

# **OBE for FET Colleges new venture creation level 3**

## **lecturer's guide**

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ISBN 978-1-41540-136-1

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## 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.

	<b>Cross-reference</b> This icon shows forward or backward links or references to other sections in the book.
	<b>Outcomes</b> 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.
	<b>Individual</b> This icon indicates that students should work on their own.
	<b>Pair work</b> This icon indicates that the students should work in pairs.
	<b>Group work</b> This icon indicates that the students should work in groups. Groups of four or five students are usually ideal, but it depends on the type of activity.
	<b>ICASS</b> This icon shows an activity that could be used as part of the continuous assessment (ICASS) process, which should take place throughout the year.
	<b>Word bank</b> 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.
	<b>Did you know?</b> Reference to web site and other sources of information to extend the students knowledge base.
	<b>Questions</b> 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.
	<b>Minds</b> This icon indicates knowledge outcomes that students should have acquired.
	<b>Hands</b> This icon shows skills-based outcomes or activities developed for students to apply knowledge (and values) that they have acquired.
	<b>Hearts</b> 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 3 revolves around:

- **Internal and external stakeholders** – investigates the relationships of stakeholders as well as the importance and implication of each stakeholder. We also explain how to implement strategies to improve stakeholder relationships.
- **The structure of a selected workplace or organisation** – focuses on the concept of core business activities. The chronological steps in the work process of a selected work team are described; the contribution to effectiveness of the organisations is investigated. The role of a selected department or section in an organisation and its contribution to the effectiveness of the organisation is explained. The support functions within a selected organisation is identified and explained. The different types of work done in an organisation are investigated.
- **Human resources principles in a new venture** – shows students how to identify and plan for and then implement the human resources needs of a new venture. Students are required to identify and compile basic employment policies and procedures and comply with relevant human resources legislation.
- **An action plan for business operations** – shows students how to design an action plan for a new venture, set up business premises and operational systems. Business financial systems are arranged and the risks associated with business is identified.

## 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 4 topics, 16 subject outcomes and 73 learning outcomes, and 69 assessment standards in New Venture Creation Level 3.

## TOPIC 1: Identify internal and external stakeholders

### Subject outcome: Identify internal and external stakeholders

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

LEARNING OUTCOMES		ASSESSMENT STANDARDS
LO1	Identify and list stakeholders	<ul style="list-style-type: none"> <li>Stakeholders are identified</li> <li>All stakeholders are listed</li> <li>Stakeholders are categorised into internal and external groups</li> <li>The difference between internal and external stakeholders is explained</li> <li>Stakeholder requirements are clarified</li> </ul>
LO2	Categorise stakeholders into internal and external groups	
LO3	Explain the difference between internal and external stakeholders	
LO4	Clarify requirements for stakeholders	

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](http://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 primarily 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		WEIGHTING	TEACHING TIME/ ASSESSMENT FOCUS
Chapter 1	Topic 1	Identify internal and external stakeholders	18%	7 weeks
Chapter 2	Topic 2	The structure of a selected workplace or organisation	46%	18 weeks
Chapter 3	Topic 3	Basic Human Resources principles in a new venture	18%	7 weeks
Chapter 4	Topic 4	Implement an action plan for business operations	18%	7 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 CO's and DO's.

#### 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 NCV's 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
<ul style="list-style-type: none"> <li>• neat work</li> <li>• good manners</li> <li>• discipline</li> <li>• active participation</li> <li>• assertiveness</li> <li>• consistency</li> </ul>	<ul style="list-style-type: none"> <li>• equality</li> <li>• Ubuntu</li> <li>• honesty</li> <li>• respect for the 'rule of law'</li> <li>• respect and sensitivity</li> <li>• inclusivity</li> <li>• justice</li> <li>• dignity and self-image</li> <li>• morality</li> </ul>	<ul style="list-style-type: none"> <li>• rationality</li> <li>• efficiency</li> <li>• creativity</li> <li>• dedication</li> <li>• proactivity</li> <li>• productivity</li> <li>• innovativeness</li> <li>• consultation</li> </ul>

## 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, inclusivity, 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. Because of this a list of integration possibilities are provided at the start of each module. 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	<ul style="list-style-type: none"> <li>Contemporary socio-economic issues that impact on business</li> <li>Savings and investment</li> </ul>
Mathematical Literacy	<ul style="list-style-type: none"> <li>Numerical calculations</li> <li>Numerical relationships</li> <li>Mathematical knowledge and skills to plan personal finances to be an effective economic participant</li> <li>Data handling</li> </ul>
Language	<ul style="list-style-type: none"> <li>Communication skills (e.g. oral presentations, formal debates comprehension tests, research activities)</li> </ul>
Travel and Tourism	<ul style="list-style-type: none"> <li>The importance and benefit of responsible and sustainable tourism in terms of social, economic and environment growth</li> <li>Indigenous and endogenous knowledge</li> <li>The value and use of natural resources and physical features of a country to attract tourism</li> <li>Global events, political situations</li> </ul>
Computer Applications Technology	<ul style="list-style-type: none"> <li>Access to information</li> <li>Acquisitions of IT skills specific to New Venture Creation</li> </ul>
Life Orientation	<ul style="list-style-type: none"> <li>Life skills, citizenship, HIV/Aids, goals</li> </ul>

