcome: **Explain the structure and roles of different types of organisation(s) in their own industry in South Africa**

The student should be able to (for the purposes of this book, we have numbered the LOs as follows):

LEARNING OUTCOMES	ASSESSMENT STANDARDS
LO1 Name and explain the various types of organisation, using terminology accepted in their own industry.	• The various types of organisation are named and explained using the terminology accepted in their own industry.
LO2 Explain the roles of different types of organisation in the context of the business environment.	• The roles of the different types of organisation are explained in the context of the business environment.
LO3 Identify and list business activities common to all	• Business activities common to all organisations in the sector are identified and listed from readily

organisations in the sector.	available information.
LO4 Identify two examples of companies in each business sub-sector from advertisements in the media.	• Two examples of companies in each business subsector are identified from advertisements in the media.
LO5 Identify four of the main role-players in the field.	• Four of the main role-players in the field are identified and the kind of products or services offered by each are listed and categorised according to purpose.
LO6 Identify, list and categorise the kind of products or services offered by each organisation in the field.	

We have only listed the first topic together with its related SO, LOs and ASs. All the topics, subject outcomes, learning outcomes and assessment standards can be found in the Subject Guidelines and the Assessment Guideless issued by the Department of Education which can also be sourced from the website: www.education.gov.za. The table below shows how the LOs mainly reflect the COs. The New Venture Creation outcomes relate to the COs and DOs.

		T1	T2	T3	T4
CO1	Identify and solve problems and make decisions using critical and creative thinking	✓	✓	✓	✓
CO2	Work effectively with others in a team, group organisation and community.	✓	✓	✓	✓
CO3	Organise and manage activities responsibly and effectively.	✓	✓	✓	✓
CO4	Collect, analyse, organise and critically evaluate information.	✓	✓	✓	✓
CO5	Communicate effectively.	✓	✓	✓	✓
CO6	Use science and technology effectively and critically.	✓	✓	✓	✓
CO7	Demonstrate an understanding of the world as a set of related systems.	✓	✓	✓	✓
DO1	Reflect on and explore a variety of strategies to learn more effectively.	✓	✓	✓	✓
DO2	Participating as a responsible citizen in the life of local, national and global communities.	✓	✓	✓	✓
DO3	Being culturally and aesthetically sensitive across a range of social contexts.	✓	✓	✓	✓
DO4	Exploring education and career opportunities.	✓	✓	✓	✓
DO5	Developing entrepreneurial opportunities.	✓	✓	✓	✓

The interrelationship of LOs

In the Student's Book you will find that each chapter has been based on a topic. Units within the chapters are based on SOs, together with their related LOs and ASs linked to the Topic. In some instances, ASs have been integrated within. The topics create four distinct focus areas, which are reflected in the chapters as follows:

CHAPTER		TOPIC	WEIGHT-ING	TEACHING TIME/ ASSESSMENT FOCUS
Chapter 1	Topic 1	Understand a selected business environment	40%	80 hours (16 weeks)
Chapter 2	Topic 2	Investigate the market and needs for a new business venture	25%	45 hours (9 weeks)
Chapter 3	Topic 3	Determine financial requirements of a new business venture	35%	75 hours (15 weeks)

Assessment standards

Each SO has its own LOs and ASs. ASs describe the level at which students should demonstrate their achievement of the LOs. The ASs:
are level specific
give more detail to LOs
serve as a benchmark to be achieved by the student in a specific level
describe ways of achieving the LOs
define the levels of progression within and across each level
change from level to level.

The ASs for New Venture Creation has been designed in such a way that there is natural progression within and across levels.

In the Student's Book, the LOs have been used to develop different units per chapter and these are tabulated at the beginning of each unit.

3.   Approach and teaching of New Venture Creation

New Venture Creation incorporates knowledge and skills that will contribute towards the process of lifelong learning and the realisation of the COs and DOs.

Content and design

The New Venture Creation programme was developed on the premise that business takes place in a variety of business environments (e.g. internal business (micro), market and macro environments) and those business practitioners need to be able to:
• understand a selected business environment
• investigate the market and needs for a new business venture
• identify internal and external stakeholders and their relationships
• understand the structure of a selected workplace or organisation
• understand the human resources needs and the legislation attached human resources

- implement an action plan for business operations including financial procedures
- evaluate the risks associated with business.

Identify internal and external stakeholders
The structure of a selected workplace or organisation
Basic Human Resources principles in a new venture
Implement an action plan for business operations

Approach

Students learn best when they discover and do things, have fun, communicate in various ways, are not afraid of failing while attempting tasks, and feel good about themselves when they are successful. New Venture Creation creates opportunities to relate what is learnt to real-life experiences that can be observed through practical experience, simulation and the media. It requires students to learn through discovery, participation and contribution, communication, critical thinking, reasoning, analysing and reflecting. The approach is student-centred, where the lecturer is both a facilitator and a mediator. The lecturer uses team tasks, group work and an assortment of resources, which may include parents, other members of society and stakeholders. The lecturer should motivate the students to take ownership and accept responsibility for their own learning by giving them constant feedback and assurance that they are developing the required knowledge, skills and values.

Students must investigate, explore, research and monitor actual business events. They should participate in activities to help them see how the various forces of the business world interface and interact with one another. They should develop their own value system through arguments and debates, and be given opportunities to express their opinions.

It is strongly recommended that you have an up-to-date reading shelf in the New Venture Creation classroom. This shelf should have newspapers, relevant magazines, printed Internet articles and other print media associated with New Venture Creation. Students should monitor business events from day to day. The New Venture Creation lecturer should be ahead of the students in this respect.

The local environment should also be taken into account when teaching New Venture Creation, and lecturers should include practical sessions and field trips in their planning and preparation.

It is important to try to arrange for guest speakers to address the students on certain issues and topics.

Create as many opportunities as possible for students to make presentations. Allow time for debates, where students should be given the opportunities analyse, interpret and express ideas, defend an argument and draw conclusions.

The FET New Venture Creation lecturer

All subjects in the National Certificates (Vocational) have new features with which lecturers must cope. Lecturers are required to be OBE compliant and should

implement policy laid down by the Department of Education. In essence, this means that LOs and ASs for the NCVs should be adhered to.

The lecturer is an interpreter and designer of New Venture Creation learning programmes and materials who should share lesson plans and notes, allow co-educators to observe classes or lessons, review lesson plans, plan worksheets, give plans for advanced students and students with special education needs, and show evidence of different evaluations and assessments.

There is a strong focus on acquiring literacy and numeracy skills in the FET band. In New Venture Creation, both languages and mathematic literacy skills are relevant. It is important that students develop communication and quantitative skills in New Venture Creation. This may create an opportunity for the New Venture Creation lecturer to occasionally engage in cross-curricular activities. An FET New Venture Creation lecturer should undertake professional development as an ongoing and long-term activity. Lecturers are encouraged to enrol for continuing lecturer development provided by Higher Education Institutions (HEIs). The national and provincial Departments of Education offer courses and workshops, and lecturers are urged to attend these.

Lecturers should try to network with:

- other lecturers at their own or other colleges to share ideas and student support materials
- enterprises that could assist in promoting and developing the subject
- the immediate community in which they operate
- other stakeholders who have an interest in the students and the subject.

Lecturers should assist students to assess their own learning, and help them analyse and interpret results so that they are able to improve the learning process and programmes. They should give praise, feedback and encouragement where necessary, based on assessed activities.

Lecturers should also be involved in frequent college-based or cluster-based gatherings and meetings to reflect on teaching and to contribute towards joint planning.

The skills students acquire in New Venture Creation include the ability to:

- argue logically (recognise an argument, identify reasons, identify conclusions)
- discriminate between fact and opinion
- demonstrate numerical and spatial skills (arithmetic, mathematics, statistics)
- communicate effectively (debate, oral presentation)
- think critically (interpret and evaluate information, identify assumptions, ask pertinent questions, point out implications)
- solve problems (identify relevant selection, identify similarities)
- make predictions
- investigate/research.

It is important that students develop language skills so that they can express themselves in a way in which they are understood. New Venture Creation has its own unique language and some words often have different meanings from everyday language.

New Venture Creation also requires students to develop practical skills such as compiling tables, drawing graphs, illustrating models, making sketches and diagrams. Students should also develop technical skills such as the formats and characteristics of essays, assignments, reports, journals, portfolios and summaries.

New Venture Creation students should master mathematical skills (from simple numerical calculations to calculating and converting percentages, applying statistical applications, drawing graphs, etc.).

Values are as important as knowledge and skills, and are required to achieve the LOs. The three groups of values informed by our Constitution and society are listed below:

Educational values	Social values	New Venture Creation values
- neat work - good manners - discipline - active participation - assertiveness - consistency	- equality - ubuntu - honesty - respect for the 'rule of law' - respect and sensitivity - inclusivity - justice - dignity and positive self-image - morality	- rationality - efficiency - creativity - dedication - proactiveness - productivity - innovativeness - consultation

New Venture Creation and the NCS principles

There is an emphasis on the key NCS principles and values of social transformation; progression; articulation and portability; human rights, inclusively, environmental and social justice; and valuing indigenous knowledge systems. OBE, integration and applied competence; progression, credibility, quality and efficiency; high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the four Topics together with their SO, LOs and ASs.

Social transformation

The NCS builds on the visions and values of the Constitution. The Constitution expresses the nation's social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the students' personal development, we should ensure that we build a national South African identity.

Valuing indigenous knowledge systems

The rich history and heritage of South Africans needs to be recognised as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities need to be included in our economic actions and thinking.

Human rights, inclusivity, environmental and social justice

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other rights to freedom of religion and belief, expression and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

In New Venture Creation we have endeavoured to build these principles into the text and the activities. Items directly or implicitly included in the ASs regarding human rights, inclusively, HIV/Aids, environmental sustainability and socio-economic justice are listed below.

i	Global economic arrangement and its impact on human rights and the environment
ii	Industrialisation and the promotion and violation of human rights and the environment
iii	National macro-economic policy and service delivery with regard to socio-economic rights, education, health, environment, social security
iv	Labour movements and labour rights (South African labour rights framework)
v	Workers' rights and responsibilities
vi	Conventions and declarations of the International Labour Organisation
vii	Convention on the rights of the child
viii	Agenda 21 (Global partnership agreement to meet the challenges of environment and development, Rio Earth Summit 1992)
ix	Mobilisation of indigenous knowledge in relation to indigenous economic systems and practices (past and contemporary)
x	Employment equity and basic condition of employment
xi	Empowerment and government tender regulations
xii	Black economic empowerment
xiii	Patterns of unequal distribution (income, land, wealth, access to natural and other resources, etc.)
xiv	Taxation and compensation for human rights abuses
xv	Land restitution
xvi	Food distribution, hunger and starvation
xvii	Trade relations, exports, imports and treaties
xviii	Economic activity and the degradation of the environment
xix	Environmental impact assessment, environmental management practices, and economic and industrial development
xx	Community participation in local economic planning and activities
xxi	The role of marginalised groups in the economy (women, refugees, etc.)
xxii	Access of marginalised groups to participate in the economy
xxiii	The structure of economy and exclusion
xxiv	Discrimination in service provisioning (such as financing) and access to economic opportunity (affirmative action, redress, etc.)
xxv	Economic exploitation, slavery, colonialism and imperialism

Outcomes-based education

Outcomes-based education forms the foundation of the South African curriculum. The LOs and ASs have been derived from the COs which were inspired by the Constitution, will ensure that knowledge, skills and values are articulated

High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each grade. In this way, the NCS provides direction on how to develop a high level of skills and knowledge in all students. In New Venture Creation the necessary knowledge and skills have been built into the text and the activities.

Integration and applied competence and progression

Integration both within and across learning areas is central to OBE, because of the belief that fields of knowledge are connected. Some of the skills taught in one learning area may also be needed to achieve a learning outcome in another learning area. Achieving an optimal relationship between progression and integration is central to this curriculum. Within each subject, the NCS sets out progressively more complex expectations of students from level to level. This is called conceptual progression, and the NCS describes this progression through the ASs. Integration is about making links within and across learning areas, through related LOs and ASs. It is also about students developing skills, attitudes and values, as well as acquiring knowledge by integrating theory and practice. Complexity and depth in learning increases from the beginning to the end of a level (vertical progression) and from level to level (horizontal progression).

The table below shows some examples where New Venture Creation has clear links with other subjects.

Subject	Possible areas of integration
Economics	• Contemporary socio-economic issues that impact on business • Savings and investment
Mathematical Literacy	• Numerical calculations • Numerical relationships • Mathematical knowledge and skills to plan personal finances • Data handling
Language	• Communication skills (e.g. oral presentations, research projects)
Travel and Tourism	• The importance and benefit of responsible and sustainable tourism in terms of social, economic and environment growth • Indigenous and endogenous knowledge • The value and use of natural resources and physical features of a country to attract tourism • Global events, political situations
Computer Applications Technology	• Access to information • Acquisitions of IT skills specific to New Venture Creation
Life Orientation	• Life skills, citizenship, HIV/Aids, goals

The shift in content and the method of presentation are captured in the ASs at levels suited to the cognitive ability of students in each level.

Credibility, quality and efficiency

Articulation refers to the relationship between qualifications in the different NQF bands (GET/FET) and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band. This allows for mobility across and within the FET band and recognition of prior learning.

4.   Planning for the New Venture Creation curriculum

It is imperative that lecturers plan ahead. Students will not be able to attain the LOs prescribed by the ASs for a specified level if the lecturer does not plan adequately. Planning could be summarised as follows:

- a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment. This work schedule will spell out term plans of work to be covered in a particular term (meso planning)
- weekly and daily planning (lesson plans or learning experiences) specifying activities (micro planning)

Designing a learning programme

A Learning Programme is a tool that enables lecturers to plan for sequenced learning, teaching and assessment opportunities across the FET Band (i.e. level 2 to level 4) so that a point is reached where all topics together with SOs, LOs and ASs in New Venture Creation have been achieved in a progressive manner.
    A Learning Programme consists of the following 2 stages of planning:

- year plan / work schedule per grade
- Lesson plans

The following steps should be considered when designing a learning programme:

Step 1: Clarify the LOs

- Check the policy documents to check the Topics, SOs, LOs and ASs for the learning programme.
- Critical and Development outcomes also need to be taken into account.

Step 2: Clarify the kind of evidence required

- Consult various resources, including the curriculum policy documents, to determine what students are expected to achieve and relevant source materials. The purpose is to establish what should be included in the learning programme and to what level.
- List the knowledge to be included: facts, concepts, theories, etc.
- List the skills to be developed. These may be subject-specific skills, such as using scientific equipment, or general skills such as group work, time management or research skills.
- List the contexts that will help focus on attitudes and values. We cannot 'teach' attitudes, but we can create opportunities for students to form, test and even change their attitudes, beliefs and values. We create these opportunities by focusing on real-life contexts that encourage students to express and explain personal views on issues.

- Decide on the assessment activities, methods and tools that will be used during the programme. Decide on what assessment will happen and how this will be recorded and reported.

Step 3: Design the teaching, learning and assessment plan

- Draw up a plan that puts what will be learnt into a sequence for delivery in class. Divide the learning programme into sections (or chapters, or learning experiences or lessons). This should match the time allocated on the level plan.
- Work out how long each section will take. Allocate an appropriate number of periods for each section. Include time for assessment.
- If students need to draw on previous work or on learning from another subject, check with other lecturers.

Step 4: Design each learning activity or experience

- Plan what will happen at each stage during the learning experience, lesson or period, and allocate an approximate time, in minutes, for each stage. Allow time for questions, unexpected interruptions, etc.
- Decide on which learning methods to use. Will learning happen through direct presentation? Will students do tasks? Will students work alone or in groups? What must be done in class and what will be given for homework?
- Plan what resources will be needed and in what quantities.
- Plan the assessment tasks, questions or assignment.

Step 5: Reflect, record and prepare

- Reflect and note what worked and what needs to be changed.
- Decide what learning programme needs to be completed next.

Template for a lesson plan (learning experience)

Subject:			Topic:			Level:	
Topic as specified in the Subject/Assessment guidelines:							
SOs:							
LOs:							
COs:							
DOs:							
ASs:							
Lecturer's actions	Student activities	Key concepts/ content	SKAVs	Assessment strategies	Resources	Estimated time	
Expanded opportunities:			Enrichment:				
Special needs:			Homework:				
Reflection:							
Lecturer		Date			Comment		

Lecturers should reflect on the lectures given and assess themselves to ensure that standards and quality lectures are in place. The following checklist may help:

Have I …	
Checked all policy documents for curriculum requirements?	
Selected SOs and LOs for the subject and the relevant ASs and checked that all activities and assessments are linked to the SOs, LOs and ASs?	
Considered related SOs, LOs and ASs from other fields of learning?	
Decided on a logical set of knowledge and skills (including communications and presentation skills) as part of the programme?	
Included values, attitudes, opinions, decisions and predictions in the programme?	
Balanced skills, knowledge, insight and personal learning in the programme?	
Checked that the programme is at an appropriate level of rigour, depth and breadth for the NQF level, age and level of development of students?	
Decided on tasks and/or tests as the assessment strategy for the programme?	
Developed an overall teaching, learning and assessment plan for the programme?	
Planned each lecture in such a way that I have …	
• planned and prepared resources for each learning experience?	
• put everything in the plan into a sequence of delivery?	
• added time limits to every section (to a maximum of 80%)?	
• referred to what students already know of the topic?	
• balanced direct and student-centred activities?	
• planned learning activities that create assessment evidence?	
• allowed students to be able to assess their progress?	
• balanced group and individual work?	
• planned for students to read, write, speak and listen?	
• included integrated activities that are realistic and feasible?	
• referred to the real-world applications and contexts?	
• catered for different learning styles in some way?	
• thought about homework or projects?	
• listed, provided, checked and reproduced resources?	
• identified any new or difficult words?	
• included questions that test comprehension, logic etc.?	
• prepared assessment instruments and checked them?	
• checked alignment to the COs and DOs?	

Internet sites

It is recommended that you use Internet sites, including the ones listed below, on a regular basis for updated information:

Department of Trade and Industry	www.dti.gov.za
South African Reserve Bank	www.reservebank.co.za
Statistics South Africa	www.statssa.gov.za

Assessment

Assessment should be part of the continuous and integrated process of focusing on students' growth and development. Assessment should take place in the context of a friendly, caring, non-judgemental environment, and serve as a positive affirmation of the student.

The NC (Vocational) uses assessment in both formative and summative ways in order for students to demonstrate the SOs, LOs and ASs in relevant contexts. Managing assessment involves three stages:

collecting evidence
recording assessment
reporting.

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF), is part of the learning process and should not be seen as a separate activity. Assessment is done to:

- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- create an integrated national framework for learning achievements
- provide information for reviewing and evaluating learning programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts
- contribute to the holistic development of the student by addressing:
  o social adjustment and responsibility
  o moral accountability and ethical work orientation
  o economic participation
  o nation-building.

The following aspects are assessed:
- subject outcomes (SOs)
- learning outcomes (LOs)
- assessment standards (ASs)
- knowledge, skills, values and abilities
- metacognition
- integrated assessment tasks.

Baseline assessment takes place **at the beginning** of an activity or a learning process so that lecturers and students find out what students already know. The recording of baseline assessment is usually informal.

Diagnostic assessment takes place **throughout** the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

Formative assessment is used **throughout** the learning process to inform whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

Summative assessment takes place **over time and at the end** of a learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

METHODS OF ASSESSMENT
(Who carries out the assessment?)