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	<a href="http://www.dti.gov.za">www.dti.gov.za</a>
South African Reserve Bank	<a href="http://www.reservebank.co.za">www.reservebank.co.za</a>
Statistics South Africa	<a href="http://www.statssa.gov.za">www.statssa.gov.za</a>

## 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:
  - social adjustment and responsibility
  - moral accountability and ethical work orientation
  - 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 tasks 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 <b>Examples:</b> <ul style="list-style-type: none"> <li>• <b>Research projects</b> on subject-related current issues, using different resources of research, e.g. Internet, subject magazines and observation of real-life situations</li> <li>• <b>Community projects</b>, 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.</li> </ul>

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 assessment forms 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 3 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**

- 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 key words. These words indicate which skills are required when answering the question. If candidates 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:

<b>Knowledge and understanding</b>	
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?')
<b>Application</b>	
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.')
<b>Analysis</b>	
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.')
<b>Evaluation</b>	
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 of the student's progress. The formative component of ICASS must include various 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:

<b>Outline of NVC examination (external assessment) question paper</b>	
<b>Time</b>	2½ hours
<b>Marks</b>	150
<b>Coverage/summary</b>	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
<b>Format</b> <b>Section A: (compulsory section)</b> Objective questions and short questions 2 questions x 25 marks  (2 x 25 marks) = <b>50 marks</b>	This section will include different types of objective questions, i.e. <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• true or false (with or without reason)</li> <li>• filling in the blanks</li> <li>• choosing from brackets</li> <li>• providing terms for descriptions</li> <li>• matching.</li> </ul>
<b>Section B: (choice of 4 out of 5 questions)</b> short structured essays or case studies Students answer 4 out of x 25 mark questions (4 x 25 marks) = <b>100 marks</b>	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:

<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
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 below:

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 column should be completed as this makes 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 formulate rubrics in consultation with other lecturers at cluster or college level.
- Working 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. Marks given are assigned to the most important parts of a task. Checklists 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 to assess how well they coped with a particular task or activity. Alternatively, 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%)
<b>CONTENT</b> Range Coverage Relevance					
<b>CONTEXT</b> Command word requirements					
<b>SKILLS and VALUES</b> Skills Values					
<b>MECHANICS</b> 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 Everyone Achieves More**

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.

<input type="checkbox"/>	<b>Voice monitor</b>	<input type="checkbox"/>	<b>Time-keeper</b>
<input type="checkbox"/>	<b>Motivator</b>	<input type="checkbox"/>	<b>Record-keeper</b>
<input type="checkbox"/>	<b>Assessor</b>	<input type="checkbox"/>	<b>Chairperson/manager</b>
<input type="checkbox"/>	<b>Peace-maker</b>	<input type="checkbox"/>	<b>Reporter</b>

**Rubric 3: Group skills rubric**

Group name/Number:.....			
Names:..... .....			
	<b>YES</b>	<b>NO</b>	<b>Comment</b>
<b>Did our group members:</b>			
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: Co-operative group skills assessment sheet**

<b>TASK SKILLS</b>	<b>Student *</b>	<b>Student *</b>	<b>Student *</b>	<b>Student *</b>	<b>Student *</b>	<b>Student *</b>
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						
<b>SOCIAL SKILLS</b>						
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: Group skills assessment sheet**

<b>Process</b>	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):						
<b>Product</b>	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
<b>Presentation</b>	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 – made full use of available sources/technology
3	Good final project
2	Minimal effort made – presentation still acceptable
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 understanding	Demonstrates no understanding 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  Shows 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			
Communication	No ability to use 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 paraphrasing 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	Outstanding	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		ACHIEVEMENT: SUGGESTED MARK ALLOCATION						STUDENTS									
								1	2	3	4	5	6	7	8		
		Factor by	5	4	3	2	1										
<b>CONTENT</b>	<b>Development:</b> 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										
	<b>Effectiveness:</b> 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										
	<b>Value:</b> 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.										
	<b>Content sub-total</b>	<b>50</b>															
<b>DELIVERY</b>	<b>Physical:</b> 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										

	<b>Voice:</b> 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										
	<b>Manner:</b> 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										
	<b>Delivery sub-total</b>	<b>30</b>															
<b>COMMUNICATION</b>	<b>Appropriateness:</b> 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										
	<b>Correctness:</b> 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										
	<b>Language sub-total</b>	<b>20</b>															
<b>TOTAL MARKS:</b>		<b>/100</b>															