Self-assessment: Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.

Peer assessment: Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc

Group assessment: Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

Lecturer assessment*:* The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.

INSTRUMENTS AND TOOLS FOR ASSESSING STUDENT PERFORMANCE AND FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's **Portfolio of Evidence (PoE).**

Rating scales are marking systems where a symbol (such as 1 to 4) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Other instruments and tools for assessing student performance are:
observation sheets, marking memoranda, assessment grids, etc.

ASSESSMENT FORMS
(what students are required to do in order to be assessed)

Presentation
Debate or argument
Interview
Demonstration
Questionnaire
Role-play
Test
Examination
Project
Simulation
Research or investigation
Assignment
Case study
Practical task

RECORDING TOOLS

Rating scales
Task lists and check lists
Class list and Mark sheets
Day-by-day assessment sheets
Promotion schedule, etc.

REPORTING TOOLS

Report card using national codes and comments on competence,
Lecturer-parent interview,
Lecturer-student interview,
Written comments in student work books,
Day-by-day assessment sheets, etc.

The table below could be used as a checklist to determine whether the assessment target meets the method. For example if you want to assess skills, performance-based and observation-based assessment are the best methods to do this (check that they both have a rating of 5).

Note: Higher numbers indicate better matches (e.g. 5 = high, 1 = low). Table adapted from *MacMillan (1997) Classroom Assessment: Principles and Practice for Effective Instruction.*

	Objective	Essay	Performance based (Individual)	Oral questions	Observation	Self-assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

1.   Assessment principles

For assessment to be effective it should be:

A **valid** process that integrates knowledge, skills and values. There should be evidence that has been collected on a number of occasions and in a variety of contexts and situations.

Level-appropriate: It should be appropriate to the knowledge, skills or attitudes to be assessed, and to the development level of the student.

Focused: It must assess what it is intended to.

Reliable: All assessment should be monitored and reviewed so that there is standardisation and consistency in the interpretation of the evidence.

Fair and transparent: Students must know how they are going to be assessed and what criteria will be used for assessment.

Flexible: Assessment must cater for and take cognisance of different learning styles, and a range of assessment techniques should be used.

Authentic, continuous, varied and balanced.

An ongoing, integral part of the learning process.

Accurate, objective, practicable, effective and time-efficient.

Bias-free and sensitive to gender, race and cultural background.

Used to identify areas where students need support and remedial intervention, or provide evidence of progress in achieving outcomes.

2.   Assessment methods

Some of the assessment methods used in most education systems are explained below:

Self assessment: Students assess themselves against given criteria (skills that are important for life-long learning), which may be reflected on a self-checklist. Students reflect on their own performance and recognise the limitations of their work.

Peer assessment: Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each other's work and/or counting the marks.

Three-way assessment: This provides an opportunity for students, lecturers and care-givers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Care-givers respond with a comment on the student's achievement and progress.

Test-based assessment: The same evidence is gathered for all students in the same way and at the same time. It is far more rigid process. A mark or a score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.

Task-based assessment: This includes well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.

Performance-based assessment: This is a direct or systematic observation of a student's performance or an examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specified tasks (e.g. projects, debates, assignments, speeches and presentations).

3.   Assessment framework for vocational qualifications

The assessment structure for the National Certificates (Vocational) qualification is as follows:

Internal continuous assessment (ICASS)

Knowledge, skills, attitudes and values (SKAVs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a 'structured environment'. This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

ICASS:
allows lecturers to use any planned learning experience to assess student achievements and progress
is a necessary feature of the total evaluation of every student
takes place over a long period
is diagnostic and allows the lecturer to monitor strengths
assists in addressing the needs of the student
enables lecturers to pace students and provide enrichment
sets well-defined outcomes for the students to achieve
ensures that the learning programme is significant for the student, and prevents 'teaching for a test'
covers a wide spectrum of learning activities and tasks
is transparent as students are aware of the assessment criteria
develops a sound assessment record to track the learning progress
provides useful data for reporting and progression
involves assessment of knowledge, skills, attitudes and values
encourages lecturers and students to appraise their own work.

External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies. A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or 'structured environment'. The ISAT is the most significant test of students' ability to apply their acquired

knowledge. The integrated assessment approach allows students to be assessed in more than one subject with the same ISAT. External summative assessments will be annually between October and December, with provision made for supplementary sittings.

4.   Assessment in New Venture Creation

Lecturers and students should have portfolios in which they collect evidence of college-based learning and assessment.

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a **Portfolio of Evidence** (PoE) account for the other 50 percent. The PoE and the external assessment include practical and written components. PoEs facilitate moderation and verification processes, and should be readily available for this purpose. The practical assessment in New Venture Creation must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council.

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- a contents page
- the formal schedule of assessment
- the requirements for each assessment task
- the tools used for each assessment task
- recording instrument(s) for each assessment task
- a mark sheet and report for each assessment task.

The student's Portfolio of Evidence (PoE) must at least include:

- a contents page
- the assessment tasks according to the assessment schedule
- the assessment tools or instruments for the task
- a record of the marks (and comments) achieved for each task.

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in New Venture Creation Level 3:

NUMBER OF UNITS	ASSESSMENT	ASSESSMENT COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related SOs **Examples**: • **Research projects** on subject-related current issues, using different resources of research, e.g. Internet, subject magazines and observation of real-life situations • **Community projects**, e.g. advise a local entrepreneur on how to price products; calculate profit, raise capital or funding for new venture, find a location for the business, assess risks of a new venture, open suitable bank accounts, etc.

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the LOs of New Venture Creation.

The tasks should be carefully designed which will give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of forms of assessment are debates, presentation, projects, simulations, assignments, models, case studies, long essays and research projects.

Instruments 1 and 2: Formal tests (2 per year) and internal examination (1 per year)

The following conditions apply to formal tests:
- All classes in the same level write the same test at the same time.
- The tests should be based on accumulative work.
- Moderation of the question paper and answer scripts should take place at college level.
- Tests should be written under examination conditions.
- Questions should comply with the end-of-year examination standards.
- Where there is more than one lecturer teaching the subject, agreement should be reached on the scope, date and time of the test.
- The structure and mark allocation should be similar to the final National Certificate (Vocational) Level 2 examination.
-

Instrument 3: Practical assessments

Research assignments

For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that the students can form their own opinions based on acquired subject knowledge. Assignments may also be in the form of practical research.

Projects

Guidelines for setting and doing projects:
- A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some definite goal of real personal value.
- Students should be encouraged to develop research, critical thinking and problem-solving skills.
- Projects should be tackled without close supervision, but with assessor (lecturer) guidance and support.
- Students should be given the assessment criteria before starting the project.
- Students will need to complete at least one project according to CASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
- It is suggested that projects are dealt with in the first term.
- The project should consist of 4–10 handwritten pages (as a guideline), excluding pictures, graphs, displays, etc.

The following are the minimum requirements for a project:
- a title page
- a table of contents.
- text divided into paragraphs
- references for sources
- the text could include pictures, photos, diagrams, graphs, etc.
- the project should be presented in an acceptable way (bound or stapled).

Day-by-day assessments: practical application

- **Simulations**

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

- **Scenario / Case study**

Students are presented with a real-life situation, a problem or an incident related to the learning outcome and expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems. Solutions/recommendations related to the case study/scenario are then made and presented.

- **Oral questions**

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

- **Observations**

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as they respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others. Observation is also used extensively in performance-based assessment and other formal techniques.

- **Debates**

Topics for debates should relate to the ASs and be formulated as contentious statements. Students should be given sufficient time to research their topics and prepare their arguments. Students should not exceed a time limit of three minutes per speaker. Students engage in a formal debate in groups not larger than eight.

Grading students' work

Assessment in the FET (Colleges) will be conducted in terms of a combination of mark allocation and criterion-referenced descriptors. The following classification scheme for mark translation to descriptors has been developed for the National Certificate (Vocational) Levels 2, 3 and 4.

Grading	Descriptors	Marks
5	Outstanding	80–100
4	Highly competent	70–79
3	Competent	50–69
2	Not yet competent	40–49
1	Not achieved	0–39

Subject competencies have been described to distinguish the grade expectations of what students must know and be able to achieve. The descriptions for New Venture Creation are outlined in the Subject Guidelines and Assessment Guidelines for New Venture Creation.

Summative assessment

The summative component of college-based assessment will require students to:
- answer objective-type questions, i.e. multiple choice, true/false, matching concepts, etc.
- write an essay or a short answer to a question
- organise relevant information clearly and coherently, using specialised vocabulary where appropriate
- ensure that writing is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

    Questions typically start with task or command words. These words indicate which skills are required when answering the question. For example If students are asked to evaluate a problem, but they only show knowledge and understanding, they will lose most of the marks for that question. The meanings of the most frequently used task words are listed on the following page:

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. 'Define "globalisation"'.)
Describe	Give an account (e.g. 'Describe the relevance of contracts and their legal implications in different business contexts.')
Identify	Single out from other information (e.g. 'Identify the various components of micro (internal), market and macro business environments.')
Illustrate	Use examples to explain a point (e.g. 'Illustrate by means of examples the impact and challenges of contemporary socio-economic issues on business operations.')
List	State briefly (e.g. 'List four features of effective management.')
Outline	Give a short description of the main aspects or features (e.g. 'Outline the different investment opportunities for individuals and businesses.')
State	Give or say (e.g. 'State three reasons why social responsibility activities are undertaken by businesses.')
Summarise	Bring out the main points from a complex set of data. (e.g. 'Summarise the effect that the Skills Development Act and the implications of skills levies for large business.')
What	Clarify a point (e.g. 'What are the main characteristics of an entrepreneur?')
Application	
Apply	Use knowledge of New Venture Creation to understand an issue or problem (e.g. 'Apply a strengths, weaknesses, opportunities and threats (SWOT) analysis to determine a viable business venture.')
Calculate	Use mathematics to work out an answer (e.g. 'Calculate the selling price of a T-shirt if five T-shirts cost R500.00 to produce and the seller aims to make a 10% profit.')
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different (e.g. 'Distinguish between the Road Accident Fund and Unemployment Insurance Fund.')
Explain	Make clear (e.g. 'Explain the features of the micro (internal), market and macro business environments in detail.')
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct. 'Suggest' may require candidates to analyse a problem and not just apply New Venture Creation knowledge (e.g. 'Suggest reasons why a business would rather train someone from within the business than recruit someone from outside the business.')
Analysis	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem. Analysis involves recognising what is important, and applying knowledge and understanding of New Venture Creation (e.g. 'Analyse the degree to which a business embraces entrepreneurial qualities.')

Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. 'Compare by tabulating the extent to which a business can control and influence the business environment.')
Examine	Break down an issue or problem to understand it (e.g. 'Examine thoroughly the concept of social responsibility and its implications for both business and communities.')
Investigate	Look for evidence to explain and analyse (e.g. 'Investigate the nature of business being conducted in the area and classify it into primary, secondary and tertiary enterprises.')
Evaluation	
Assess	Analyse an economic issue or problem, and then weigh up the relative importance of different strands (e.g. 'Assess a team against the criteria for successful and collaborative team performance in a business context.')
Comment on	Invites students to make judgements based on the evidence they have presented (e.g. 'Comment on why the South African government, business and education system deem it necessary to develop an entrepreneurial culture in South Africa.')
Critically analyse	Analyse an issue/problem and weigh up the relative importance (e.g. 'Critically analyse the three management or leadership styles.')
Do you think	Invites students to give their own opinions about an issue or problem. However, marks will always be awarded for the quality of the argument and not for any individual opinions (e.g. 'Do you think it is better to invest in shares or in unit trusts?')
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential (e.g. 'Discuss the relationship between the micro, market and macro business environments.')
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential (e.g. 'Evaluate the extent to which a business venture addresses issues such as human rights, inclusivity and the environment.')
To what extent?	Explain and analyse and then comment upon the relative importance of the arguments (e.g. 'To what extent should top management involve the rest of the employees in their business planning activities?')

Formative assessment

Formative assessment informs the lecturer and the student about the student's progress. The formative component of ICASS must include a variety of activities. For example:

- research and monitoring of relevant, contemporary economic issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day-to-day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

  The formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intra-personal, musical-rhythmic, bodily-kinaesthetic, mathematical/logical, spatial) of students in an inclusive education context.

  A **performance assessment** is a direct observation of an actual student's performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as laboratory or a classroom), or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an 'authentic assessment'. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

  Characteristics of performance assessments:

- Students are expected to perform, produce, create or do something.
- The skills are those displayed by individuals outside the classroom (i.e. in society or in the workplace).
- Higher order thinking processes and problem-solving skills are required for these tasks.
- They provide opportunities for students to present and explain their work.

  The following steps are suggested in developing a performance assessment:

- Clearly identify the outcome(s) to be assessed (i.e. create a clear and appropriate target for the students).
- Determine the purpose of the assessment and the use of the results.
- Design a performance task that will elicit the expected outcome(s).
- Specify the assessment criteria.
- Select and construct the storing and recording instruments(s).
- Performances include everyday teaching and learning activities such as projects, debates, assignments and speeches. When performing, students are applying their skills in a way that is integral to the teaching and learning process.

The external assessment component (50%)

External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not

directly involved with the instruction of the students. It consists of a written examination paper that is externally set, marked and moderated.

Here is an outline of a typical NC (Vocational) New Venture examination:

Outline of NVC examination (external assessment) question paper	
Time	2½ hours
Marks	150
Coverage/summary	Topic 1: Understand a selected business environment Topic 2: Investigate the markets and needs for a new business venture Topic 3: Determine financial requirements of a new business venture
Format **Section A: (compulsory section)** Objective questions and short questions 2 questions x 25 marks (2 x 25 marks) = **50 marks**	This section will include different types of objective questions, i.e. • multiple choice • true or false (with or without reason) • filling in the blanks • choosing from brackets • providing terms for descriptions • matching.
Section B: (choice of 4 out of 5 questions) short structured essays or case studies Students answer 4 out of x 25 mark questions (4 x 25 marks) = **100 marks**	This section will test interpretation, logical reasoning, originality and insight. The student must answer these four out of five possible application questions, covering all the topics.

The following task words from Bloom's taxonomy provide a guide to setting questions:

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define	compare	adapt	categorise	combine	appraise
describe	define	compute	classify	compose	critique
identify	describe	discover	compare	create	decide
label	distinguish	draw	contrast	depict	evaluate
locate	explain	gather	deduce	design	judge
name	generalise	graph	differentiate	develop	justify
recognise	illustrate	modify	distinguish	incorporate	recommend
select	infer	operate	explain	integrate	consider
state	interpret	prepare	generalise	invent	support
memorise	match	revise	infer	organise	relate
	summarise	show	predict	plan	summarise
	rewrite	solve	relate	predict	
	paraphrase	survey	solve	produce	
	express	use	modify	structure	

Suggested guidelines for the distribution of the levels of questioning are indicated in the table on the following page:

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Level of questioning	Percentage
Levels 1 and 2: Knowledge and comprehension	40%
Level 3: Application	40%
Level 4: Analysis, synthesis and evaluation	20%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on the four-point scale.

5. Assessment tools (rubrics and checklists)

Rubrics are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both.

Holistic rubrics score the overall process, while analytic rubrics score the individual parts. It is important to note the following:
- The student is only assessed once for each criterion within a rubric.
- The comments make the moderation process easier.
- Rubrics can be used individually or combined with others.
- Rubrics may be joined together for ease of marking.
- Lecturers are encouraged to work in clusters and setting up collaborative rubrics would bring about comparable standards.
   The following steps may help you in drawing up a rubric:
Step 1:   Examine the SO and AS that describes the task.
Step 2:   Specify the skills, knowledge and attitudes to be evaluated.
Step 3:   Identify the observable attributes.
Step 4:   Identify the attributes that you do not wish to see.
Step 5:   Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average.
Step 6:   Write descriptions for excellent and poor performances.
Step 7:   Write descriptions for other levels.
Step 8:   Collect samples of work that represent each level.

Checklists or task lists show what has to be done. They list a number of predetermined criteria against which the lecturer or student makes a tick to indicate that the student is able to do what is stated or that the work complies with the criteria. Checklists differ from rubrics in that they do not use a set of standards or a scoring scale.

Checklists can be devised by the lecturer and then used by the students, or the lecturer, together with the students, can list the criteria before the task is undertaken and then the students can use this checklist to assess their performance. The criteria should be stated in such a way that the students can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

The following section includes 19 sample rubrics and checklists that can be used and adapted for particular activities. These are referred to throughout the Lecturer's Guide.

Rubric 1: Standard rubric

Criteria	Outstanding (80–100%)	Highly competent (70–79%)	Competent (50–69%)	Not yet competent (40–49%)	Not achieved (0–39%)
CONTENT Range Coverage Relevance					
CONTEXT Command word requirements					
SKILLS and VALUES Skills Values					
MECHANICS Subject terms Language Format					

The following checklist may be used to evaluate a rubric:

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of students and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the students?		

Rubric 2: Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to							
Do you feel you learned anything about yourself when doing this project?	yes			no			
Comments:							
Do you feel the project helped you understand yourself?	yes			no			
Comments:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes			no			
Comments:							
Do you think you put a lot of effort into this project?	yes			no			

Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the community is important for every student. In a group, the roles and responsibilities are essential to the success of the activity. Evaluating students in different roles assists in their awareness of management processes and effective co-ordination. The lecturer or the students may use this instrument for evaluating each member of the group or to evaluate each other's contributions. This rubric should have space for comments on how the students in the group experience group work, and how they are able to improve or change the roles they play within the group.

Roles within the group should be rotated to allow each student to develop or become aware of their different capabilities.

TEAM: Together   **E**veryone   **A**chieves   **M**ore

Different group/team roles include:
- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note-taker/record-keeper
- reporter
- motivator
- assessor
- peace-maker.

When students work in groups to tackle complex activities and more demanding tasks, efficient organisation is crucial. The process can be helped if different students take on different roles. The lecturer and students can decide which roles are most appropriate in terms of the activity/task. Initially the lecturer can assign these roles, but once the students are familiar with the process, they can take responsibility for assigning these roles within their groups. This needs to be monitored to ensure that all students have an opportunity to play different roles and exercise the different skills involved. A rubric should be devised that clearly sets out the different roles, the criteria for each role and the standards that will be applied. An example of a rubric that has been designed to assess the different roles and the skills involved is shown below.

Each member of the group can assess all the roles except the one that he or she performed. The mark for each criterion within a role can be added to give a total score for the role.

Students can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

	Voice monitor		Time-keeper
	Motivator		Record-keeper
	Assessor		Chairperson/manager
	Peace-maker		Reporter

Rubric 3: Assessment of group skills

Group name/Number:…………………………..

Names:…….…………………………………………………………………………………

……………………………………………………………………………….......................

Did our group members:	YES	NO	Comment
Listen to each other?			
Talk about the task?			
Co-operate within the group?			
Suggest good ideas?			
Encourage each other?			
Achieve the outcomes?			

What went well?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

What could we have done better?

……………………………………………………………………………………………..

……………………………………………………………………………………………..

……………………………………………………………………………………………..

Signed:……………………………………………………………………………………

……………………………………………………………………………………………..

……………………………………………………………………………………………..

Date …………………………...........