**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	<p><b>Outstanding</b></p> <p>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.</p>
4	<p><b>Highly competent / Exceeds the requirements</b></p> <p>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.</p>
3	<p><b>Competent / Meets the requirements</b></p> <p>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.</p>
2	<p><b>Not yet competent / Does not meet the requirement – needs support</b></p> <p>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.</p>
1	<p><b>Not achieved / Makes very little effort</b></p> <p>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.</p>

Mark allocation	Self		Educator		Final mark	
		5		5		5

**Rubric 15: Assessment of poster communication skills**

Criteria	Range			Comments
	0	1	2	
<b>Content</b>				
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	
<b>Presentation</b>				
Size of poster (A3)	Incorrect size	Correct 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/layout	Organisation muddled	Organisation mainly clear and logical	Organisation clear and logical	
Use of colour	Poor	Good	Good	
Public appeal	Not eye-catching	Eye-catching	Very eye-catching	
Personal information	Not included	Included	Included	

**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	4	3	2	1
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:					

**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
<b>Questionnaire design</b>					
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
<b>Conducting survey</b>					
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 requirements	Insufficient number of responses	Too few responses to draw any conclusions
<b>Comments:</b>					
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:
Comments	
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

### Rubric 20: Managing methods, tools and techniques of 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 3 – Year plan – (40 weeks)

Week	Date planned	Topic/unit LO/AS	Date completed	Topic/unit LO/AS	Topic Unit Learning Outcome Assessment Standard	Assessment Activity
Topic 1 Week 1-7	e.g. Topic 1 15 Jan-5 March				<b>Topic 1:</b> Identify internal and external stakeholders  Unit 1: Internal and external stakeholders 1. Identify and list stakeholders 2. Categorise stakeholders into internal and external 3. The difference between internal and external stakeholders 4. Clarify the requirements for stakeholders	Activity 1: Analyse stakeholders (individual) Activity 2: Identify the stakeholders of a bed-and-breakfast business (groups) Activity 3: Analyse a local business (individual) Activity 4: How a business can improve its benefits to customers (individual) Activity 5: Identify and research a Small Medium Enterprise (group)
Week 1-2	Week 1 15-19 Jan  Week 1 _____ Week 2 _____	LO 1, 2, 3  LO 3, 4	_____  _____	_____  _____		
Week 3-4	Week 3 _____ Week 4 _____	LO 1, 2  LO 3, 4	_____  _____	_____  _____	Unit 2: Stakeholders' relationship with the organisation 1. Describe relationships 2. Differentiate relationships from one another 3. Importance of relationships 4. Impact of stakeholders on the organisation	Activity 6: Discuss role of owners, managers and shareholders (groups) Activity 7: Employee relationships (groups) Activity 8: Customer relations (individual) Activity 9: Customer relations policy (pairs) Activity 10: Dealer relations (groups) Activity 11: Supplier relations (pairs) Activity 12: Create a favourable community/business relationship (groups) Activity 13: BEE (pairs) Activity 14: Tools to create an image for a business (groups) Activity 15: Impact of stakeholders on businesses (groups)
Week 5-7	Week 5 _____ Week 6	LO 1, 2  LO 3	_____  _____	_____  _____	Unit 3: Stakeholders' relationship to each other 1. Identify stakeholder relationships to each other 2. Identify relationships that have an impact on	Activity 16: Customer/business relationships (pairs) Activity 17: Owners/manager and employees (group) Activity 18: Customer relations (individual) Activity 19: Resolve conflict between stakeholders (group)

Week	Date planned	Topic/unit LO/AS	Date completed	Topic/unit LO/AS	Topic Unit Learning Outcome Assessment Standard	Assessment Activity
	Week 7	LO 4			each other 3. Importance and implication of inter-relationships 4. Strategies to improve stakeholder relationships according to organisational relationships	Activity 20: Responsible contributions by stakeholders (pairs) Activity 21: Importance of interrelationships (individual) Activity 22: Strategy to improve stakeholder relationships (group)
Week 8–10	Week 8 Week 9 Week 10	LO 1,2 LO 2, 3 LO 4			<b>Topic 2</b> The structure of a selected workplace or organisation  Unit 1: Identify and explain the core business activities of an organisations or workplace 1. Understanding the organisational structure 2. Grouping of business activities 3. Developing organisational structures 4. The roles and values of the work done in organisations	Activity 1: Questionnaire (group) Activity 2: Visit to business (group) Activity 3: Management and their workers (group) Activity 4: Types of work required in a new venture (individual) Activity 5: Organogram of selected businesses (group) Activity 6: Comparison of organogram from different businesses (individual) Activity 7: Common elements (individual) Activity 8 Categories of work (group and individual) Activity 9: Debate (group & individual)
Week 11–14	Week 11 Week 12 Week 13 Week 14	LO 1 LO 2 LO 3 LO 4			Unit 2 – Explain the role of a selected department or section in an organisation and its contribution to the effectiveness of the organisation 1. Core activities and functional departments of an organisation 2. Core business activities 3. Relationships between different core activities of an organisation 4. Steps in the work process of a selected work unit or team	Activity 10: Business functions (groups) Activity 11: Business functions (groups) Activity 12: Financial function (pairs) Activity 13: List the core business activities (groups) Activity 14: Compare relationships between core activities (group) Activity 15: Value chain (individual) Activity 16: Steps in the work process of a selected work unit or team (group)
Week 15- 18	Week 15	LO 1, 2			Unit 3 – Identify and explain the support functions within a selected organisation 1. The role of selected core business departments/sections in the organisation 2. The roles of other departments that interact	Activity 17: Impact of problems on departments (group) Activity 18: Role of core business activities (individual) Activity 19: Business Structure (group) Activity 20: Criteria for departments (group) Activity 21: Core Departments (pairs)



Week	Date planned	Topic/unit LO/AS	Date completed	Topic/unit LO/AS	Topic Unit Learning Outcome Assessment Standard	Assessment Activity
	Week 16 _____	LO 3, 4	_____	_____	with a core department 3. Importance of the effective functioning of departments 4. Authority and responsibility 5. Referring matters to a higher authority 6. Effect of departmental ineffectiveness 7. Value added by the departments to the organisation	Activity 22: Line and staff authority (individual) Activity 23: Line authority from manager to student (pairs) Activity 24: Ineffectiveness of departments (group and individual) Activity 25: Adding Value to the organisation (pairs)
	Week 17 _____	LO 5, 6	_____	_____		
	Week 18 _____	LO 6, 7	_____	_____		
Week 19–22	Week 19 _____	LO 1, 2	_____	_____	Unit 4 – Investigate and explain the role of a selected team and its contribution to the effectiveness of an organisation 1. Support functions explained 2. Support functions are named 3. Departments or people responsible for each function in a selected business 4. Relationship between work teams and support units 5. How manager's can use assistance of personnel responsible for support functions	Activity 26: Identify support or core functions (pairs) Activity 27: Explain core and support functions (individual) Activity 28: Name and identify specific support functions in a selected business (group) Activity 29: Name and identify specific support functions in a new venture (Pairs & individual) Activity 30: Eskom Case Study (pairs) Activity 31: Work teams and their relationship with support units (pairs) Activity 32: Outsourcing (group) Activity 33: Outsourcing in a new venture (individual) Activity 34: Work teams and support units (group)
	Week 20 _____	LO 3	_____	_____		
	Week 21 _____	LO 4	_____	_____		
	Week 22 _____	LO 5	_____	_____		
Week 23– 25	Week 23 _____	LO 1	_____	_____	Unit 5 – Investigate the different types of work done in the organisation 1. 1 Main function of a selected team 2. The role of other teams and their impact on efficiency 3. The impact of one team's efficiency in another team	Activity 35 Lack of team work (pairs) Activity 36 Personal Reflection of belonging to a team (group) Activity 37 Team Charter (individual) Activity 38 Team development (individual) Activity 39 Selected team in relation to core activity and support function (group) Activity 40 Impact of teams on one another (group) Activity 41 Analyse your own style of leadership Activity 42 Toxic exercise – team roles (group and individual) Activity 43 High performance teams (group)
	Week 24 _____	LO 2	_____	_____		
	Week 25 _____	LO 3	_____	_____		
Week 26–27	Week 26 _____	LO 1, 2, 3 LO 3, 4, 5	_____	_____	<b>Topic 3:</b> Basic human resource principles in a new venture	Activity 1: Staff requirements (group) Activity 2: Staff salaries and benefits (group) Activity 3: Influences in employment (group)