Rubric 4: Assessment of co-operative group skills (1)

TASK SKILLS	Student 1 *	Student 2 *	Student 3 *	Student 4 *	Student 5 *
Gives ideas					
Asks questions					
Stays on task					
Follows directions					
Checks the understanding of others					
Gets group back on track					
SOCIAL SKILLS					
Encourages others					
Explains ideas					
Discusses					
Listens well					
Resolves conflict					
Praises others					

- * Add the names of each student in the group under 'Student' and enter a tick ✓ (Yes) or an x (No) under the name of each student for each of the criteria.

Rubric 5: Assessment of co-operative group skills (2)

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each student did what they were supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: college library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to 5 marks):						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the students' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes
Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give 2 marks for each resource used (up to 6 marks):						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

Rubric 6: Assessment of a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different people assessing the project.

Criteria	Mark awarded			
	Self	Peer/group	Consensus	Lecturer
1. Planning				
2. Quality of research				
3. Continuous collection of information and material				
4. Originality/Creativity				
5. Quality of contents				
6. Technical quality				
7. Oral presentation				
8. Individual / group role				
Converted to				

General guidelines for awarding marks/rating

Rating	Descriptor
5	Outstanding
4	Highly competent: exceeds the requirement
3	Competent: meets the requirement
2	Not yet competent: student needs support
1	Not achieved: made very little effort, needs substantial support

1. Planning

Rating	Descriptor
5	Very practicable planning schedule, independently drawn up by student
4	Very good, practicable planning schedule, with a few minor adjustments by educator needed
3	Good planning schedule, with a number of small adjustments by educator needed
2	Planning schedule not totally practicable – a substantial number of adjustments needed
1	Planning schedule totally impracticable – totally new planning necessary

2. Quality of research

Rating	Descriptor
5	Wide variety of sources used
4	More than required number of sources used
3	Adequate number of sources used
2	Less than adequate number of sources used
1	Only one or no resources used

3. Continuous collection of information and material

Rating	Descriptor
5	A lot of information collected continuously / submitted before due dates
4	More than adequate information collected / submitted before/on due dates
3	Adequate information collected continuously / submitted on due dates
2	Less than adequate information collected / some due dates missed
1	Very little information collected / seldom met due dates

4. Originality/creativity

Rating	Descriptor
5	Unique presentation of extremely high quality
4	Original presentation – however, based upon existing ideas
3	Standard presentation – content is relevant and interesting
2	Requirements have been met, and no more
1	Content entirely / almost entirely copied directly from sources; no effort made

5. Quality of content

Rating	Descriptor
5	In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice
4	Relevant and well-researched presentation – student demonstrates very good insight
3	Relevant content shows good insight, area of research well covered
2	Part of content is relevant – partly copied directly from sources; insight lacking
1	Very little effort made – content largely copied directly from sources; content only slightly in line with topic

6. Technical quality

Rating	Descriptor
5	Evidence of pride and very hard work – impressive final product
4	Very good presentation – full use of available sources/technology
3	Good final project
2	Minimal effort made; presentation only just acceptable; room for improvement
1	Very little trouble taken; untidy, shabby presentation

Rubric 7: Assessment of analytic skills

	1 Not achieved	2 Not yet competent	3 Competent	4 Highly competent	5 Outstanding
Knowledge and under-standing	Demonstrates no under-standing of the concepts, principles and theories required Demonstrates no command of relevant factual knowledge Shows no understanding of composition and structure	Demonstrates very little understanding of simple concepts, principles and theories Demonstrates very little command of relevant factual knowledge Shows very little understanding of composition and structure	Demonstrates a general understanding of ordinary concepts, principles and theories Demonstrates general command relevant of factual knowledge S hows general understanding of composition and structure	Demonstrates a significant understanding of major concepts, principles and theories Demonstrates a significant command of relevant factual knowledge Shows a significant understanding of composition and structure	Demonstrates comprehensive understanding of major concepts, principles and theories Demonstrates comprehensive command of relevant factual knowledge Shows comprehensive significant understanding of composition and structure
Context	Shows no ability to mould content in the required context	Shows little ability to mould content in the required context	Shows general ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows comprehensive ability to mould content in the required context
Skills	Shows no ability to construct tables and present data graphically Cannot make interpretations based on data and other conclusions	Shows some ability to construct tables and present data graphically Makes inadequate and limited interpretations based on data and other conclusions	Shows complete ability to construct tables and present data graphically Uses a variety of means to analyse and present data and draws valid conclusions		
Attitudes/ values	Demonstrates wrong attitudes/ values	Demonstrates appropriate attitudes/ values adequately			
Communi-cation	No ability to apply linguistic principles Lacks business studies vocabulary.	Makes errors in grammar and paraphrasing. Uses business studies terms but lacks the ability to communicate clearly	Uses grammar and para-phrasing.correctly Uses standard business studies terminology in the correct context		

Rubric 8: Assessment of oral presentations (1)

The following example can be adapted, depending on the specific task being assessed. The relevant numbers should be circled.

Skills areas	Outstand-ing	Highly competent	Competent	Not yet competent	Not achieved
Location	5	4	3	2	1
Appeal	5	4	3	2	1
Neatness/tidiness	5	4	3	2	1
Communication	5	4	3	2	1
Variety	5	4	3	2	1
Appropriateness	5	4	3	2	1
Content	5	4	3	2	1
Technique	5	4	3	2	1
Total score					
Total	……… / 40			………%	
Comments:					

Rubric 9: Assessment of research processes

Skills areas	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Observation					
Recording					
Inference					
Investigative					
Evaluation					
Marks					
Total					
Comments:					

Observation skills are demonstrated when students are able to:
- match, classify and identify items
- interpret e.g. drawings, diagrams, graphs, figures and written passages
- observe features and characteristics.

Recording skills are demonstrated when students are able to:
- record information exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations e.g. charts and histograms, scale axes and label appropriate components meaningfully.

Skills of inference are demonstrated when students are able to:
- calculate data correctly and accurately e.g. averages
- percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) or from inferences
- make plausible generalisations from observations.

Investigative skills are demonstrated when students are able to:
- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue logically
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research.

Evaluation of processes are demonstrated when students are able to:
- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals.

Rubric 10: Assessment of oral presentations (2)

	ASSESSMENT CRITERIA	Factor by	5	4	3	2	1	STUDENTS 1	2	3	4	5	6	7	8
CONTENT	**Development**: Structure; Organisation; Support material	x 5 = /20	Exceptionally well structured, organised and has comprehensive support material	Generally well structured and organised and has sufficient support material	Structure and organisation needs attention and support material is evident	Poorly structured with very little support material	No structure, no organisation skills evident and no support material								
	Effectiveness: Purpose; Interest; Reception	x 3 = /15		Has significant purpose, hold interest and is well received by audience	Has purpose, holds interest and audience is receptive	Lacking in purpose, hold interest and is received by audience to a limited extent	No purpose, does not hold interest and is not well received by audience								
	Value: Ideas; Logic; Originality	x 3 = /15		Significant new ideas, ability to think logically and originality.	Some new ideas, ability to think logically and some originality.	One or two new ideas, ability to think logically and little originality.	No thought or logic evident. No originality.								
	Content sub-total	50													
DELIVERY	**Physical**: Appearance; Body language	x 5 = /10			Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language								
	Voice: Flexibility; Volume	x 5 = /10			Has presence and uses the correct body language	Demonstrates little presence body language needs attention	Has no presence; uses incorrect body language								
	Manner: Directness; Assurance; Enthusiasm	x 5 = /10			Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language								
	Delivery sub-total	30													
COMMUNICATION	**Appropriateness**: To purpose and audience	x 5 = /10			Audience and purpose taken into account	Very little awareness of audience and purpose	No awareness of the audience or purpose shown								
	Correctness: Grammar; Punctuation; Word selection	x 5 = /10			Correct use of grammar, punctuation and correct word selection	Grammar partially correct and some word selection incorrect	Incorrect use of grammar and word selection								
	Language sub-total	20													
TOTAL MARKS:	/100														

Rubric 11: Self-assessment checklist for an oral presentation

Did you introduce yourself to your audience?	Yes	No
Did you arouse the interest of your audience?	Yes	No
Did you begin with a clear introduction of your topic with an overview of what you would cover?	Yes	No
Were your ideas presented clearly with a logical flow from one point to the next?	Yes	No
Did you conclude by summing up what you had covered?	Yes	No
Were your visual aids clear and easy to read?	Yes	No
Did you have good control of your material with everything in the correct order?	Yes	No
Did you give the right amount of facts and figures? Could your audience understand them?	Yes	No
Did you avoid reading too much from your notes?	Yes	No
Did you look comfortable and relaxed?	Yes	No
Did you display any nervous gestures, such as hand-waving or pen-clicking?	Yes	No
Did you look and sound interested and enthusiastic?	Yes	No
Was your voice loud enough to be heard?	Yes	No
Did you speak too quickly or too slowly?	Yes	No
Were there any words you had problems pronouncing?	Yes	No
Did you get your timing right? Too long? Too short?	Yes	No
Did you allow time for questions, and invite your audience to make comments (rather than just asking, 'any questions'')?	Yes	No
Did you provide handouts for people to take away?	Yes	No

From: http://slc.otago.ac.nz/studyskills/ch5sec4.asp

Rubric 12: Assessment of a graphic presentation

The following rubric could be used to assess graphs (e.g. equilibrium, supply and demand graphs):

Criteria	Range			Comments
	0	1	2	
Correct type of graph (bar/histogram/line/pie chart)	Not correct type	Correct type		
Suitable heading describing variables	Not present	Incomplete	Complete	
Independent variable on x-axis (horizontal)	Not present	Present		
Suitable scale on x-axis (horizontal)	Incorrect	Correct		
Labelling x-axis (horizontal)	Incorrect	Correct		
Units for independent variable on x-axis (horizontal)	Incorrect	Correct		
Dependent variable on y-axis (vertical)	Not present	Present		
Suitable scale on y-axis (vertical)	Incorrect	Correct		
Labelling y-axis (vertical)	Incorrect	Correct		
Units for independent variable on y-axis (vertical)	Incorrect	Correct		
Plotting points (check any three)	All incorrect	1–2 correct	All correct	
Neatness (joining points)	Untidy	Tidy		
Size of graph	Small, unclear	Large, clear		

Rubric 13: Assessment of written presentations

Students are often expected to write essays in New Venture Creation. Each essay topic should assess factual content, the ability to select relevant facts and link these to form a coherent argument, and the ability to express these ideas clearly.

The following rubric is a holistic one to assess the development of essay-writing skills:

Criteria	5 Excellent critical concept analysis; writing very focused	4 Good critical concept analysis; focused work	3 More descriptive than critical; analysis is vague in places	2 Completely descriptive, superficial, lacking in detail, missing the focus of the topic	1 Very superficial disorganised, lacking insight	Comment
Creative NVC ideas used for topic and content						
Topic or theme adhered to throughout the writing						
Clear thought sequence and logic						
Correct use of subject concepts and subject specific words						
Concise, brief, focused sentences						

Rubric 14: Assessment of attitudes and values

5	**Outstanding** Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work. Exceptionally polite and respectful. Participates with enthusiasm, listens well; does more work than expected. Sets an excellent example and commands others to behave well. Can confidently/with conviction express opinions, even against popular opinion.
4	**Highly competent / Exceeds the requirements** Understands and implements all instructions; can be depended upon to produce neat/thorough work. Respectful towards peers and others. Sets a good example and encourages others to behave. Regularly shows interest; asks questions and show a willingness to learn. Can express opinions even against popular opinion.
3	**Competent / Meets the requirements** Follows instructions regularly; makes an effort to produce neat work. Shows acceptable level of respect and courtesy. Well behaved and not disruptive. Can answer questions, even if unsure; expresses opinions.
2	**Not yet competent / Does not meet the requirement – needs support** Instructions often not followed; work untidy and rushed. Shows respect towards some; disrespectful to others. Sometimes disrupts and distracts; need to focus more on work. Only does the minimum work required; erratic interest shown. Hesitant to express self in class; needs to be drawn out.
1	**Not achieved / Makes very little effort** Does not follow instructions; work always untidy and incomplete. Ill-mannered; sometimes rude. Disruptive and distracts others. Shows very little interest; passive re schoolwork. Seems shy/reluctant to answer questions; never expresses an opinion.

Mark allocation	Self		Educator		Final mark	
		5		5		5

Rubric 15: Assessment of poster communication skills

Criteria	Range			
	0	1	2	Comments
Content				
Main points	Points irrelevant	Some points irrelevant	Main points selected	
Facts/concepts	Facts incorrect	Some facts incorrect	All facts correct	
Expression of facts	Poorly expressed	Partially expressed	Clearly expressed	
Presentation				
Size (e.g. A3)	Incorrect size	Correct size		
Headings	Not descriptive	Partially descriptive	Descriptive	
Font/print size	All too small	Some large enough	Large enough to read at one metre	
Organisation/lay out	Organisation muddled	Organisation mainly clear and logical	Organisation clear and logical	
Use of colour	Poor	Good	Very good	
Public appeal	Not eye-catching	Eye-catching	Very eye-catching	
Personal information	Not included	Included	More than required	
Marks				Total: _____/ 30

Rubric 16: Assessment of interview skills

Criteria	Performance indicator		
	0	1	Comments
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/ clear to the person being interviewed	Understandable /clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

Rubric 17: Assessment of mind map construction

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Use of concepts/key words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Use of linking words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Layout and spatial organisation	Excellent	Clearly laid out	Layout good, but sometimes not clear	Cramped and unclear	Too small and cramped
Use of highlighting and focal points	Colours used appropriately and creatively	Colours used appropriately	Colours used, but not always appropriately	Little use of colour	Colours not used
Neatness	Extremely neat	Very neat	Neat	Untidy in places	Untidy
Comments:					
Total mark: _____/25					

Rubric 18: Assessment of questionnaire design and conducting a survey

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Questionnaire design					
Clarity and relevance of questions	Exceptionally clear and relevant	Clear and relevant	Mostly clear and relevant	Sometimes not clear or relevant	Confusing and irrelevant
Brevity and focus of questionnaire	Exactly the right number of focussed questions for purpose	Sufficient number of focussed questions	Mostly focussed, but some repetition	Too many or too few questions	Too long/too short
Conducting survey					
Recording of responses	Insightful and detailed	Clear and accurate	Sufficient to draw conclusions	Sometimes difficult to understand	Unclear – unable to draw conclusions
Sensitivity to interviewee (gender/age/race/disability)	Shows exceptional sensitivity and awareness	Shows sufficient sensitivity and awareness	Shows adequate sensitivity and awareness	Shows little sensitivity and awareness	Shows no sensitivity or awareness
Sample (sufficient responses)	More responses than basic requirement	Sufficient number of responses	Meets minimum require-ments	Insufficient number of responses	Too few responses to draw any conclusions

Comments:

Total mark: _____/25

Rubric 19: Portfolio assessment

Students should regularly look through the written assignments in their portfolios and reflect upon the changes they see over a period of time.

Name:	Grade:
Question	**Response**
What do you know now that you did not know before?	
What can you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

Rubric 20: Monitoring and managing assessment

The table below will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

Who did the assessment?											
Self-assessment											
Peer assessment											
Group assessment											
Lecturer assessment											
Other											
What evidence did the student produce?											
Assignments											
Collages											
Conferencing											
Constructions											
Demonstrations											
Drama											
Exhibitions											
Game designs											
Graphs/drawings											
Interviews											
Mind-mapping											
Model-making											
Panel discussions											
Portfolios											
Practical presentations											
Project											
Questionnaires											
Research projects											
Role-plays											
Rubric											
Scenarios											
Simulations											
Survey/debates											
Tests											
Worksheet											
Written presentation (e.g. essays/reports)											

NEW VENTURE CREATION LEVEL 2 YEAR PLAN (40 weeks)

Week	Date planned	SO & LOs	Date completed	SO & LOs	Topic & unit	Assessment activities
Topic 1 Weeks 1–16 Weeks 1–5	Week 1 _____ Week 2 _____ Week 3 _____ Week 4 _____ Week 5 _____	SO 1 LO 1, 2 LO 2, 3 LO 3, 4 LO 4, 5 LO 6, 7	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	Topic 1: **Understand a selected business environment** **Unit 1: Explain the structure and roles of different types of organisation in their own industry in South Africa** Structure and roles of different types of organisations within their own industry in South Africa Types of organisations in the South African economy The business environment and the different types of organisations that exist in it Roles of the different types of organisations Business activities common to all organisations Stakeholders and role players Kinds of products and services offered by organisations	Activity 1 Analyse a business in terms of the four factors of production (groups) Activity 2 Choose your own business (individual) Activity 3 Business sectors (individual) Activity 4 Draw an industrial column (individual) Activity 5 Non-profit organisations (groups) Activity 6 Advantages and disadvantages of forms of ownership (individual) Activity 7 Identify three types of organisation (groups) Activity 8 Find out more about different forms of ownership (individual) Activity 9 Choose a form of ownership for your business (individual) Activity 10 Cash, credit and instalment sale agreement (groups) Activity 11 The impact of the macro environment (groups) Activity 12 Find an advertisement stemming from a mega trend (individual) Activity 13 Analyse business environments (pairs & individual) Activity 14 Find out about a non-profit organisation (groups) Activity 15 Classify organisations (individual) Activity 16 Explain the value chain for your business (individual) Activity 17 Business functions needed by different types of business (groups) Activity 18 Business functions needed by your business (groups) Activity 19 Financial records needed by different businesses (pairs) Activity 20 Support services needed by your business (groups) Activity 21 Stakeholders and their requirements (individual) Activity 22 Find out about major role players (groups) Activity 23 Research two business organisations (individual) Activity 24 Study expenditure patterns of South African households (pairs)
Weeks 6–10	Week 6 _____ Week 7	SO 2 LO 1, 2	_____	_____	\Unit 2: Demonstrate an understanding of the concept market as applied to a selected business sector The market place Basic needs	Activity 1 Serving different markets (individual) Activity 2 Identify markets for a new venture (individual) Activity 3 Differentiate between products and services (individual) Activity 4 Explain the value chain of a business (groups)

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Week	Date planned	SO & LOs	Date completed	SO & LOs	Topic & unit	Assessment activities
	_____ Week 8 _____ Week 9 _____ Week 10 _____	LO3, 4 LO4, 5 LO6 LO7	_____ _____ _____ _____	_____ _____ _____ _____	The basic principles of trade The marketing mix Marketing of products and services Role of business sector in the national economy The value chain	
Weeks 11–13	Week 11 _____ Week 12 _____ Week 13 _____	SO3 LO1, 2 LO3, 4 LO5, 6	_____ _____ _____	_____ _____ _____	Unit 3: Identify and describe the role of professional bodies in a selected business sector Reasons for professional bodies Reasons for regulatory authorities Reasons for associations The importance of professional bodies and associations in the business world Identify professional bodies, regulatory authorities and associations The benefits of belonging to professional bodies or associations	Activity 1 Identify professional bodies (groups) Activity 2 Investigate professional bodies (groups) Activity 3 Professional bodies for your business (individual) Activity 4 Class debate
Weeks 14–16	Week 14 _____ Week 15 _____ Week 16 _____	SO4 LO1 2 LO3, 4 LO5	_____ _____ _____	_____ _____ _____	Unit 4: The market position Products and services marketed by a business and its competitors Competition Product decisions of a business organisation and its competitors The business's position in the market	Activity 1 Consider products and services (groups) Activity 2 Discuss brand messages (pairs) Activity 3 Discuss competitive positions (pairs) Activity 4 Marketing positions of organisations and their competitors (pairs) Activity 5 Compare marketing positions (group) Activity 6 Position your business (individual) Activity 7 Investigate marketing strategies (groups) Activity 8 Calculate the total market potential (groups) Activity 9 Calculate your market share (individual) Activity 10 Compare the strengths of different products (pairs) Activity 11 Identify strengths and weaknesses of your business (pairs) Activity 12 Identify opportunities and threats in your business (pairs)