Week	Date planned	Topic/unit LO/AS	Date completed	Topic/unit LO/AS	Topic Unit Learning Outcome Assessment Standard	Assessment Activity
	Week 27 _____		_____	_____	Unit 1 – Identify and plan for the human resources needs of a new venture 1. Undertake a basic skills survey 2. Human resources capacity requirements 3. Cost implications for employing staff 4. Decision regarding employment possibilities 5. Basic profile of each person to be employed	Activity 4: Profile of employees (group)
	Week 28 _____	LO 1-4	_____	_____	Unit 2 – Implement the human resources needs of a new venture 1. Recruiting and selecting staff 2. Procedures for drawing up the employment contract 3. The importance of employment contracts 4. Contents of the employment contract according to labour act 5. Compile a job description for an employee 6. The importance of job descriptions being in place for each position 7. Informing new recruits/employees of their duties 8. Managing employees on an ongoing basis 9. Review job performances	Activity 5: Reviewing advertisements for jobs (individual) Activity 6: Changing advertisements for jobs (individual) Activity 7: Gathering information (individual) Activity 8: Working age (individual) Activity 9: Drawing up a contract of employment (individual) Activity 10: Drawing up a job description form (individual) Activity 11: Drawing up an induction form (Group) Activity 12: Managing and reviewing employees (Group)
	Week 29 _____	LO 5-9	_____	_____		
Week 30-31	Week 30 _____	LO 1-4	_____	_____	Unit 3 – Identify and compile basic employment policies and procedures 1. Disciplinary procedures 2. Grievance procedures 3. Recruitment procedures 4. Retrenchment procedures 5. Developing the skills of employees 6. Employees, trade unions and employers	Activity 13: Disciplinary procedures (group) Activity 14: Grievance procedures (group) Activity 15: Recruitment policies (group) Activity 16: Retrenchment policies (group) Activity 17: Training and development (group) Activity 18: Trade unions (group)
	Week 31 _____	LO 4-6	_____	_____		
Week 32	Week 32 _____	LO 1, 2, 3	_____	_____	Unit 4 – Comply with relevant human resources legislation 1. The Skills Development Legislation and Skills Levies Act 2. Implement policies to ensure employment equity	Activity 19: Labour laws (group) Activity 20: Finding your SETA (group) Activity 21: How the EEA will affect my business (group) Activity 22: Drawing up an EEA plan (group) Activity 23: Communication in the business (group)

Week	Date planned	Topic/unit LO/AS	Date completed	Topic/unit LO/AS	Topic Unit Learning Outcome Assessment Standard	Assessment Activity
					3. Communicating matters to staff and relevant stakeholders	
Week 33	Week 33	LO 1, 2, 3			<b>Topic 4:</b> Implement an action plan for business operations  Unit 1 – Design an action plan for a new venture 1. Priorities of action for establishing a new venture 2. Schedule time frames 3. Determine deadlines for scheduled actions	Activity 1: Action plan (group) Activity 2: Business action plan (group) Activity 3: Time schedules (group) Activity 4: Action plan (group)
Week 34–35	Week 34 Week 35	LO 1–3 LO 4–6			Unit 2 – Set up business premises and operational systems 1. Buying versus leasing premises 2. Determine suitable location and premises 3. Operational systems 4. Professional image 5. Legal issues and safety regulations 6. Provision of communications, stationery and other office supplies	Activity 5: Type of premises (individual) Activity 6: Advantages versus disadvantages of leasing (group) Activity 7: Evaluate local business options (group) Activity 8: Source suitable premises and location (individual) Activity 9: Operational requirements for Mokoko's Bed and Breakfast (group) Activity 10: Operational requirements for new business venture (individual) Activity 11: Evaluate professional corporate images (group) Activity 12: Design a professional corporate image (individual) Activity 13: Evaluate licenses (group and individual) Activity 14: Identify safety concerns (pairs) Activity 15: Safety Requirements (individual) Activity 16: Office Equipment (individual)
Week 36–37	Week 36 Week 37	LO 1–3 LO 4, 5			Unit 3 – Business financial systems are arranged 1. Various bank systems and types of bank accounts 2. Code of conduct for the business 3. Financial systems to ensure control of money, debtors, creditors, cash flow and the budget 4. Financial control and auditing systems are investigated and applied in context 5. Screening procedures for debtors are established to ensure bad debts are	Activity 17: Finding the right bank (individual) Activity 18: Code of Ethics (group) Activity 19: Security measures (individual) Activity 20: Financial systems (individual) Activity 21: Financial control (group) Activity 22: Credit policies (group)

Week	Date planned	Topic/unit LO/AS	Date completed	Topic/unit LO/AS	Topic Unit Learning Outcome Assessment Standard	Assessment Activity
					eliminated	
Week 38-39	Week 38 ----- Week 39 -----	LO 1, 2  LO 3, 4	-----  -----	-----  -----	Unit 4 – Identify the risks associated with the specific business 1. Internal financial risks 2. Safety and security risks 3. Risks associated with stock and business assets 4. Insurance needs	Activity 23: Ethical Dilemmas as Risks (Class, group and individual) Activity 24: Dealing with risk in a specific business. (pairs) Activity 25: Financial Reporting (individual) Activity 26: Case Study (group) Activity 27: Financial security (individual) Activity 28: Safety measures (group) Activity 29: Evacuation procedure (individual) Activity 30: Security measures (group) Activity 31: Develop safety and security measures for a new venture (individual) Activity 32: Just in Time process (Pairs & individual) Activity 33: Case studies – Stock and business asset risks (group) Activity 34: Stock and business asset risks for a new venture (individual) Activity 35: Insurance Broker presentation (pairs) Activity 36: Identify insurance risks (individual)
40	week 40					

# Chapter 1: Internal and external stakeholders

## Unit 1: Identify internal and external stakeholders

### Activity 1: Analyse stakeholders

T1 SO1 LO1 AS1 & AS2

Student's Book p. 5



#### Guidance and additional information

1. Students should analyse and assess the effect of the national expansion of a fast-food enterprise on its stakeholders (types of stakeholder are listed on page 5 of the Student Book):
  - a) There could be an increase in employment levels because more jobs will be created with the expansion. If new employees were already employed and they change jobs this will not affect the national employment level.
  - b) The option could have high and unacceptable levels of financial risk if incorrectly planned but if the risk is calculated it does not necessarily imply an increased risk factor.
  - c) There will be a need for management to be recruited and possibly trained.

#### Suggested assessment

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Class questions
<b>Suggested assessment tool:</b>	Comments from the lecturer and fellow students
<b>Evidence:</b>	Subjective evidence based on lecturer observations and impressions

### Activity 2: Identify the stakeholders of a bed-and-breakfast business

T1 SO1 LO1 AS1 & AS2

Student's Book p. 5



#### Guidance and additional information

Students should study the adapted newspaper article and identify stakeholders mentioned.

1. Possible stakeholders in the construction industry are shown in bold. Besides these stakeholders other stakeholders could include the list on page 4 of the SB.

#### Construction sector will build growth

A MAINSTAY of the enabling framework is the **Construction Industry Development Board**, which **the government** has constituted to drive a comprehensive industry development strategy on behalf of all stakeholders.

A national contractor programme will expand partnerships with industry and **academia** to address issues of skills quality, safety and health.

The **Independent Development Trust** will also intensify its focus on women in construction, ensuring that they are employed and developed as contractors.

The **Department of Public Works** is undertaking to train 5 000 youth in its maintenance programme and will ensure that when they leave they go into permanent employment or entrepreneurial jobs.

There would also be opportunities for **young entrepreneurs to manage the department's various assets**, as it did not have enough capacity to manage all the facilities it owned.

However, the challenges facing young people could not be addressed by the government alone but rather by a range of stakeholders, including **private sector companies**.

Without an equitable or shared fast-paced economic growth and development, social cohesion in our land would weaken, putting democracy at risk.

(*Weekend Argus – Business report Sunday, June 24 2007. www.businessreport.co.za*)

2. "Vested interest" means having a personal interest with the expectation of gain.
  - Construction Industry Development Board – provides expansion possibilities
  - the government – could provide homes and employment to their citizens
  - academia – address skills issues, ensure updated safety standards and quality of work
  - Independent Development Trust – ensure women are employed
  - department of public works – focus on youth training and employment
  - young entrepreneurs to manage the department's various departments – management opportunities
  - Private sector companies – investment and expansion opportunities.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Case Study
<b>Suggested assessment tool:</b>	Adapt rubric no. 4 or 5 on pages 38-9 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways

### Activity 3: Analyse a local business

T1 SO1 LO2 AS3 & AS4

Student's Book p. 8



### Guidance and additional information

1. Students should analyse a business in their local area and identify that business' stakeholders. They should then classify those stakeholders as internal and external.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 4: How a business can improve its benefits to customers

T1 SO1 LO2 AS3

Student's Book p. 10



#### Guidance and additional information

Students should identify how a business can improve the benefits of their customers as stakeholders:

1. Understanding the customer – analyse the customer's needs.
2. Responsiveness of the business to customer needs – the business will meet the customer's needs.
3. Provision of value for money – customers should feel that they are getting the best quality goods or services at the most competitive prices.

#### Suggested assessment

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Class questions
<b>Suggested assessment tool:</b>	Comments from the lecturer and fellow students
<b>Evidence:</b>	Subjective evidence based on lecturer observations and impressions or focus on individual students

### Activity 5: Identify and research a Small Medium Enterprise

T1 SO1 LO3 AS3 &amp; AS4

Student's Book p. 13



#### Guidance and additional information

Students should research a Small Medium Enterprise of which they are customers, in terms of the following:

1. the internal stakeholders
2. the external stakeholders
3. the level of interest in corporate plans and operations for each group of stakeholders
4. the level of power each group of stakeholders has to exert much impact.