Week	Date planned	SO & LOs	Date completed	SO & LOs	Topic & unit	Assessment activities
						Activity 13 Changing threats into opportunities (individual)
Topic 2 Weeks 17–25 Weeks 17–18	Week 17 ——— Week 18 ———	SO1 LO1, 2 LO3, 4	——— ———	——— ———	**Topic 2** **Investigate the markets and needs for a new business venture** **Unit 1: Explain the concept market as applied to services or products** The market Supply and demand Identify a market for a service/product for a specific new venture Identify the product or service to be marketed by the new venture	Activity 1 Evaluate principles of trade (pairs) Activity 2 Investigate the potential of an idea for a new venture (individual) Activity 3 Identify business activities for a new venture (individual))
Weeks 19–20	Week 19 ——— Week 20 ———	SO 2 LO1, 2, 3 LO3, 4, 5	——— ———	——— ———	**Unit 2: Identify potential clients for the new venture** Identify potential clients for the new venture Compare basic needs for different socio economic groups Discuss the possibility of new products and services Reasons why people may not buy a product or service Factors that may motivate people to buy a product or service	Activity 1 What are your needs and wants? (individual) Activity 2 What step are you on? (individual) Activity 3 Compare different advertisements (groups) Activity 4 How do religion and culture affect needs? (individual) Activity 5 Geographic segmentation of your business (individual) Activity 6 Find out about inventions (individual) Activity 7 Change your point of view (individual) Activity 8 Change a product (individual) Activity 9 How can you make a difference? (individual) Activity 10 Customer preferences (pairs)
Weeks 21–22	Week 21 ——— Week 22 ———	SO 3 LO1, 2, 3 LO3, 4, 5	——— ———	——— ———	**Unit 3: Survey opinions on the need for the products or service of the new venture** Market research Questionnaires and interviews Doing the market research Frequency charts and bar graphs Estimate the likelihood of the success of the new product/service in your community	Activity 1 Problems with data (groups) Activity 2 Analyse a questionnaire (individual) Activity 3 Design a questionnaire for a bed and breakfast establishment (individual) Activity 4 Design a pre-sales questionnaire (group) Activity 5 Using the questionnaire and interviewing three people (group) Activity 6 Plot a bar graph (individual) Activity 7 Meeting the needs of your community (individual)
Weeks 23–24	Week 23 ———	SO4 LO1, 2, 3	———		**Unit 4: Use statistical information to determine the type of product or service most valued by different communities** Statistical information Presenting statistical information	Activity 1 How statistical information assists businesses (groups) Activity 2 Find out about television viewing habits (groups) Activity 3 Interpret a bar graph (pairs) Activity 4 Draw a graph (individual) Activity 5 Interpret data (pairs)

Week	Date planned	SO & LOs	Date completed	SO & LOs	Topic & unit	Assessment activities
	Week 24 _____	LO4, 5	_____	_____	Type of product/service most valued by the communities from statistics Data interpretation and trends Implications of the trends for different sectors of the product/service industry	Activity 6 How reliable are statistics? (pairs) Activity 7 Track the fuel price (groups) Activity 8 Complete and interpret a table (groups) Activity 9 Interpret pie chart (individual) Activity 10 Use statistics to identify trends (pairs)
Weeks 25	Week 25 _____	LO1	_____	_____	**Unit 5: Outline the purpose and benefits of various products** Purpose and benefits of various products and services	Activity 1 Compare different products (individual)
Topic 3 Weeks 26–40 Weeks 26–29	Week 26 _____ Week 27 _____ Week 28 _____ Week 29 _____	**SO1** LO1, 2 LO3, 4 LO5, 6, 7 LO7, 8, 9	_____ _____ _____ _____	_____ _____ _____ _____	**Topic 3:** **Determine financial requirements of a new business venture** **Unit 1: Determine the financial and cash flow requirements of a new venture** Financial and cash flow requirements for the new venture Examples of financial requirements Determining financial and cash flow requirements Profit and loss in relation to financial requirements and market needs Determine start up requirements Start-up and working capital Relationship between cash flow and profit, with examples Assets and liabilities The importance of finances as part of the business plan	Activity 1 Interpret a cash flow budget (individual) Activity 2 Determine the costs of a business (groups) Activity 3 Compare cash flow for different businesses (groups) Activity 4 Calculate profit and loss (pairs) Activity 5 Identify financial requirements for your business (groups) Activity 6 Work out start-up costs (groups) Activity 7 Work out the start-up costs of your business (individual) Activity 8 Solving cash flow problems (groups) Activity 9 Determine your assets and liabilities Activity 10 Analyse a cash flow (individual)
Weeks 30–33	Week 30 _____ Week 31 _____ Week 32 _____	**SO2** LO1, 2 LO3, 4 LO5	_____ _____ _____	_____ _____ _____	**Unit 2: Determine income and expenditure of a new venture** Budgets Market research and business growth opportunities Expenditure of a new venture Fixed and variable costs Compiling a budget Managing and controlling budgets	Activity 1 Draw up a budget (individual) Activity 2 Interpret a household budget (pairs) Activity 3 Fixed and variable costs (individual)

Week	Date planned	SO & LOs	Date completed	SO & LOs	Topic & unit	Assessment activities
	Week 33 _____	LO6	_____	_____		
Weeks 34–37	Week 34 _____	**SO3** LO1, 2	_____	_____	**Unit 3: Implement pricing and costing principles** Costing principles	Activity 1 Determine the selling price (groups) Activity 2 More break even calculations (individual)
	Week 35 _____	LO2, 3	_____	_____	Break-even point Mark-up Factors that influence pricing Pricing calculations	Activity 3 Calculate the cost price (individual) Activity 4 Calculate prices (Individual) Activity 5 Calculate mark-up (individual) Activity 6 Calculate profit mark-up percentage (individual) Activity 7 Pricing a new product / service (groups)
	Week 36 _____	LO3, 4	_____	_____	Revising budgets according to price determinations	Activity 8 Know your competitors and suppliers (pairs) Activity 9 Work out the selling price (Individual) Activity 10 Calculate prices for your new business venture (individual)
	Week 37 _____	LO5, 6	_____	_____		Activity 11 Prepare a budget (pairs) Activity 12 Work out a budget for your business (individual)
Weeks 38–40	Week 38 _____	**SO4** LO1, 2	_____	_____	**Unit 4: Identify resources to obtain start-up capital** Identifying start up capital requirements Identify, evaluate and compare funding options	Activity 1 Investigate sources of finance (groups) Activity 2 Consider suppliers for your business (groups) Activity 3 Discuss trade credit (pairs)
	Week 39 _____	LO3, 4	_____	_____	Risks and viability of financing Determine the costs of loans Information needed when applying for a loan	Activity 4 Leasing of delivery truck (individual) Activity 5 Obtaining a loan (groups) Activity 6 Getting finance for a small business (pairs)
	Week 40 _____	LO4, 5	_____	_____		Activity 7 Information needed for a loan application (pairs)

Chapter 1: The business environment

Unit 1: Structure and roles of business organisations

Activity 1: Analyse a business in terms of the four factors of production

T1 SO1 LO1 AS1   **Student's Book p. 5**

Guidance and additional information

Students should select a business in their community. They would need to make arrangements to visit the business and to interview one of the managers in that business. It would be a good idea for the lecturer to give a covering letter from the college explaining the purpose of this engagement.

Once the students have gathered the information required by the activity, it would be a good idea for them to reflect on their findings and to see how they could use this information to start their own business venture.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 2: Choose your own business

T1 SO1 LO1 AS1   **Student's Book p. 6**

Guidance and additional information

It is important that students choose a business that they would like to start, run or be involved in and that they give this very careful thought as they will be expected to build on this activity as we work through this book.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Rubric 13 on page 48 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 3: Identify organisations in business sectors

T1 SO1 LO1 AS1 LO3 AS3   **Student's Book p. 9**

Guidance and additional information

Have newspapers and telephone directories available for students, as some of them may not be able to source these. The answers would depend on the newspapers and resources and the students have used.

Students should complete the table, and they can then work in pairs and check each other's work.

Students can discuss the examples and types of primary, secondary or tertiary industry businesses in their community and the needs these would fulfil.

Suggested assessment

Method: Observation-based
Assessment instrument: Questions
Suggested assessment tool: Observations sheets/comments from fellow students
Evidence: Focus on individual students

Activity 4: Draw an industrial column

T1 SO1 LO2 AS2   **Student's Book p. 11**

Guidance and additional information

An industrial column for the manufacture and distribution of petrol is included in the Student's Book. Here is some background information to share with the students:

Petrol is manufactured from crude oil. Crude oil is a liquid that started being created around 400 million years ago, formed from the dead bodies of plants and animals in the sea. The bodies sank to the ocean floors and gradually became covered with mud. Eventually the pressure and heat from the Earth's processes compressed the bodies, forming crude oil.

At oil refineries the crude is broken down into its constituent parts. The oil is separated in a distilling tower. The lightest part rises to the top and evaporates, condensing into liquids on contact with collecting trays and so on until all the various fractions have been separated.

The conversion processes use chemicals to break down and change the fractions to make new refined products. The final stage in the refining process is called blending and normally involves adding chemicals that improve or change the products. For example chemicals are added to make petrol usable in engines and antioxidants are needed to allow it to be stored for long periods of time. (Adapted from: www.winzy.com – key question: "Where does petrol come from?")

Suggested assessment

Method: Task-based (structured)
Assessment instrument: Task/investigation or research
Suggested assessment tool: Rubric 5 on page 39 of this Lecturer's Guide could be used or adapted
Evidence: Students produce the same evidence but in different ways

Activity 5: Find out about non-profit organisations

T1 SO1 LO2 AS2   **Student's Book p. 13**

Guidance and additional information

1. Non-profit organisations exist that exist in students' community could be the Red Cross, The Salvation Army, SPCA, Children's Homes, Community Centres and Clinics. Students should be able to give the organisations that exist in their own communities.
2. How do these organisations serve the community – supplies health and well-being services, among others.
3. Students should give their own opinions. There are no right or wrong answers, as long as they can support their opinions logically.

Suggested assessment

Method:	Observation-based
Assessment instrument:	Questions
Suggested assessment tool:	Observations sheets / comments from lecturer and/or fellow students
	Rubric 14 on page 49 of this Lecturer's Guide for values and attitudes
Evidence:	Focus on individual students

Activity 6: Advantages and disadvantages of forms of ownership

T1 SO1 LO1 AS1 LO2 AS2   **Student's Book p. 18**

Guidance and additional information

1. It may be a good idea for each group in the class to take one form of ownership and work on that. Students then make summaries/written presentations on the various forms of ownership.
2. Notes should include: the characteristics, advantages and disadvantages of your allocated or chosen form of ownership (refer to Student's Book pages 15–17).
3. Students should be encouraged to find books or search on the Internet for procedures and documents involved in establishing their allocated or chosen form of ownership.
4. Mrs Mokoko would probably choose to be a sole proprietor if she wanted complete control over her B&B and is prepared to accept all the risk that goes with it. Mrs Mokoko could look at setting up a close corporation as a form of ownership, if she needed additional capital or more people involved in the decision-making of the business. Being part of a close corporation she could go away for a while or if she was ill she would know that the other member(s) of the close corporation would take care of the running of the business and the decisions that may need to be made.

    If Krish wanted full control over his fast food business he could choose sole proprietorship as a form of ownership. Alternatively, if he needed more skills or capital injected into his business he may consider a partnership where he could have as many as 1–19 partners (excluding himself), or a close corporation where he could be one of up to ten members – they would all be part of the decision-making process.

    Freddy's Furniture Factory would certainly require much capital for equipment, so the money of more investors who would have a vested interest in the business may a solution. A private company, with a membership of up to 50 members could be an option for Freddy. A partnership of 2–20 partners or a close corporation of 1–10 members who may solely or partly contribute to the capital and skills, and expertise required.

    A discussion could follow on the characteristics, advantages and disadvantages of the various forms of ownership. The choice of the form of ownership would depend on the circumstances the business owner finds him or herself in.

Suggested assessment

Method:	Task-based (structured)
Assessment instrument:	Investigation/Task
Suggested assessment tool:	Rubric 5 on page 39 of this Lecturer's Guide could be used or adapted
Evidence:	Students produce the same evidence but in different ways

Activity 7: Identify three types of organisation

T1 SO1 LO1 AS1 LO2 AS2   **Student's Book p. 17**

Guidance and additional information

1. Lecturer should have or ask students to bring newspapers and magazines to class for this activity. Encourage students to talk to people in their community. Students must list at least three examples of:
   - government organisations: schools, hospitals, clinics, libraries, etc.
   - non-profit organisations: see Activity 5 above
   - business organisations: any, depending on the community/area.
2. Students should be able to identity and explain the purpose of each of the organisations.

Suggested assessment

Method:	Observation-based/task-based
Assessment instrument:	Observation/Questions
Suggested assessment tool:	Observations sheets/comments from fellow students
Evidence:	Focus on individual students, or students produce the same evidence but in different ways

A summary of forms of ownership

	Sole Trader	Partnership	Close Corporation	Private Company	Public Company
Registration	Local authority	Local authority	CIPRO	CIPRO	CIPRO
Cost of starting	Low cost	Low cost	More expensive than sole trader and partnership	High cost	High Cost
Founding formalities	Simple	Quite simple	Slightly more complicated	Complicated	Complicated and comprehensive
Number of owners	1 individual	2–20 individuals	1–10 individuals	1–50 (natural or legal persons)	Minimum 7– no maximum (natural or legal persons)
Financial strength	Limited to what single owner can raise	More than a sole trader – but limited	More than a sole trader – but limited	More shareholders can raise more capital	The highest financial strength of all forms of ownership
Name	Use any as "trading as" e.g. Mr Egg	Use any as "trading as" e.g. John & Jim	Must end with CC (must be registered)	Must end with (Pty) Ltd (must be registered)	Must end with Ltd (must be registered)
Legal status of the business	Not a separate legal entity	Not a separate legal entity	Separate legal entity	Separate legal entity	Separate legal entity
Profit distribution	Owner takes all profits	Partners share profits in agreed proportion	Members share profits in proportion to their contribution	Owners receive dividends based on the number and type of shares held	Owners receive dividends based on the number and type of shares held
Financial responsibility of owner for business' debts	Unlimited personal responsibility by owner	Unlimited personal responsibility by all the owners	Businesses is responsible for debts – members' assets are protected	Company is responsible for debts – shareholders' assets are protected	Company is responsible for debts – shareholders' assets are protected
Decision-making in business	Single owner makes quick decisions	Decisions are made jointly by all owners, unless agreed otherwise	Decisions are made jointly by members	Shareholders appoint a board of directors who can appoint managers to run the business	Shareholders appoint a board of directors, who can appoint managers to run the business
Continuity of the business	No continuity – if owner dies, business is dissolved	No continuity – if one partner dies, business is dissolved	Continuous, unless dissolved by insolvency or voluntary liquidation	Indefinite continuity, unless company is liquidated	Indefinite continuity, unless company is liquidated
Taxation	Owner is taxed in person for business profits – even if not drawn	Partners are taxed individually for their share of business profits – even if not drawn	CC is taxed at same rate as companies (also pays secondary tax on profit distributions). Profits distributed are tax-free	Company pays tax on business profits plus secondary tax on profit distributions (tax-free for shareholders)	Company pays tax for business profits plus secondary tax on profit distributions (tax-free for shareholders)
Tax rate in 2005	Can be as low as 0% and as high as 43%, depending on the income bracket of the individual concerned	Can be as low as 0% and as high as 43%, depending on the income bracket of the individual concerned	The CC pays 30% flat rate on all profits, plus a secondary tax of 12.5% dividend tax	The company pays 30% flat rate on all profits, plus a secondary tax of 12.5% dividend tax	The company pays 30% flat rate on all profits, plus a secondary tax of 12.5% dividend tax

Activity 8: Find out more about different forms of ownership

T1 SO1 LO1 AS1 LO2 AS2   **Student's Book p. 18**

Guidance and additional information

To avoid duplication and ensure that all forms of ownership are covered, it may be a good idea for each group to choose a different form of ownership. In discussing the business choices of the three people shown on page 17, there are no right or wrong answers, but students must be able to support their opinions.

Suggested assessment

Method: Observation-based/task-based
Assessment instrument: Observation/Questions
Suggested assessment tool: Observations sheets/comments from fellow students
Evidence: Students' ability to support their opinions based on the research they have done

Activity 9: Choose a form of ownership for your business

T1 SO1 LO1 AS1 LO2 AS2   **Student's Book p. 18**

Guidance and additional information

1. Students are to decide on and motivate the form of ownership they would be more likely to choose for the business that they would like to be involved in.
2. Students should say what type of organisation their business would be and also think about the role their business would play in the business environment and what purpose it would serve.

Suggested assessment

Method: Task-based
Assessment instrument: Project (suggested portfolio of evidence assessment)
Suggested assessment tool: Rubric 10 on page 45 of this Lecturer's Guide could be used or adapted
Evidence: Students use same process to achieve different results

Activity 10: Cash, credit and instalment sale agreements

T1 SO1 LO2 AS2   **Student's Book p. 23**

Guidance and additional information

1. Tabulating the answers may assist the students in visualising the various advantages and disadvantages of cash and credit trading for a business. Some advantages and disadvantages could include:

Cash trading for a business		Credit trading for a business	
Advantages	**Disadvantages**	**Advantages**	**Disadvantages**
money becomes readily available	security risk of carrying large amounts of cash on the premises	customers tend to buy more if they are able to pay off their accounts	it may take time to collect the money for goods that were sold a while ago
businesses are able to establish budgets based on money they already have	may lose business as customers are unable to buy on account and may therefore go elsewhere	businesses are able to buy on credit and then pay the account once the goods have been sold	prices may need to be increased to cover costs and the business may then loose business because items cost more
business does not have to employ extra staff to collect debt			

2. Students should find at least three advertisements offering instalment sale agreements and cash sales. The best place to look would be in the business section of newspapers. Furniture store pamphlets would also be useful for this activity.
3. Students should analyse these advertisements in terms of the difference one would pay if the article was to be purchased for cash and if the article was purchased over the medium term. Look at the repayments and the interest rates.
    Lecturers could also discuss the various repayment methods, which include residual balances or balloon payments.

Suggested assessment

Method:	Task-based
Assessment instrument:	Task/Project
Suggested assessment tool:	Checklist or rating scale drawn up by lecturer
Evidence:	Students produce the same evidence but in different ways

Activity 11: The impact of the macro environment

T1 SO1 LO2 AS2   **Student's Book p. 23**

Guidance and additional information

Have newspapers available or ask students to bring newspapers to class.
1. Students must find one newspaper article on each of the environmental factors which has influenced a business.
2. Students must prepare a short presentation for their class on these environmental influences.
3. Students must compare these environmental influences to their conceived business idea by making a list of the things that they would need to consider in the macro environment and they could or would react to these environments.

Suggested assessment

Method:	Task-based
Assessment instrument:	Project (suggested portfolio of evidence assessment)
Suggested assessment tool:	Rubric 10 on page 45 of this Lecturer's Guide could be used or adapted
Evidence:	Students use same process to achieve different results

Activity 12: Find an advertisement stemming from a megatrend

T1 SO1 LO4 AS4   **Student's Book p. 24**

Guidance and additional information

1. Students browse through newspapers or magazines or the Internet for an advertisement of a product or service that is used today because of a megatrend that affected the business environment.
2. Students must discuss how the market environment is affected by the macro environment, making reference to their found advertisement.

Suggested assessment

Method:	Observation-based (less structured)
Assessment instrument:	Questions
Suggested assessment tool:	Observations sheets / comments from fellow students
Evidence:	Focus on individual students

Activity 13: Analyse business environments

T1 SO1 LO1 AS1   **Student's Book p. 25**

Guidance and additional information

1. Sipho, in his computer business, should take the following variables of the macro environment into account: political events in the country where the computers

are produced, exchange rates, influences in technology.
2. Freddy's Furniture Factory should take the following variables of the micro, market and macro business environments into account: cost of wood increasing due to veld fires, less people farming trees as well as more and more items being moulded from plastic.
3. Students should work on their own and consider their own business idea, referring to the descriptions of the external and internal environments. They should suggest practical examples of the internal environment of their business.
4. With reference to no. 3 above, students should suggest practical examples of external environments of their business.

Suggested assessment

Method:	Observation-based
Assessment instrument:	Questions
Suggested assessment tool:	Observations sheets / comments from fellow students
Evidence:	Focus on individual students

Activity 14: Find out about a non-profit organisation

T1 SO1 LO1 AS1 LO2 AS2   **Student's Book p. 27**

Guidance and additional information

1. The lecturer together with the students organise for a guest speaker from a non-profit organisation to visit and address the class on the role that their organisation plays. Ask students to draw up a list of criteria or questions that you can fax or email through to the guest speaker prior to their visit, so that they come prepared. This would also have to be cleared with the management team of the college.
2. Students should work in groups of 3 or 4 and discuss ways in they can get involved or assist a non-profit organisation.
3. Students should identify a non-profit organisation in their community and:
   • find information about this non-profit organisation on the Internet, if available
   • prepare an outline of the role of this non-profit organisation
   • collect any articles, interesting facts or pictures of this non-profit organisation and the projects they are involved in
   • arrange to interview people involved in this non-profit organisation, if possible
   • prepare a presentation for the class.

Suggested assessment

Method:	No. 3 is task-based (structured)
Assessment instrument:	Investigation, research and presentation
Suggested assessment tool:	Rubric 5 on page 39 of this Lecturer's Guide could be used or adapted
Evidence:	Students produce the same evidence but in different ways

Activity 15: Classify organisations

T1 SO1 LO3 AS3   **Student's Book p. 27**

Guidance and additional information

1. Students should identify at least 10 organisations in their community.

2. Students should classify these 10 organisations into the three categories of business organisations: government organisations, non-profit organisations and business organisations.
3. Students should describe at least one or preferably 3 products or services that each of the 10 organisations offer.

Suggested assessment

Method: Observation-based
Assessment instrument: Questions
Suggested assessment tool: Observations sheets / comments from fellow students
Evidence: Focus on individual students

Activity 16: Explain the value chain for your business

T1 SO1 LO3 AS3   **Student's Book p. 29**

Guidance and additional information

1. Students should explain the value chain theory in terms of their own business idea. Refer to page 59 of the Student's Book for the theory of the value chain.

Suggested assessment

Method: Observation-based
Assessment instrument: Discussion
Suggested assessment tool: Comments from the lecturer or lecturer's notes
Evidence: Focus on individual students

Activity 17: Business functions needed by different types of business

T1 SO1 LO3 AS3   **Student's Book p. 30**

Guidance and additional information

1. Refer to the illustration on page 29 of the Student's Book.
2. Generally the 8 functional areas cover all activities carries by a business.
3. Yes, all businesses carry out these activities to a greater or lesser extent.
4. Students should give their own valid explanations as to what they think is done as part of each of these activities.
5. Examples of the 8 functions carried out by the three entrepreneurs mentioned:

BUSINESS FUNCTION	Bed and breakfast establishment	Fast food outlet	Furniture factory
Purchasing	The owner will have to purchase the necessary food, cleaning materials, linen, etc. that is necessary to run a B&B.	A fast food outlet will have to purchase stock from suppliers.	The purchasing manager will have to acquire the necessary stock of the correct quality, in the correct quantity form an approved supplier.
Marketing	The owner will have to advertise in brochures, newspapers, Yellow Pages, etc.	Fast food outlet will advertise on billboards inside the shop, pamphlets, etc.	Marketing manager will design intensive advertising campaigns to make customers aware of promotions. This could be done by using television, adverts

			pamphlets, etc.
Finance	The owner is responsible for supplying all capital for the business and may find it difficult to borrow capital. Bookkeeping is also the responsibility of the owner.	The owner is responsible for supplying all capital for the business and may find it difficult to borrow capital. Bookkeeping is also the responsibility of the owner	The financial manager will prepare detailed monthly income forecasts and budgets. He or she will have bookkeepers, accountants and clerks working in the finance department.
Public relations	The owner will be responsible for maintaining good relationships with the clients and the community.	The owner will be responsible for maintaining good relationships with the customers and the community	They may sponsor public events (e.g. sporting and cultural events) that help to develop and maintain good relationships with the community and raise the business' image.
Production	The owner will be responsible for the day to day operations.	The owner or floor manager will be responsible for the day to day operations.	The operations manager is responsible for making sure that the same standards are applied across all branches of the business.
Human Resources	A few people may need to be employed to see to the preparation of meals and the cleaning.	A few people may need to be employed to see to the preparation of meals and the cleaning.	The human resources manager will facilitate standardised training courses for all staff and appoint new staff according to predetermined job specifications.
Administration	Generally, the owner will be responsible for records and documentation of the business.	Generally, the owner will be responsible or employ a bookkeeper to record and document the transactions of the business.	The administration manager will control all administrative issues such as correspondence, filing, etc.
General management	The owner will oversee all the business functions.	The owner or a manager will oversee all the business functions	Large factories are managed on behalf of the shareholders by a board of directors.

6. General management been placed in the centre of the diagram because each function has to be generally managed. In some businesses a general manager manages all of the 7 functions including his own activities.

Suggested assessment

Method:	Task-based (structured)
Assessment instrument:	Task or project
Suggested assessment tool:	Checklist or rating scale drawn up by the lecturer
Evidence:	Students produce the same evidence but in different ways

Activity 18: Business functions needed by your business

T1 SO1 LO3 AS3   **Student's Book p. 30**

Guidance and additional information

Students should refer to their own business involvement or business idea and write a short discussion of the business activities that would be needed to be carried out in their business.

Suggested assessment

Method: Task-based
Assessment instrument: Project
Suggested assessment tool: Rubric 10 on page 45 of this Lecturer's Guide could be used or adapted
Evidence: Students use same process to achieve different results

Activity 19: Financial records needed by different businesses

T1 SO1 LO3 AS1   **Student's Book p. 31**

Guidance and additional information

1. Financial records that should be kept by a business are the various journals, i.e. cash receipts journal, cash payments journal, debtors/sales journals, creditors/purchases journals and a general ledger. These could be kept manually or electronically.
2. Students should give examples of the various financial records that would need to be kept by a B&B, a fast food outlet and a furniture factory. Refer to no. 1 above.

Suggested assessment

Method: Observation-based
Assessment instrument: Questions
Suggested assessment tool: Observations sheets / comments from fellow students
Evidence: Focus on individual students

Activity 20: Support services needed by your business

T1 SO1 LO3 AS3   **Student's Book p. 33**

Guidance and additional information

1. The answers to these questions would depend on the individual student's involvement or business idea, for example a transport business' would have all the other activities or functions such as human resources, purchasing, maintenance, etc. except for transportation as its secondary functions to the core business of transport. Another example is that of a motor vehicle manufacturer. The core business would be the manufacture of motor vehicles. The non-core activities would be marketing, human resources, public relations, finance, etc.

Suggested assessment

Method:	Observation-based (less structured)
Assessment instrument:	Observation, discussions and questions
Suggested assessment tool:	Observation sheets / comments from fellow students
Evidence:	Focus on individual students

Activity 21: Stakeholders and their requirements

T1 SO1 LO5 AS5   **Student's Book p. 34**

Answers:

		Answers	
1	General community	D	fair employment, social responsible action, environmental responsibility, no discrimination
2	Government	H	skills development, taxes, black economic empowerment
3	Media and the press	G	honest reporting and transparency
4	Suppliers	E	regular payments, continuity of business, long term relationships
5	Employees	B	job satisfaction, job security, salaries and or job perks
6	Financial institutions	F	interest, security of loans
7	Shareholders	C	safe investment, dividends, capital growth,
8	Customers	A	high quality goods, good service, value for money

Suggested assessment

Method:	Task-based (structured)
Assessment instrument:	Practical exercise
Suggested assessment tool:	Comments from fellow students
Evidence:	Students demonstrate their understanding by matching the stakeholders with the correct requirements

Activity 22: Find out about major role players

T1 SO1 LO5 AS5   **Student's Book p. 34**

Guidance and additional information

1. Students should collect the share price index from any daily newspaper.
2. The various sub-sectors listed in the financial sector would differ, depending on the newspaper.
3. Students would have to specify the mining sector.

Suggested assessment

Method:	Task-based (structured)
Assessment instrument:	Practical exercise
Suggested assessment tool:	Observation sheets and comments from fellow students or lecturer
Evidence:	Focus on individual students

Activity 23: Research two business organisations

T1 SO1 LO5 LO6 AS5   **Student's Book p. 34**

Guidance and additional information

1. Lecturers should have print media on hand for the students who do not have access to this. Also make arrangement for Internet access, where possible. Students must search for advertisements or articles on any two business organisations that they consider to be major role players in the economy.
2. Students should research these businesses by browsing the Internet, accessing financial reports, interviewing people, etc.
3. Students should discuss the products or services these businesses provide.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation, research, assignment or project
Suggested assessment tool:	Rubric 10 on page 45 of this Lecturer's Guide could be used or adapted
Evidence:	Students use same process to achieve different results

Activity 24: Study expenditure patterns of South African households

T1 SO1 LO5 LO6 AS5   **Student's Book p. 40**

Guidance and additional information

1. Students study the table and answer the questions.
2. People spend most of their income on housing and household goods, and food, drink and tobacco.
3. Based on the information above, the best sector to be involved in would be housing and household goods, and food, drink and tobacco. Motivation: this is where household spending is greatest.
4. Students should identify business in their community which sell food, drink and tobacco. Encourage students to think about the purposes of these businesses and ask them what they can learn from observing where these businesses are situated or how these businesses satisfy the needs of the community. For example these businesses could be established near busy taxi ranks, on corners, etc.

Suggested assessment

Method:	Task-based and observation-based
Assessment instrument:	Practical exercise and questions
Suggested assessment tool:	Comments from lecturer and fellow students
Evidence:	Focus on individual students

Unit 2: The market place

Activity 1: Serving different markets

T1 SO2 LO1 AS1   **Student's Book p. 43**

Guidance and additional information

Student should be able to identify the different markets, namely: industrial market, consumer market, retail market, government market, international market. Refer to pages 42–43 of the Student's Book. Encourage students to categorise products according to these markets.

Suggested assessment

Method: Task-based
Assessment instrument: Investigation
Suggested assessment tool: Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 2: Identify markets for a new venture

T1 SO2 LO1 AS1   **Student's Book p. 47**

Guidance and additional information

Find out what the latest trends are in the market (e.g. movies showing, latest cell phones, MP3 players, IPods, etc.). This answer would depend on which market the students were looking at.

Suggested assessment

Method: Task-based
Assessment instrument: Research
Suggested assessment tool: Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 3: Differentiate between products and services

T1 SO2 LO2 AS2   **Student's Book p. 55**

Guidance and additional information

Ask student to bring pictures of products and services, alternatively have magazines available for students to use in order to identify the difference between a product and a service.

It is important for students to understand that sometimes a business could offer both products and services, for example a hairdresser cut hair (service), and may also sell hair products. Possible answers:

hairdresser	service and product	plumber	service
clothes	product	electrician	service
food	product	furniture	product
computer	product and service	electricity	service
book	product	cell phone	product and service

2. Students are expected to differentiate between a product and a service. Refer students back to the Student's Book page 53 where a product is explained as tangible as opposed to a service which is intangible.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 13 on page 48 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 4: Explain the value chain of a business

T1 SO2 LO4 AS4　　　　　　　　　　　　　　　　　　　**Student's Book p. 62**

Guidance and additional information

Students need to be able to do a chart of the value chain, showing the value added each step of the way.

Value chain of a wine farm – grapes vines are planted, watered, nurtured, pruned and looked after until the grapes arrive. The grapes are then looked after until they are cut, and sent to the grape presses. Once pressed the process of making wine is done, wine is then bottled or put into vats. They are then sent to the cellar to be stored until sent out to the shops, etc.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research/Assessment
Suggested assessment tool:	Adapt rubric 15 on page 50 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Unit 3: The role of professional bodies

Activity 1: Identify professional bodies

T1 SO3 LO1 AS1 LO2 AS2 LO3 AS3   **Student's Book p. 69**

Guidance and additional information

Make sure that there are newspapers and trade journals available for students. Students together with the lecturer's assistance should identify bodies, associations and authorities that they could belong to in respect of the business venture they wish to pursue.

Suggested assessment

Method:	Task-based (structured)
Assessment instrument:	Investigation
Suggested assessment tool:	Rubric 6 on page 40 of this Lecturer's Guide could be used or adapted
Evidence:	Students use same process to achieve different results

Professional bodies in the SMME sector

Small, Micro and Medium Enterprises (SMME) as a sector has grown due to increased entrepreneurial activity and growth of micro businesses. The result has been that SMMEs have started playing a bigger role in the economy of South Africa and its development. As a result of this, the government has given a lot of attention to this sector, by means of initiative, investments and legislation that will help SMMEs.

In order to address the need for business support for entrepreneurs the government has set-up a number of support agencies falling under the authority of its various departments. These are not professional bodies but play a vital role in advising and mentoring emerging businesses. Private companies also offer similar services.

The following table lists useful support organisations for the entrepreneur, it is important for you to be able to access these organisations in your area so it is best to do an internet search or ask your local Chamber of Commerce for help.

Support organisation	Services provided
Khula (Department of Trade and Industry)	Provides financial support such as loans, grants and access to technology
Business Referral and Information Network (BRAIN) www.brain.org.za	Offers information to entrepreneurs
Business Partners Limited	Invests millions into emerging businesses, creating jobs
Tourism Enterprise Programme (TEP)	Provides help for growth in tourism, especially for previously disadvantaged communities
Small Enterprise Development Agency (SEDA)	Supports SMMEs to access finance, help with marketing opportunities and have advice centres

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| Ntsika | Offers non-financial support to SMMEs, such as marketing, management, research |

Support organisations to assist the entrepreneur

There are many organisations formed by government and the private sector, which can assist an entrepreneur wanting to start a business. Some of these organisations offer financial assistance and others offer advice, mentor the new ventures and give guidance. It is a good idea for an entrepreneur to approach such organisations in their area, to gain as much knowledge as possible and be prepared to face the challenges that will face any new business. Remember to use the search engine on your internet to find information about the latest organisations offering assistance in your area as well as your local bank and Chamber of Commerce.

The following are some of the organisations that offer non-financial assistance:

Khula Enterprise Finance Ltd For general advice and loans Helpline: 0800 118815	**Ntsika Enterprise Promotion Agency** Management, marketing, research Helpline: 0800 113857
Small Enterprise Development Agency (SEDA)	**Technology for Women in Business (TWIB)**
KWAZULU NATAL **Business Support Centre** P O Box 1730 Pietermaritzburg, 3200 Tel: 033 345 4604	**GAUTENG** **Business Opportunity Centre** P O Box 828 Auckland Park, 2006 Tel: 011 839 2750
Durban Metro Economic Development Department P O Box 5856 Durban, 4000 Tel: 031 300 3800	**IBEC Training** Suite 275 Postnet X51, 2021 Tel: 011 326 0563
WESTERN CAPE **Centre for Opportunity Development** P O Box 43399 Woodstock, 7925 Tel: 021 448 7501	**FREE STATE** **Goldfields Business Support Centre** P O Box 2981 Welkom, 9460 Tel: 057 353 2065
NORTHERN CAPE **Nambid** P O Box 831 Springbok, 8240 Tel: 027 718 1850	**NORTH WEST** **Small Business Advisory Bureau (SBAB)** P O Box 1880 Potchefstroom, 2520 Tell: 018 299 1002
MPHUMALANGA **Highveld Entrepreneurial Development Centre** P O Box 2230 Middelburg, 1050 Tel: 013-246 1039	**EASTERN CAPE** **Regional Chamber of Commerce** P O Box 2221 North End Port Elizabeth, 6056 Tel: 041-484 4430
NORTHERN PROVINCE **Centre for Opportunity Development** P O Box 2401, Pietersburg, 0700	

Activity 2: Investigate professional bodies

T1 SO3 LO1 AS1 LO2 AS2 LO3 AS3   **Student's Book p. 70**

Guidance and additional information

Invite a member of a professional body, association or regulatory authority to address the students. It may be a good idea to draft questions or issues that students will require and to fax or email this to the guest speaker so that they come prepared. Get students to investigate different professional bodies etc., and then interchange information with a view to benefiting their business venture.

Suggested assessment

Method: Task-based (structured)
Assessment instrument: Research
Suggested assessment tool: Rubric 13 on page 48 of this Lecturer's Guide could be
                                         used or adapted
Evidence: Students use same process to achieve different results

Activity 3: Professional bodies for your business

T1 SO3 LO1 AS1 LO2 AS2 LO3 AS3   **Student's Book p. 70**

Guidance and additional information

Encourage students should do as much research as possible via the Internet, telephone, etc. If necessary they should visit the offices of these professional bodies to obtain the information that they need.

Suggested assessment

Method: Task-based (structured)
Assessment instrument: Research
Suggested assessment tool: Rubric 8 on page 43 of this Lecturer's Guide could be
                                         used or adapted
Evidence: Students produce the same evidence but in different
                                         ways

Activity 4: Class debate

T1 SO3 LO1 AS1 LO2 AS2 LO3 AS3   **Student's Book p. 71**

Guidance and additional information

Holding a debate on the pros and cons of professional bodies is an opportunity to bring together all the information the students have gleaned. Stress that they are not necessarily arguing for what they really believe, but that this is an exercise to see if they can argue logically and see different points of view from their own. Make it a fun activity, and do not lay too much emphasis on 'winning' and 'losing'.