Encourage students to undertake an in-depth study of this activity.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research and investigation
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 2: Stakeholders' relationship with the organisation

### Activity 6: Discuss role of owners, managers and shareholders

T2 SO2 LO2 AS2

Student's Book p. 19 

#### Guidance and additional information

1. The role of owners, managers and shareholders of the business is discussed on page 18 of the SB.
2. A conflict of interest by the owner, manager or shareholder may damage relationships with the organisation when self-interests such as entering into transactions for personal gain result in loss of profit for the organisation. Encourage students to enter into a discussion on conflict of interest.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Class questions
<b>Suggested assessment tool:</b>	Comments by lecturer and fellow students
<b>Evidence:</b>	Subjective evidence based on lecturer observations and impressions

### Activity 7: Employee relationships

T2 SO2 LO2 AS2

Student's Book p. 20 

#### Guidance and additional information

1. 'The role employees play in business today is changing' – Many business organisations today encourage participative management where employees have a say in the management of the business. They are rewarded with incentives such as bonuses and possibly a share of the profits, in the form of dividends.
2. See page 21 of the SB ('To build relations and provide a better service, the following guidelines could be considered ...') to answer the question on what employees of a business can do to improve the image of that business.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Class questions
<b>Suggested assessment tool:</b>	Comments by lecturer and fellow students
<b>Evidence:</b>	Subjective evidence based on lecturer observations and impressions



## Activity 8: Customer relations

T2 SO2 LO2 AS2

Student's Book p. 22



### Guidance and additional information

1. Students are expected to phone a retailer and enquire about the purchase of any product for example a computer. They must write a report outlining what they think of the telephone manners of the employees of that particular business.
2. Get students to find people like their family or friends who have returned a product and then find out what experiences these people have had when trying to return a product (good or bad). Encourage students to find at least three people who have returned things.
3. Have you ever received bad customer service, would you go back to that shop? Students should give their own valid opinions on this question.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 9: Customer relations policy

T2 SO2 LO2 AS2

Student's Book p. 22



### Guidance and additional information

Compile a customer relations policy and an after-sales service policy for your business.



NVC Level 2 Chapter 2 Unit 3 or use the Internet to browse for information on these policies.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Suggested assessment tool:</b>	Lecturer to set up own rubric no. 8 on page 43 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways

## Additional information for customer relations

### Product guarantees

- **Pay the difference**  
If a customer buys a product then finds it at a lower price somewhere else, the company guarantees to pay back the price difference to the customer.
- **Buy back**  
The customer is guaranteed complete satisfaction or the company will buy back the product.
- **Lock in the price**  
This guarantee protects customers from rising prices. When the customer places an order, the company locks in and guarantees the given price.
- **Double your money back**  
The company guarantees to pay back the customer double the purchase price if the customer is not satisfied with the product.
- **Money back if not satisfied**  
The customer gets the full price returned if he or she is not satisfied with the product.

### Activity 10: Dealer relations

T2 SO2 LO2 AS2

Student's Book p. 23



#### Guidance and additional information

1. Arrange for students or get students to make their own arrangements to visit at least three motor vehicle dealers. Students should then ask the dealers to explain what kind of support they get from the manufacturer. The lecturer may have to arrange for students to carry a letter from the College explaining why students need this information.
2. Students should prepare an oral presentation where they talk about service, training courses, seminars and perhaps their visit to the factory.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Interviews, Investigation and Presentation
<b>Suggested assessment tool:</b>	Adapt rubric no. 10 on page 45 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways

### Activity 11: Supplier relations

T2 SO2 LO2 AS2

Student's Book p. 24



#### Guidance and additional information

Encourage students to use their own business idea or business venture as a base for this activity.

1. Students should identify at least five potential suppliers for their business from whom they can purchase at least five products and services. The lecturer may downscale the number of suppliers or products depending on the ability of the students.
2. Students should
  - a) list the purchase price of those products and services
  - b) list other conditions of sale, for example lead time, insurance, shelf availability, etc
  - c) evaluate each product or supplier.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Suggested assessment tool:</b>	Lecturers to set up own checklist or rubric
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 12: Create a favourable community/business relationship

T2 SO2 LO2 AS2

Student's Book p. 25



### Guidance and additional information

1. Students to give their personal opinion on the difference between a 'good' company and a 'bad' company, and say what can be done to improve the 'bad' that they identified.
2. Students should find out about at least three community developments that have taken place in their community and who the main sponsors were.
- 3 & 4. Students should assume that they are the owner of a business who is put under pressure by the community to relocate because of their unsightly factory in a residential area and then set up a plan of action on how they could win over the community and build a favourable relationship with them. Possible ideas: tidy up the factory, plant vegetation to hide the 'unsightliness', hold meetings with the community to explain the employment benefits.



Plan of Action L3 Chapter 4 Unit 1

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Questions and a Project
<b>Suggested assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways

**Activity 13: BEE**

T2 SO2 LO2 AS2

Student's Book p. 27

**Guidance and additional information**

1. Lecturers should assist students or encourage students to make arrangements to interview a human resources manager to find out how the government's policy on Black Economic Empowerment (BEE) has affected the ownership and workforce of their company workforce.
2. Students should use the information that they gained from doing no. 1 above to advise an SME on how they should apply the BEE policy.