Suggested assessment

Method: Informal discussion
Assessment instrument: Research and discussion
Suggested assessment tool: Comments by lecturer and fellow students
Evidence: Students demonstrate their understanding by justifying
                                         opposing points of view

Unit 4: The market position

Activity 1: Consider products and services

T1 SO4 LO1 AS1   **Student's Book p. 76**

Guidance and additional information

1. Students should consider a B&B, a fast food outlet and a furniture factory.
2. Arrange for students to work in groups and allow each group to work with one of above-mentioned business. The lecturer may prepare blank pre-printed tables for the groups.
3. Encourage groups to do proper research and not to thumb-suck answers. Groups should then complete the tables by:
   • inserting 10 products or services that their allocated business would market
   • listing an equivalent product marketed by competitor organisations next to each product
   • saying how the competitor organisations' products can differ from those of the entrepreneur:

Possible answers for a B&B:

	Entrepreneur's product	Competitor's product	Difference between entrepreneur's and competitor's product
1.	One night's accommodation with dinner and breakfast	One night's accommodation with breakfast only	Dinner is included at entrepreneur's establishment
2.	Wireless Internet connectivity	No Internet connectivity	Entrepreneur offers Internet facilities
3.	Recreational facilitates, such as a swimming pool and tennis court	offer swimming pool	Entrepreneur offers additional recreational facilities
4.	Offer MNet and DSTV	Only MNet	Entrepreneur offers additional TV channels
5.	etc.		

Possible answers for a fast food outlet:

	Entrepreneur's product	Competitor's product	Difference between entrepreneur's and competitor's product
1.	Chicken and chips	Chicken and chips	No difference
2.	Fish and chips	Fish and chips	No difference
3.	Hamburgers, double, single, dagwood	Hamburgers	Entrepreneur offers more variety
4.	Pizzas, thin base	Pizzas, thin and thick base	Competitor sells different bases and different flavours
5.	Pasta	No pasta	Competitor does not offer pizza
6.	Hot Dogs	Hot dogs	Competitor does not do hotdogs
7.	Pies – homemade	Pies – frozen and heated using micro-wave	Entrepreneur sells homemade pies as opposed to frozen and micro-waved pies
8.	Toasted sandwiches, brown, white or health bread	Toasted sandwiches, white and brown bread	Competitor does not sell toasted sandwiches on health bread
9.	etc		

Possible answers for a furniture factory:

	Entrepreneur's product	Competitor's product	Difference between entrepreneur's and competitor's product
1.	Cupboards	Cupboards	Competitor offers different finishes, stains and colours
2.	Beds	Beds	No difference
3.	Tables – pine, oak, other wood	Tables – pine	different styles, competitor only has pine tables
4.	etc		

4. Groups should then complete the next table:
   categorising the ten products into the various types of products
   listing the target market that those ten products or services would be aimed at
   giving ideas about how they would go about marketing these products.

Some suggestions:

	Product	Target market	Ideas for marketing that product
1.	accommodation	# travelling sales representatives	offer exclusive service friendly atmosphere entertainment recreational facilities Internet facilities computer services etc.
2.	fast food	students families single people	buy one get one free combo packs, offer cooldrink with food item free delivery etc.
3.	furniture	# families # single people	# free delivery # etc.

Suggested assessment

Method: Task-based
Assessment instrument: Investigation
Suggested assessment tool: Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 2: Discuss brand messages

T1 SO4 LO1 AS1   **Student's Book p. 78**

Guidance and additional information

1. Students should study the illustration.
2. Students explain the marketing message each of the illustrated brands.
   - Avis = we try harder: 'Avis Rent a Car is the leading South African Car Rental Company, its success underpinned by the Avis Brand Ambassador programme. Each Avis staff member has made a personal commitment to exceed customer expectations at every interface.'
     http://www.avis.co.za/main.asp?ID=243&RootItemID=243
   - Hertz offers reliability and peace of mind to give you freedom to travel.
   - 'Standard Bank has changed from "Simpler. Better. Faster." to "Inspired. Motivated. Involved." and a brand new logo, Standard Bank – South Africa's

biggest bank in terms of assets – comes of age, aiming to forge ahead in its bid to make a real difference and stay relevant to the societies in which it operates. We are a customer-focused entity that consistently needs to keep in touch with its customers, staff and stakeholders. So this new pay-off line reflects these values. It is indeed the real essence of a bank which "understands what life is like". That is why it is emancipating and reinventing itself to stay ahead of its rivals and be able to meet all sorts of unforeseen challenges associated with the complexities of the emerging markets.' From: http://www.bizcommunity.com/Article/196/11/9797.html

- MWeb = Just like that.

3. Students use print media to find at least five well-known brands or brand names.
4. They should say if any of these brand names differ from the product names and state why they say so.
5. If their answer was yes, then they should give reasons as to why this has happened.
6. Ask students to list the brands they identify when watching a sporting event on television.

Suggested assessment

Method:	Observation-based (less structured)
Assessment instrument:	Observation
Suggested assessment tool:	Observation sheets
Evidence:	Subject evidence based on lecturer observations and impressions

Activity 3: Discuss competitive positions

T1 SO4 LO2 AS2   **Student's Book p. 80**

Guidance and additional information

1. Students should study the four advertisements and discuss the meaning of the slogans. There are no right or wrong answers, but encourage them to justify their arguments.
2. Facilitate a class discuss on how companies position themselves in the market.
3. Encourage them to explain whether the companies are delivering on their market position.

Suggested assessment

Method:	Observation-based
Assessment instrument:	Lecturer-student discussions
Suggested assessment tool:	Comments by lecturer and fellow students
Evidence:	Subject evidence based on lecturer observations and impressions

Activity 4: Marketing positions of organisations and their competitors

T1 SO4 LO2 AS2   **Student's Book p. 81**

Guidance and additional information

1. Encourage students to identify at least two organisations similar to their own business idea that they can and should arrange to visit.

2. Students must produce at least five pieces of evidence which could be in the form of advertisements, posters, pamphlets or brochures that relate to these two selected organisations.
3. If possible, students should access the websites of these organisations and find out how they advertise over the Internet.
4. Students should then compare these two organisation's methods of marketing with those of at least two of these organisations' competitors.
5. Students should prepare a presentation for their class on their findings. Fellow students should learn from and use ideas from these presentations.

Suggested assessment

Method:	Task-based (structured)
Assessment instrument:	Investigation and presentation
Suggested assessment tool:	Adapt or use any one of rubrics 8, 9, 10 or 11 on pages 43–46 of this Lecturer's Guide
Evidence:	Students produce the same evidence but in different ways

Activity 5: Compare marketing positions

T1 SO4 LO2 AS2   **Student's Book p. 81**

Guidance and additional information

1. Facilitate group work where students discuss the marketing positions of a B&B, a fast food outlet and a furniture factory.
2. Encourage students to think of who would be the competitors of a B&B, a fast food outlet and a furniture factory?
3. Encourage students to arrive at answers that they could give these business organisations in terms of their marketing position.

Suggested assessment

Method:	Observation-based
Assessment instrument:	Lecturer-student discussions
Suggested assessment tool:	Comments by lecturer and fellow students
Evidence:	Focus on individual students

Activity 6: Position your business

T1 SO4 LO2 AS2   **Student's Book p. 81**

Guidance and additional information

1. Students should think about how they would market their business concept.
2. Students should explain who would be their competitors.
3. Students should discuss what would give their business the competitive advantage or leading edge over their competitors.
4. Encourage students to complete the table to determine how their business stands up to the competition that they face in terms of the criteria listed.

Suggested assessment

Method:	Task-based (structured)
Assessment instrument:	Practical exercise
Suggested assessment tool:	Adapt rubric 13 on page 48 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 7: Investigate marketing strategies

T1 SO4 LO2 AS2   **Student's Book p. 87**

Guidance and additional information

1. Shoprite Checkers offer cheaper prices on staple foods and Pick 'n Pay offer various other facilities depending on the area they are situated, for example pantry shops, clothing shops, some Pick 'n Pays have restaurants, etc.
2. Ackermans target the lower and middle income groups and Edgars also targets all income groups including the upper income as they also tend to sell the more expensive brand names, such as Pringle, Jeep, Billabong, etc.
    Lecturers should not necessary confine their discussions to the retail outlets mentioned in the Student's Book, but should encourage students to think more broadly.
3. Other business organisations can learn from the marketing strategies of these businesses, for example:
    *   B&B – cater for families, single people, offer specials during off-peak seasons, offer other facilities such as wireless Internet connectivity, etc.
    *   Fast food – cater for children's parties, offer combo packs, free delivery, 'buy one get one free', etc.
    *   Furniture factory – focus on lower to middle income groups, price reductions on certain lines at certain times, etc.

Suggested assessment

Method: Observation-based (less structured)
Assessment instrument: Discussions
Suggested assessment tool: Comments
Evidence: Focus on individual students

Activity 8: Calculate the total market potential

T1 SO4 LO4 AS4   **Student's Book p. 89**

Guidance and additional information

1. Krish of Krish's Fast Foods is thinking of extending his business to the next suburb. His research showed the following:
    In the new suburb there are approximately 1 600 houses and flats. The average income per household is R60 000 per year. He estimates that 5 % of the annual income will be spent on fast foods. There are already four other fast food outlets in the area so Krish estimates that he will be able to get 15 % of the market share. Calculate the potential monthly market share of Krish's business:

    1 600 x R60 000 = R96 000 000
    R96 000 000 x 5% = R4 800 000
    R4 800 000 x 15 % = R720 000
    R720 000 / 12 = R60 000 per month

2. Market information about students' business ideas could be obtained from the local Chambers of Commerce, among others.
3. Students should discuss how you they would calculate the market potential for their business.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Adapt rubric 5 or 7 on page 39 or 42 of this Lecturer's Guide. Comments by lecturer
Evidence:	Students use same process to achieve different results

Activity 9: Calculate your market share

T1 SO4 LO5 AS5   **Student's Book p. 91**

Guidance and additional information

1. Students should follow the examples in the Student's Book to calculate the potential market share for their business.
2. Students should list at least five questions that they should be able to answer about their competitors before attempting to calculate your target market.
3. It is not possible for one business serve the entire market as that business cannot spread itself over such a wide a market area, customers will have many varied requirements, businesses operate in a free market economy where competition is encouraged. (One business would be a monopoly and there are very few monopolies in this country.)
4. A sensitivity analysis is used to calculate the anticipated market share of a business based on race, gender, age, etc.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation and practical exercise
Suggested assessment tool:	Comments by lecturer and fellow students
Evidence:	Students use same process to achieve different results

Activity 10: Compare the strengths of different products

T1 SO4 LO5 AS5   **Student's Book p. 93**

Guidance and additional information

1. Customers may become loyal to brand names like Coca Cola. In this country Pepsi disinvested in this country during the apartheid era, so some customers may want to buy Pepsi now that it is available here again. Others may feel more loyal to Coca Cola for having remained in the country throughout.
As computer speeds get faster and computer capacity grows customers demand the 'top of the range', better, faster computers, which computer manufacturers will have to consider to stay ahead of the market.
2. Coca Cola:
   - is not a sweet as Pepsi
   - is found in just about every shop in the country, even spaza shops
   - is well advertised (may shop signs are sponsored by Coca Cola)
   - comes in various size bottles
   - comes in various flavours (light, lemon, vanilla).
   Computers – students will have to compare the various features of computers they are familiar with, as these change over time.
3. Staff who are hardware experts and who have a specialised knowledge of the products and tools in a hardware shop will be able to offer customers better

advice on what products they need to do the job and how much of the product they will need.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 11: Identify strengths and weaknesses of your business

T1 SO4 LO5 AS5   **Student's Book p. 93**

Guidance and additional information

Students should select a business similar to that they would like to start. They should then compare their business's strengths and weaknesses with those of two of its competitors.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 12: Identify opportunities and threats in your business

T1 SO4 LO5 AS5   **Student's Book p. 95**

Guidance and additional information

Students should select a business similar to that they would like to start. They should then compare their business's **opportunities and threats** with those of two of its competitors.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 13: Changing threats into opportunities

T1 SO4 LO5 AS5   **Student's Book p. 97**

Guidance and additional information

1. Assume you a part owner of a product for which there is an emerging demand, for example iPods or MP3 players. Outline the opportunities and threats that could face your business and show how you will be able to handle these challenges.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Chapter 2: Markets and needs for a new business

Unit 1: The concept of a market

Activity 1: Evaluate principles of trade

T2 SO1 LO1 AS1 LO3 AS3   **Student's Book p. 106**

Guidance and additional information

Students should research an existing business in their own town/city and evaluating the basic principles of trade, i.e. needs, wants, demand, exchange and value with relation to the product and/or service offered that business. Students may have to have a letter from the college and the permission of the management team of the college to do this.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 2: Investigate the potential of an idea for a new venture

T2 SO1 LO2 AS2   **Student's Book p. 113**

Guidance and additional information

This is just an investigation and not a questionnaire, which is covered in Chapter 2 Unit 3. The students just need to establish whether their idea could be feasible i.e. whether they would have enough customers to buy their product.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 3: Identify business activities for a new venture

T2 SO1 LO4 AS4 LO5 AS5   **Student's Book p. 115**

Guidance and additional information

Students should follow the instructions in the Student's Book.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Unit 2: Potential clients for the new venture

Activity 1 – What are your needs and wants?

T2 SO2 LO1 AS1   **Student's Book p. 121**

Guidance and additional information

Students need to identify the difference between wants and needs. They will realise that we all have similar needs.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Adapt rubric 4 on page 38 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 2: What step are you on?

T2 SO2 LO1 AS1   **Student's Book p. 122**

Guidance and additional information

Ensure that students understand Maslow's various steps on page 122 of the Student's Book. Students should decide where they fit into Maslow's hierarchy. Emphasise that the purpose of this exercise is simply to see how the hierarchy works and it is a useful analytic tool, but that they should not compare themselves with or judge others.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 2 on page 35 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 3: Compare different advertisements

T2 SO2 LO2 AS2   **Student's Book p. 125**

Guidance and additional information

Have newspapers and magazines available for the students to use. They should identify specific products for specific demographics. For example, grandparents will not eat certain sweets like bubble gum and toffees, while young people will not be interested in products for false teeth.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 6 on page40 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 4: How do religion and culture affect needs?

T2 SO2 LO2 AS2   **Student's Book p. 126**

Guidance and additional information

Students must write an essay or verbally report on their visit to the butchery. Not everyone is aware of the different cultures' eating habits and this will help make them more product conscious.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research and investigation
Suggested assessment tool:	Adapt rubric 6 on page 40 or rubric 13 on page 48 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 5: Geographic segmentation of your business

T2 SO2 LO2 AS2   **Student's Book p. 128**

Guidance and additional information

Students should understand the different segments such as city, town, urban and rural and the different buying habits and needs of people in those areas.

Suggested assessment

Method:	Observation
Assessment instrument:	Practical
Suggested assessment tool:	Adapt rubric 15 on page 50 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Behavioural segmentation

Consumers can also be segmented on the basis of their buying behaviour. This may take the form of benefits sought. Some market segments may be very specific in the benefits they seek when buying a specific product. Some may seek economy, while other may prefer convenience or prestige. When consumers are so specific with regards to the benefits they seek marketers can respond with products that will address these needs, thereby better satisfying their customer's needs.

Behaviouristic variables

Businesses can divide a market on the basis of some features of consumer behaviour toward a product, commonly involving some aspect of product use, e.g. a total market may be separated into users and non users. Users may then be classified as heavy, moderate or light. To satisfy a specific group, such prices heavy users, a marketer may have to create a distinctive product, set special prices, or initiate special promotion and distribution activities. Thus airlines offer frequent flyer programmes, which reward customers who regularly fly on their planes with free trips and discounts on rental cars and lodging.

How customers use or apply the product may also determine segmentation. To satisfy customers who use product in a certain ways, some feature – say packaging, size, texture, or colour – may have to be designed precisely to make the product easier to use, safer or more convenient. For example toothpaste may be packages

with pump dispensers because consumers want easier-to-use dispenser. In addition, special distribution, promotion or pricing may have to be created.

Benefit segmentation is the division of a market according to the benefits that consumers want form the product. Although most types of market segmentation are based on the assumption that there is a relationship between the variable and the customer's needs, benefit segment is different in that the benefits the customers seek *are* their product needs. Thus individuals are segmented directly according to their needs. By determining the benefits desired, marketers may be able to divide people into groups that are seeking certain sets of benefits. For example marketers of mouthwashes target many consumer group concerns: plaque, gingivitis, fresh breath and fighting germs. Another example is consumers who want high quality coffees with superior taste.

The effectiveness of benefit segmentation depends on several conditions. Firstly, the benefits sought must be identifiable; secondly, using these benefits, marketers must be able to divide people into recognisable segments; finally, one or more of the resulting segments must be accessible to the firm's marketing efforts.

Activity 6: Find out about inventions

T2 SO2 LO3 AS3   **Student's Book p. 131**

Guidance and additional information

Help students to realise that not all inventions work and help them to see that if something does not work the first time round that they should not give up but try again. Sources of information could be the Internet, magazines, and libraries.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 15 on page 50 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 7: Change you point of view

T2 SO2 LO3 AS3   **Student's Book p. 133**

Guidance and additional information

Get students to think out of the box. This activity could also be facilitated as group work. Give each student there own paper clips to see what business ideas they can arrive at by changing it. t may be a good idea to have a sweet or something to reward the student who has the best invention.

Suggested assessment

Method:	Task-based
Assessment instrument:	Observation
Suggested assessment tool:	Observation and comments by the lecturer
Evidence:	Students use same process to achieve different results

Activity 8: Change a product

T2 SO2 LO3 AS3   **Student's Book p. 133**

Guidance and additional information

Help students to think creatively by analysing products and realise different aspect can be put together to make a product unique.

Suggested assessment

Method: Task-based
Assessment instrument: Observe
Suggested assessment tool: Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 9: How can you make a difference?

T2 SO2 LO3 AS3   **Student's Book p. 135**

Guidance and additional information

Each student needs to realise they are an important member of society and that they can make a difference to the communities that they live in.

Suggested assessment

Method: Task-based
Assessment instrument: Written task
Suggested assessment tool: Adapt rubric 9 on page 44 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 10: Discuss customer preferences

T2 SO2 LO4 AS4   **Student's Book p. 137**

Guidance and additional information

Get students to realise why they make the choices they do and to do research before making decisions. They should also be made aware of cause and effect.

Suggested assessment

Method: Task-based
Assessment instrument: Written task
Suggested assessment tool: Adapt rubric 9 on page 44 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Unit 3: Do an opinion survey

Activity 1: Problems with data

T2 SO3 LO1 AS1   **Student's Book p. 143**

Guidance and additional information

Data is raw facts. Information is processed data. We live in a world full of data but sometimes the data/information given to us might not be totally correct. For example a newspaper reporter will write a story from their point of view.

Suggested assessment

Method:	Observation
Assessment instrument:	Questions
Suggested assessment tool:	Adapt rubric 3 on page 37 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 2: Analyse a questionnaire

T2 SO3 LO1 AS1   **Student's Book p. 148**

Guidance and additional information

Find out which company has questionnaires, maybe even get the questionnaires and copy them for the students, find out what can be changed and why. Ask students to find questionnaires and to bring them to class to share with other students.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Guidelines for doing market research

Market research is the systematic gathering, analysing and interpreting of information on all types of market problems or identifying a need in the market, by using scientific research. The most common method used, is the survey method, using a questionnaire. Questions are asked either by telephone, by mail or personally by fieldworkers. This last method takes the most time and is the most expensive, but also the best and most reliable as the fieldworkers have to do a door-to-door survey.

Market research is done either to test if there is a demand for one's product in the market, or to find reasons for problems with existing products .We will look at the steps that must be followed to identify and solve a problem with an existing product. An entrepreneur will need to follow more or less the same steps to test the market for a new product.

The following steps should be followed when doing a survey:

Step 1: Define the problem or reason for the survey
Unless one is clear about the exact problem or reason, there will be no point in doing a survey.

Step 2: Find possible reasons, explanations and causes for the problem
Let's say the problem being investigated is the drop in sales for a particular product. Possible reasons could be:
- a decrease in the quality of the product
- a similar new, but cheaper product on the market
- consumers changing their preferences.

Step 3: Investigate the above reasons and find the solution to the problem
All the possible reasons must be investigated so that the real reason for the drop in sales can be established.

The person doing the research can read articles in trade journals search the internet and study reports from within the business to follow up on the reasons established in step 2.

Let's say this research shows the reason for the drop in sales is due to a drop in the quality of the product. The problem can then be solved by asking the production department to check on their quality standards. No further investigations would be necessary. If no clear reason can be found, a survey should be done to find the answer.

Step 4: Compile a questionnaire
The questions should be chosen very carefully so that the answers can help clear up the problem. Using a questionnaire, can help an entrepreneur find out how accessible the market is to a new product.

Activity 3: Design a questionnaire for a B&B

T2 SO3 LO1 AS1   **Student's Book p. 148**

Guidance and additional information

Students generally have difficulty in drawing up a questionnaire and will need guidance on the meaning of words like 'recreational facilities' before starting on their questionnaire.

Suggested assessment

Method:	Task-based
Assessment instrument:	Assignment
Suggested assessment tool:	Adapt rubric 18 on page 53 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 4: Design a pre-sales questionnaire

T2 SO3 LO1 AS1   **Student's Book p. 148**

Guidance and additional information

Students need to find out if their product/service will work, as they do not want them to start and fail because of insufficient information regarding their potential market.

Suggested assessment

Method:	Task-based
Assessment instrument:	Assignment
Suggested assessment tool:	Adapt rubric 18 on page 53 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 5: Use the questionnaire

T2 SO3 LO4 AS4   **Student's Book p. 148**

Guidance and additional information

Give students some guidance on how to go about interviewing people. Just general manners like thanking the person, not wasting their time, etc. It may be useful here to get pairs of students to present role plays to the rest of the class and get feedback regarding what works and what doesn't.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 18 on page 53 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 6: Plot a bar graph

T2 SO3 LO4 AS4   **Student's Book p. 150**

Guidance and additional information

Have graph paper available to plot a bar graph and assist students who need help plotting the graph.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 12 on page 47 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 7: Meeting the needs of your community

T2 SO3 LO1 AS1   **Student's Book p. 151**

Guidance and additional information

This activity can integrated with Life Orientation. Students need to identify needs in the community that they are able to help with (e.g. collecting blankets, soup kitchens, etc., for the needy)

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 12 on page 47 or 18 on page 53 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Unit 4: Statistical information

Activity 1: How statistical information assists businesses

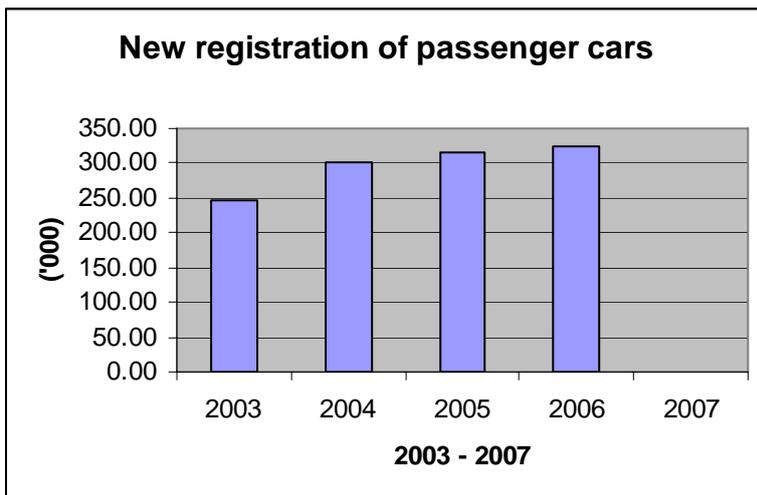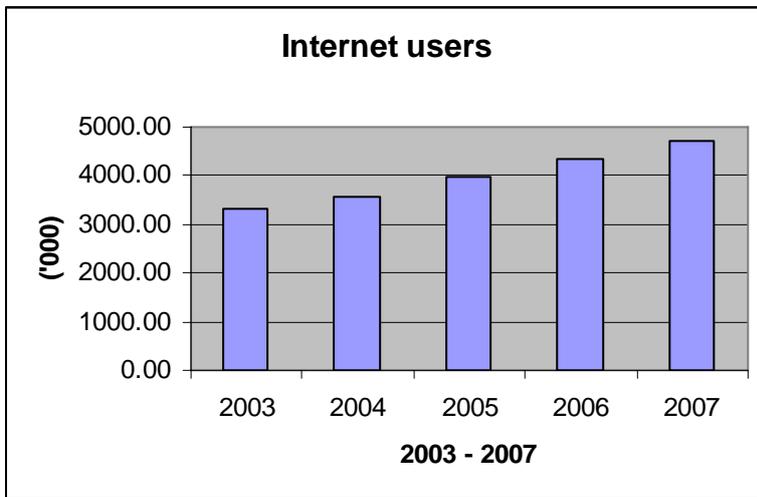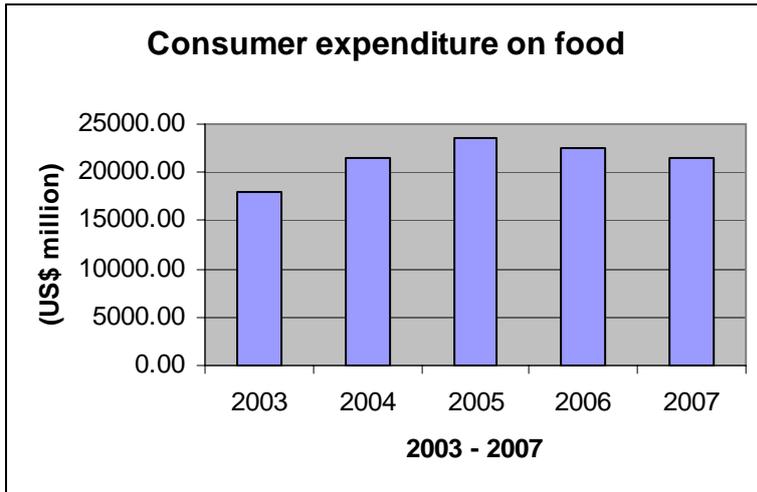T2 SO4 LO1 AS1   **Student's Book p. 155**

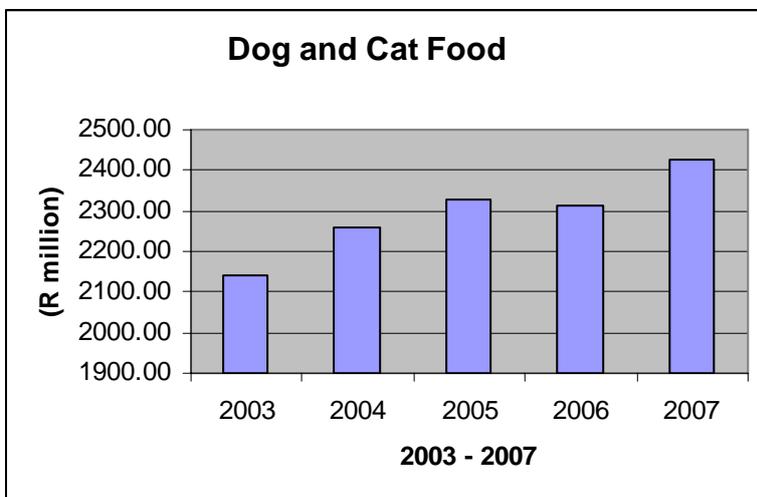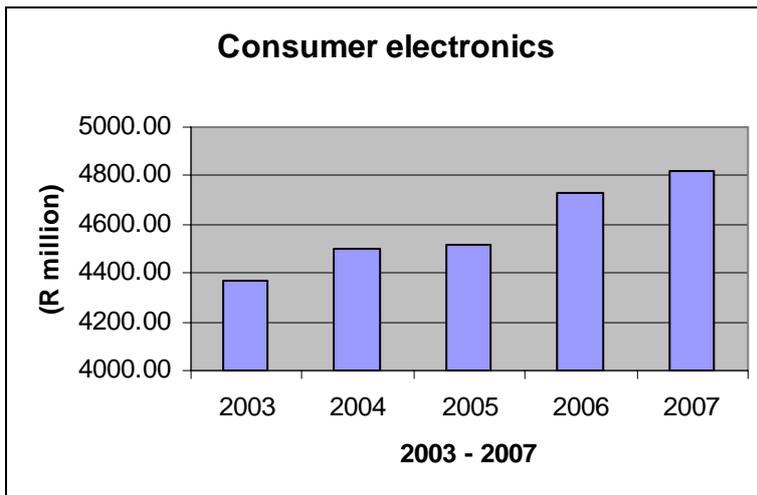**Guidance and additional information**

1. Statistical information a business organisation would need in the day to day running of its business would be tracking of the bank transactions, bank interest rate, perhaps the inflation rate, share prices, etc.
2. The kind of information a business organisation would need, to assess which products or services to supply would be the prices of raw materials, the costs from suppliers, the prices consumers are willing to pay, etc.
3. Business organisations would need this information for the future so that they can consider downscaling, upgrading or changing their product lines.
4. Students should study the statistics in the table on page 155 of the Student's Book:

Lifestyle indicators	2003	2004	2005	2006	2007
Consumer expenditure on food (US$ million)	17 894,2	21 573,9	23 647,6	22 550,7	21 483,7
Internet users ('000)	3 325,00	3 566,00	3 973,63	4 350,16	4 693,82
New registrations of passenger cars ('000)	247,26	301,15	316,00	323,00	not available
Consumer electronics (R million)	4 369,48	4 498,60	4 512,46	4 728,02	4 817,61
Dog and cat food (R million)	2 138,81	2 258,57	2 329,65	2 313,40	2 424,00

Source: http://www.euromonitor.com/Consumer_Lifestyles_in_South_Africa

5. This report help one to understand the factors that influence a nation's lifestyle choices in that one can see growth patterns in terms expenditure, which could mean that prices are increases or the number of consumers in the market is increasing. There was a decrease in consumer expenditure on food from 2005 to 2006 and then from 2006 to 2007.
6. Internet usage is the fastest growing lifestyle indicator [an increase of over 343 000 in one year (4693.82 – 4350.16)]
7. Factors that could assist the general growth shown in this table could be attributed to technological advances and change in lifestyles.
8. Graphs to compare 2003–2007 in each aspect to see which areas have increased the most.

Consumer expenditure on food

(US$ million)

2003 - 2007

Internet users

('000)

2003 - 2007

New registration of passenger cars

('000)

2003 - 2007

Consumer electronics

(R million)

| | 2003 | 2004 | 2005 | 2006 | 2007 |

2003 - 2007

Dog and Cat Food

(R million)

| | 2003 | 2004 | 2005 | 2006 | 2007 |

2003 - 2007

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Adapt rubric 12 on page 47 of this Lecturer's Guide
Evidence:	Students produce the same evidence but in different ways

Activity 2: Find out about television viewing habits

T2 SO4 LO1 AS1   **Student's Book p. 155**

Guidance and additional information

Television viewing statistics may also be found on website:
http://www.tvsa.co.za/
1. This answer will depend on the time of research
2. This answer will depend on the time of research
3. Unemployed and retired people will probably watch more television that working people if they could afford a television set and the TV licence.
4. The marketing community invests millions of rands every month on the placement of television commercials.

Useful terms:

AR (audience rating) is a time weighted audience estimate, expressed as a percent of your target market

CPP (cost per point) is the cost of reaching one rating point in a given target market, and is an indication of how cost efficient the spot buy is

reach potential is the number of people potentially who could view the commercial

effective reach is the number of people who are exposed to the advertising message at a level considered to be significant in terms of predetermining effective frequency levels. The default is 3.

average frequency is the average number of times the target market could potentially see the commercial. If, for example, a schedule has the potential to reach 70% of your target market and the average frequency is 3, it does not mean that 70% could see the commercial 3 times. In all likelihood only 35% may see it 3 or more times

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Adapt rubric 12 on page 47 of this Lecturer's Guide
Evidence:	Students produce the same evidence but in different ways

Activity 3: Interpret a bar graph

T2 SO4 LO1 AS1   **Student's Book p. 158**

Guidance and additional information

1. Students should study the bar graph on page 158 of the Student's Book.
2. The age group 15–19 has the largest representation.
3. Generally there is more female representation.
4. A marketer or a person thinking of setting up a new venture can see that the population declines in age group from 20 onwards and that there are less people in the 60 – 84+ age group to market to. It would depend on the product they are wanting to market.

Suggested assessment

Method:	Observation-based (Less structured)
Assessment instrument:	Observation and student/lecturer discussions
Suggested assessment tool:	Observation sheets and comments from lecturer and fellow students
Evidence:	Focus on individual students

Activity 4: Draw a graph

T2 SO4 LO1 AS1   **Student's Book p. 162**

Guidance and additional information

1. Refer students back to Chapter 2 Unit 2 Activity 4 page 148.
2. Students should use the information that they gathered from their questionnaires and present it in the form of a graph.
3. Students should choose the type of graph that will most accurately depict the analysis of the answers to the questionnaires.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Adapt rubric 12 on page 47 of this Lecturer's Guide
Evidence:	Students produce the same evidence but in different ways

Activity 5: Interpret data

T2 SO4 LO3 AS3   **Student's Book p. 162**

Guidance and additional information

Market sizes	2003	2004	2005	2006	2007
Soft drinks (million litres)	3 169	3 398	3 646	39 01	4 197
Soft drinks (R million	18 062	20 097	20 240	20 383	20 525
Tobacco (R million)	17 314	18 544	19 340	20 272	21 521
Consumer electronics (R million)	14 645	16 957	18 752	20 435	22 077
Tourism (US$ million)	5 185	5 672	6 034	6 297	not available

1. Possible reasons for the general increases in the market sizes could be more disposable income available, change in consumer lifestyles, consumers are being educated in the use and marketing of these products, etc.
2. Ask students to do a survey amongst themselves as to how many more people smoke, now have computer and cell phones etc now as compared to 2003 or a previous year.

Suggested assessment

Method:	Observation-based
Assessment instrument:	Class questions
Suggested assessment tool:	Comments by lecturer and fellow students
Evidence:	Subjective evidence based on lecturer observations and impressions

Activity 6: How reliable are statistics?

T2 SO4 LO1 AS1 LO3 AS3   **Student's Book p. 164**

Guidance and additional information

1. The statements basically say that anything can be proved with statistics depending on the way those statistics are manipulated.
2. Allow students to debate and discuss these statements with a partner and give a valid opinion on them.

Suggested assessment

Method:	Observation-based
Assessment instrument:	Class questions
Suggested assessment tool:	Comments by lecturer and fellow students
Evidence:	Subjective evidence based on lecturer observations and impressions and focus on individual students

Activity 7: Track the fuel price

T2 SO4 LO3 AS3   **Student's Book p. 164**

Guidance and additional information

1. Ask students to track the price of fuel over the last few months by recording the increase or decrease which is announced for the first Wednesday of every month in South Africa. They may also be able to access this information from the Internet.
2. Students should present their findings in a chart or a graph.
3. Bus and taxi fares will be increased as the fuel price increases.
4. The price of fuel affects the general inflation rate which in turn affects food and other consumer product prices.

Suggested assessment

Method: Task-based
Assessment instrument: Practical exercise
Suggested assessment tool: Adapt rubric 12 on page 47 of this Lecturer's Guide
Evidence: Students produce the same evidence but in different ways

Activity 8: Complete and interpret a table

T2 SO4 LO3 AS3   **Student's Book p. 165**

Guidance and additional information

Students should study the demographic map of South Africa
1. Students must use the map on page 165 to complete the table.
   Answers are given below in bold and shaded:

Province	Area in km²	Population	% of total population	Population density per km²
Western Cape	129 370	**3 633 080**✔	**9.0%**✔	**28.1**✔✔
Eastern Cape	**169 600**✔	6 436 790	**16.0%**	**38.0**
Northern Cape	361 800	**737 310**✔	**1.8%**	**2.0**
Free State	**129 480**✔	2 726 840	**6.8%**	**21.1**
KwaZulu-Natal	92 180	**8 505 340**✔	**21.1%**	**92.3**
North West	**116 190**✔	3 252 990	**8.1%**	**28.0**
Gauteng	18 810	**6 869 100**✔	**17.1%**	**365.2**
Mpumalanga	**78 370**✔	2 921 560	**7.3%**	**37.3**
Limpopo	123 280	**5 201 630**✔	**12.9%**	**42.2**
TOTAL	**1 219 080**✔✔	**40 284 640**✔✔	**100.0%**✔✔	**33.0**✔✔

2. a. The table would be easier to interpret as the figures are arranged in an orderly way.
   b. Allow students to give their own observations of the table.
   c. A graph helps one to see which is the largest or the smallest province.
   d. Gauteng has more people per km^2 than any other province.
   e. Northern Cape province has the least people per km^2.
   f. An entrepreneur would probably prefer to market their products in Gauteng as there are more people there. (This would also depend on the type of product being marketed).

Suggested assessment

Method:	Task-based (structured) and observation-based
Assessment instrument:	Practical exercise and questions
Suggested assessment tool:	Combination of marking memorandum (ticks on the above table show possible marks allocated) and rubric 3 on page 37or 4 on page 38 of the Student's Book
Evidence:	Students produce the same evidence but in different ways

Activity 9: Interpret pie chart

T2 SO4 LO4 AS4   **Student's Book p. 166**

Suggested answers

1. The two products there is more demand for are: hamburgers and bunny chows.
2. To improve the curry sales he can advertise more, have various strengths of flavour, etc.
3. The over-30 age group is not catered for. To improve this situation the entrepreneur could advertise by distributing pamphlets, or any other valid answer.
4. A pie chart is one of the best ways to present this kind of data, a graph or bar chart could also have been used. Motivation – visual appeal.

Suggested assessment

Method:	Observation-based (less structured)
Assessment instrument:	Class questions
Suggested assessment tool:	Comments by lecturer
Evidence:	Based on lecturer observations and impressions

Activity 10: Use statistics to identify trends

T2 SO4 LO4 AS4   **Student's Book p. 167**

Guidance and additional information

Students should find information or statistics on the government's annual tax collections since by accessing the Statistics South Africa (Stats SA) website and getting the information necessary to answer the questions.

Suggested assessment

Method:	Task-based
Assessment instrument:	Task
Suggested assessment tool:	Checklist or rating scale drawn up by lecturer
Evidence:	Students produce the same evidence but in different ways

Unit 5: benefits of various products and services

Activity 1: Compare different products

T2 SO5 LO1 AS1 LO2 AS2 LO3 AS3   **Student's Book p. 171**

Guidance and additional information

Students can get pictures from newspapers and magazines to show which products they will investigate and then go to the shop to compare the products. Students can do comparisons over a two-week period to see if the price has gone up and, if so, by how much.

Suggested assessment

Method: Task-based
Assessment instrument: Research
Suggested assessment tool: Adapt rubric 15 on page 51 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Chapter 3: Financial requirements

Unit 1: Financial requirements of a new venture

Activity 1: Interpret a cash flow budget

T3 SO1 LO1 AS1   **Student's Book p. 178**

Guidance and additional information

Income R16 500 – R12 000 = R4 500 profit

Suggested assessment

Method: Observation/Task-based
Assessment instrument: Practical exercise / Class exercise
Suggested assessment tool: Lecturer or fellow students' comments
Evidence: Focus on individual students

Activity 2: Determine the costs of a business

T3 SO1 LO2 AS2   **Student's Book p. 181**

Guidance and additional information

Get examples from the Accounting Department at the college. Students need to identify start up, running and capital costs.

Suggested assessment

Method: Task-based
Assessment instrument: Research/Investigation
Suggested assessment tool: Adapt rubric 3 on page 37 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 3: Compare cash flow for different businesses

T3 SO1 LO3 AS3   **Student's Book p. 184**

Guidance and additional information

Learners need to be able to identify different costs. Give them a list of costs and ask them to identify them.

Suggested assessment

Method: Task-based
Assessment instrument: Investigation/Practical exercise
Suggested assessment tool: Adapt rubric 3 on page 37 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 4: Calculate profit and loss

T3 SO1 LO4 AS4   **Student's Book p. 187**

Guidance and additional information

Income		12 000
Less:	Expenses	13 000
	Rent	6 000
	Stationery	200
	Advertising	300
	Salaries & wages	5 000
	Telephone	<u>1 500</u>
Loss		1 000

Income R12 000 – Costs R13 000 = R1 000 Loss

Suggested assessment

Method: Task-based
Assessment instrument: Practical exercise
Suggested assessment tool: Marking memorandum
Evidence: Students produce the same evidence but in different
                                     ways

Activity 5: Identify financial requirements for your business

T3 SO1 LO5 AS5   **Student's Book p. 188**

Guidance and additional information

Follow the instructions in the Student's Book.

Suggested assessment

Method: Task-based
Assessment instrument: Investigation
Suggested assessment tool: Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 6: Work out start-up costs

T3 SO1 LO5 AS5   **Student's Book p. 190**

Guidance and additional information

Learners should calculate the start-up and running costs of Nelson's business, using
the figures provided.

Suggested assessment

Method: Task-based
Assessment instrument: Practical exercise
Suggested assessment tool: Marking memorandum
Evidence: Students produce the same evidence but in different ways

Activity 7: Work out the start-up costs of your business

T3 SO1 LO6 AS6   **Student's Book p. 192**

Guidance and additional information

Using the information from Activity 5, the students must calculate the start-up and running costs of their own business.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 8: Solve cash flow problems

T3 SO1 LO7 AS7   **Student's Book p. 194**

Guidance and additional information

The owner could try the following:
Be more careful about offering credit to the locals and check on their ability to pay before offering credit. Limit the amount of credit, according to what the customer can afford. Offer discounts if the credit is repaid within a certain period. Give no further credit to customers who haven't paid their accounts after a certain period, e.g. 3 months, and write if off as a bad debt.

Suggested assessment

Method:	Task-based
Assessment instrument:	Case study/Investigation
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 9: Determine your assets and liabilities

T3 SO1 LO8 AS3   **Student's Book p. 196**

Guidance and additional information

The students present a table showing their business's fixed current, short-term and long-term assets and liabilities.

Suggested assessment

Method:	Task-based
Assessment instrument:	Assignment
Suggested assessment tool:	Adapt rubric 9 on page 44 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 10: Analyse a cash flow

T3 SO1 LO9 AS9   **Student's Book p. 197**

Guidance and additional information

Students need to analyse Krish's cash flow statement carefully and realise that his expenditure is higher than his income, and therefore he needs overdraft facilities to tide him over until he starts making a profit.

Suggested assessment

Method: Task-based
Assessment instrument: Task
Suggested assessment tool: Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Unit 2: Income and expenditure of a new venture

◎ Activity 1: Draw up a budget

T3 SO2 LO1 AS1 LO5 AS5   **Student's Book p. 200**

Guidance and additional information

Students need to budget their own money. Be sensitive to the reality that some students may not receive as much as others and may therefore feel intimidated. Suggestion: Give the students a fictitious amount of money to budget with.

The answers to question 2 of this exercise will depend the expenditure patterns of each student. Allow students to complete the activity and then hold a class discussion as to why they made certain decisions.

Below is a suggested example.

Name:		Month:	20…	
	Week 1	**Week 2**	**Week 3**	**Week 4**
Amount brought forward	nil			
INCOME (allowance)				
Money available	162.50	162.50	162.50	162.50
EXPENSES				
Savings	12.50	12.50	12.50	12.50
Extra-mural activity	35.00	35.00	35.00	35.00
Transport	20.00	20.00	20.00	20.00
Entertainment	60.00	60.00	60.00	60.00
Food and drinks	50.00	50.00	50.00	50.00
Clothing				
TOTAL	**177.50**			
Balance (Income/money available less Expenses)				

3.
a. No, she did not have enough money to buy clothes.
b. She would have to sacrifice one of her other expenses such as entertainment.
c. For special events such as a friend / relative's birthday present or for a special occasion.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum set up by the lecturer
Evidence:	Students produce the same evidence but in different ways

◎ Activity 2: Interpret a household budget

T3 SO2 LO1 AS1 LO5 AS5   **Student's Book p. 201**

Guidance and additional information

This calculation is open to interpretation, as there are various factors happening to the Gumede family. When students have finished the activity discuss the different answers and encourage them to motivate them with reasons.

1. The family has a shortfall of R 1 896, i.e. they are spending more than Sipho earns.
2. Mr Gumede spends money on "good debt" i.e. a mortgage bond and insurance, and he manages to save.
3. Mr Gumede spends too much on clothing accounts and personal loans.
4. He should repay the loans as soon as possible.
5. The family could cut down on clothing accounts and entertainment.
6. Interest rates could increase forcing them to increase their mortgage bond repayments.
7. They should provide for any emergency medical and vehicle expenses.

Method: Task-based
Assessment instrument: Practical exercise/case study
Suggested assessment tool: Marking memorandum
Evidence: Students produce the same evidence but in different ways

◎ Activity 3: Complete a cash budget

T3 SO2 LO1 AS1 LO5 AS5   **Student's Book p. 207**
Suggested answers

CASH RECEIPTS	January	February
Cash sales	26 700.00	
Cash from debtors	15 800.00	
TOTAL RECEIPTS	42 500.00	
CASH PAYMENTS		
Payments to creditors	45 600.00	
Wages	12 000.00	
Telephone	650.00	
Water and electricity	879.35	
Interest payable	250.00	
TOTAL PAYMENTS	59 379.35	
SURPLUS/SHORTAGE (difference between total receipts and total payments)	16 879.35	
Bank – opening balance	5 000.00	11 879.35**OD***
Bank – closing balance	11 879.35**OD***	

*OD = overdraft

Students should use the example above to set up a framework for a cash budget for three months for the business that they propose to start up.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum using the answer above
Evidence:	Students produce the same evidence but in different ways

Additional activity

- Assume that an entrepreneur is faced with the following scenario in January: Electricity account to be paid R879.35; Wages R12 000.00; Creditors R45 600,00; Telephone account R650.00; Interest charged by the bank R250.00; Cash sales R26 700.00 and Credit sales R35 000.00; Debtors have repaid R15 800, 00. The opening balance in the bank account was R5 000.00
- Use the amounts above to complete the following framework for a cash budget for the entrepreneur:

CASH RECEIPTS	January	February
Cash sales	26 700.00	
Cash from debtors	15 800.00	
TOTAL RECEIPTS	42 500.00	
CASH PAYMENTS		
Payments to creditors	45 600.00	
Wages	12 000.00	
Telephone	650.00	
Water and electricity	879.35	
Interest payable	250.00	
TOTAL PAYMENTS	59 379.35	
SURPLUS/SHORTAGE (difference between total receipts and total payments)	-16 879.35	
Bank – opening balance	5 000.00	**OD***
Bank – closing balance	**-11 879.35OD***	

*OD = overdraft

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum using the answer above
Evidence:	Students produce the same evidence but in different ways

Activity 4: Fixed and variable costs

T3 SO2 LO4 AS4   **Student's Book p. 215**

Guidance and additional information

1. Costs that stay the same from month to month, no matter how busy the business is, e.g. salaries paid to managers, secretaries and cleaners.
2. Costs that vary according to the level of activity, e.g. salaries paid to workers who get paid according to the output, i.e. the salaries will increase as more units are produced.
3. Costs that are fixed but also vary depending on the level of activity, e.g. the electricity costs at a hairdressing salon will have a fixed portion, i.e. the electricity used for the lights and air conditioners and then a variable component for the costs of electricity used for the hairdryers that vary, depending on how many clients there are in a month.

Suggested assessment

Method:	Task-based
Assessment instrument:	Investigation
Suggested assessment tool:	Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence:	Students produce the same evidence but in different ways

Unit 3: Pricing and costing principles

Activity 1: Determine the selling price

T3 SO3 LO1 AS1   **Student's Book p. 222**

Guidance and additional information

Arrange letters from the college for the students explaining why the students need the information. Students should approach:

- a retail business,
- a service business
- a manufacturing business.

Assist the students or check on they way they have worded their questions before they visit the businesses.

Suggested assessment

Method: Task-based
Assessment instrument: Research and Investigation
Suggested assessment tool: Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 2: More break-even calculations

T3 SO3 LO2 AS2   **Student's Book p. 225**

Suggested answers

1. Calculate the break-even point in rand value:

BREAK-EVEN POINT, RAND VALUE

$\underline{\text{Fixed costs}} = \underline{3500}$ = **R5 582.14**

  WAGP %   62.7 %

2. Calculate the break-even point for a profit of R3 000:

BREAK-EVEN FOR A PROFIT GOAL

$\underline{\text{Fixed costs + profit}} = \underline{3500 + 3000}$ = **R10 366.82**

    WAGP %   62.7 %

3. BREAK-EVEN IN UNITS

$\underline{\text{Fixed costs + profit}}$ = $\underline{3500 + 3000}$

Selling price – variable costs   500 – 98

= 16.17 units

Suggested assessment

Method: Task-based
Assessment instrument: Practical exercise
Suggested assessment tool: Marking memorandum
Evidence: Students produce the same evidence but in different
                                     ways

Activity 3: Calculate the cost price

T3 SO3 LO3 AS3   **Student's Book p. 226**

Possible answer:

Cost per ZZ 231		20.00	
VAT	14%	2.80	(R20.00 x 14%)
	Sub total	22.80	
	Delivery	0.30	(R150.00/500 products)
Total cost for one ZZ 231		23.10	

Cost per ZZ 232		20.00	
VAT	14%	2.80	(R20.00 x 14%)
	Sub total	22.80	
	Delivery	0.30	(R150.00/500 products)
Total cost for one ZZ 232		23.10	

Check:

R23.10 x 300 products =   R 6 930.00
R23.10 x 200 products =   R 4 620.00
                                R11 550.00

Suggested assessment

Method: Task-based
Assessment instrument: Practical exercise
Suggested assessment tool: Marking memorandum
Evidence: Students produce the same evidence but in different ways

Activity 4: Calculate prices

T3 SO3 LO3 AS3   **Student's Book p. 227**

Suggested answers

1. Total cost of the shoes
    R21 000 + 750 = **R21 750**

2. The cost price for each pair of shoes.
    R21 750 / 245 = **R88.78**

3. The selling price of each pair of shoes
    R88.78 x 25 % = **R110.98**

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum
Evidence:	Students produce the same evidence but in different ways

Activity 5: Calculate the mark-up

T3 SO3 LO4 AS4   **Student's Book p. 227**

Suggested answers

Nizam's Motor Spares - the mark-up and selling price, for following spares (cost prices):

Mark-up	Selling price
R 2 500 x 40 % = R1000	R 2 500 + R100 = R3 500
R 1 100 x 40 % = R440	R 1 100 + R440 = R1 540
R 750 x 40 % = R300	R 750 + R300 = R1 050
R 3 800 x 40 % = R1520	R 3 800 + R152 = R5 320
R 2 900 x 40 % = R1160	R 2 900 + R1160 = R4 060
R 12 570 x 40 %= R5 028	R 12 570 + R5028 = R17 598

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum
Evidence:	Students produce the same evidence but in different ways

Activity 6: Calculate profit mark-up percentage

T3 SO3 LO3 AS3   **Student's Book p. 229**

Suggested answers

Profit mark-up R105 – 65 = R40

Mark-up percentage $\frac{(profit \times 100)}{variable\ cost}$ $\frac{40 \times 100}{65}$ = 26%

Gross profit percentage $\frac{(GP \times 100)}{SP}$ $\frac{40 \times 100}{105}$ = 42%

Mark-up percentage and gross profit percentage is explained on pages 227–229 in the Student's Book. Read this section through with the students and ensure that they understand the concept and its application thoroughly.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum
Evidence:	Students use same process to achieve different results

Activity 7: Pricing a new product

T3 SO3 LO4 AS4   **Student's Book p. 231**

Guidance and additional information

The students need to apply what is learnt by working in groups to do the following:
1. Refer to their simulated business and discuss the products/services that they will be selling.
2. Determine what the selling price should be, by calculating the cost price,
3. Find out the market price for similar products/services, calculating the target price and then
4. Finally determine the final price.

Suggested assessment

Method:	Observation-based
Assessment instrument:	Discussions
Suggested assessment tool:	Comments from lecturer and fellow students
Evidence:	Focus on individual students

Activity 8: Know your competitors and suppliers

T3 SO3 LO4 AS4   **Student's Book p. 232**

Guidance and additional information

1. Students must give any four factors a business should know about their competitors which includes:
    *   Who the competitors are
    *   The share of the market held by the competitors
    *   Where the competitors operate from
    *   The quality and price of the product offered by competitors
    *   The competitors' image in the market
    *   The competitors' financial resources
2. Students should apply these four factors to their new business venture and say how they will affect their business venture.
3   When choosing a supplier, which factors should the business investigate? (Refer to supplier pricing on page 230 of the Student's Book)
4   How would you apply these factors when selecting a supplier for your new business venture?
5   Do you think price should be the only or most important factor when a business chooses a supplier? Motivate your answer. (Encourage students to give their own valid opinions.)

Suggested assessment

Method:	Observation-based (less structured)
Assessment instrument:	Class questions
Suggested assessment tool:	Comments from the lecturer or fellow students
Evidence:	Focus on individual students

Activity 9: Work out the selling price

T3 SO3 LO5 AS5   **Student's Book p. 236**

Suggested answer

R120 x 25 % = R30
R120 + R30 = R150

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum
Evidence:	Students produce the same evidence but in different ways

Activity 10: Calculate prices for your new business venture

T3 SO3 LO5 AS5   **Student's Book p. 236**

Guidance and additional information

Students apply what they have learnt, in order to demonstrate that they understand.

Suggested assessment

Method:	Task-based
Assessment instrument:	Practical exercise
Suggested assessment tool:	Marking memorandum
Evidence:	Students produce the same evidence but in different ways

Activity 11: Prepare a budget

T3 SO3 LO6 AS6   **Student's Book p. 239**

Possible answer:

See following page.

Note: Remind students that figures will not remain constant each month, note the change in the bank overdraft.

Expected budget for Pretty for three months:

	Month 1	Month 2	Month 3
INCOME			
Sales	15 000	15 000	15 000
Less cost of sales	5 000	5 000	5 000
Gross income	10 000	10 000	10 000
EXPENSES	5 906	5 906	5 906
Interest payable	667	667	667
Bank repayment	1 389	1 389	1 389
Electricity and rent	1 750	1 750	1 750
Consumables	1 000	1 000	1 000
Salary	500	500	500
Transport costs	400	400	400
Cell phone expenses	200	200	200
SURPLUS/SHORTAGE	4 094	4 094	4094
Bank – opening balance	(50 000)	(45 906)	(41 812)
Bank – closing balance	(45 906)	(41 812)	(37 718)

Suggested assessment

Method: Task-based
Assessment instrument: Practical exercise
Suggested assessment tool: Marking memorandum
Evidence: Students produce the same evidence but in different ways

⏱ ☑ Activity 12: Work out a budget for your business

T3 SO3 LO6 AS6   **Student's Book p. 239**

Guidance and additional information

1. Students should set up projected budget for a simulated or new business for first three months, taking growth factors, seasonal changes, etc. into account.
2. Students should assess their budget and think how they would revise this budget in a year's time?

Suggested assessment

Method: Task-based
Assessment instrument: Practical exercise
Suggested assessment tool: Lecturer to draft a rubric or checklist
Evidence: Students use same process to achieve different results

Unit 4: Resources to obtain start-up capital

Activity 1: Investigate sources of finance

T3 SO4 LO1 AS1   **Student's Book p. 244**

Guidance and additional information

Give the students a letter explaining the purpose of this activity that they could use when they visit the bank.

Suggested assessment

Method: Task-based
Assessment instrument: Research and Investigation
Suggested assessment tool: Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 2: Consider suppliers for your business

T3 SO4 LO2 AS2 LO3 AS3   **Student's Book p. 250**

Guidance and additional information

Students follow the instructions and answer the questions in the Student's Book.

Suggested assessment

Method: Task-based
Assessment instrument: Research and Investigation
Suggested assessment tool: Adapt rubric 8 on page 43 or rubric 16 on page xx of this
                                 Lecturer's Guide
Evidence: Students use same process to achieve different results

Activity 3: Discuss trade credit

T3 SO4 LO3 AS3   **Student's Book p. 250**

Suggested answers

1. Trade credit applies where a supplier sells goods to a client and allows them some time, usually a month, to pay the outstanding amount. This gives the business a whole month to "collect" cash from their debtors, before they have to pay the suppliers.
2. Helps cash flows, builds up a good track record if a business settles their accounts promptly, when due and this enables a business to ask for even better credit terms.
3. Money owed to a bank, i.e. when a business withdraws more money from their bank account than the amount they deposited. The bank will charge interest on the overdraft.
4. The lower the business risk (risk of the loan not being repaid), the bank faces when granting credit to a client, the lower the interest rate.
5. Interest depends on how convinced the bank is that the client will be able to repay the money borrowed.

Suggested assessment

Method:	Task-based
Assessment instrument:	Questions and answers
Suggested assessment tool:	Adapt rubric 8 on page 43 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 4: Leasing a delivery truck

T3 SO4 LO1 AS1 LO2 AS2 LO3 AS3 LO4 AS4   **Student's Book p. 255**

Guidance and additional information

Students follow the instructions and answer the questions in the Student's Book.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 14 on page 49 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 5: Obtaining a loan

T3 SO4 LO1 AS1 LO2 AS2 LO3 AS3 LO4 AS4   **Student's Book p. 255**

Guidance and additional information

Students follow the instructions and answer the questions in the Student's Book.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 7 on page 42 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 6: Raising finance for a small business

T3 SO4 LO5 AS5   **Student's Book p. 255**

Suggested answers

1. Borrow money from family or friends, approach a bank, approach a micro-lender, approach an enterprise such as Khula or get a "partner" who will own part of the business in return for supplying capital.
2. It gives them time for their cash inflow to cover money owing to creditors.
3. The lowest interest rate charged to the "best" clients.
4. Someone who is prepared to finance the repayments on behalf of someone else, if they are unable to do so.

Suggested assessment

Method:	Task-based
Assessment instrument:	Questions
Suggested assessment tool:	Adapt rubric 15 on page 50 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results

Activity 7: Information needed for a loan application

Guidance and additional information

Students follow instructions in the Student's Guide.

Suggested assessment

Method:	Task-based
Assessment instrument:	Research
Suggested assessment tool:	Adapt rubric 6 on page 40 of this Lecturer's Guide
Evidence:	Students use same process to achieve different results