Chapter 3 unit 4

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Interview and Assignment
<b>Suggested assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 14: Tools to create an image for a business**

T2 SO2 LO3 AS3

Student's Book p. 27

**Guidance and additional information**

1. Tools to create an image for the business may include: public relations exercises, marketing and advertising, word-of mouth messages, etc. Encourage students to discuss further.
2. Have newspapers or arrange for students to bring current newspapers to class so that they can compile a report on the publicity received by the various businesses. You may wish to add these to the classroom bulletin board, if there is one.
3. Do you think the publicity was good or bad for the image of the business? Students should to give their own valid opinion.

**Suggested assessment**

<b>Method:</b>	Observation and Task based
<b>Assessment instrument:</b>	Class questions and Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page xx of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 15: Impact of stakeholders on businesses**

T2 SO2 LO4 AS4

Student's Book p. 29

**Guidance and additional information**

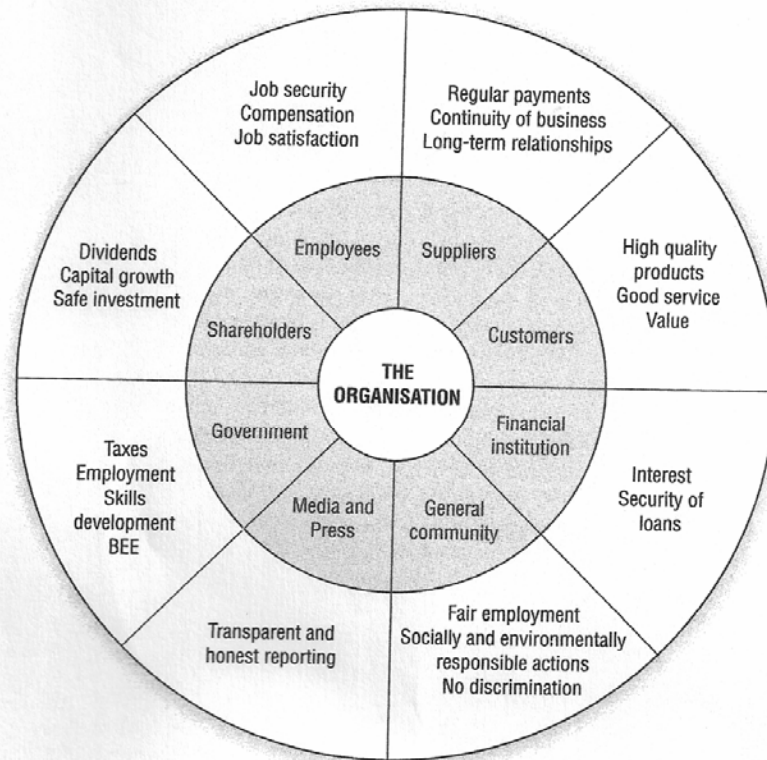
1. Refer to page 27 of the SB for information on stakeholder concept as opposed to the shareholder concept.
2. What impact do stakeholders have on business? Students to give their own valid opinions.

**Suggested assessment**

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Class questions
<b>Suggested assessment tool:</b>	Comments from lecturer and fellow students
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 3: Stakeholders' relationship to each other

The following diagram may assist in explaining stakeholder relationships:



**Figure 2.1:** The claims and expectations of stakeholders

Adapted from Doyle 1994: 12.

Source: *Strategic Management – Southern African concepts and cases*. Tienie (MB) Ehlers, Kobus (JAA) Lazenby. ISBN 0-627-02556-0

### Activity 16: Customer/business relationships

T1 SO3 LO1 AS1

Student's Book p. 32



#### Guidance and additional information

1. Without customers no business would survive; it is the customers that provide the business with its expected profit by offering to purchase goods and services from a business.
2. Customer and business relationships stem from their rights, responsibilities and the reward they expect from each other. The business/customers are bound by the conditions of purchase; customers would expect businesses to deliver goods and services in return for money. Businesses can expect to be paid for the goods and services they sell and in turn customers expect value for money. These rights, responsibilities and rewards would influence the way business is conducted.

**Suggested assessment**

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Class questions
<b>Suggested assessment tool:</b>	Comments from lecturer and fellow students
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 17: Owners/manager and employees**

T1 SO3 LO1 AS1

Student's Book p. 34 **Guidance and additional information**

1. Refer to 1.1 Owners and managers on page 33 of the SB; 1.2 Employees and owners on page 34 of the SB; and also 3. Importance and implication of interrelationships on page 36 of the SB for the answer on how owners, managers and employees are interdependent.
2. Refer to 1.1 Owners and managers on page 33 of the SB; 1.2 Employees and owners on page 34 of the SB; and also Importance and implication of interrelationships on page 36 for the answer to why owners, managers and employees are interdependent.

**Suggested assessment**

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Class questions
<b>Suggested assessment tool:</b>	Comments from lecturer and fellow students
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 18: Customer relations**

T1 SO3 LO1 AS1

Student's Book p. 35 **Guidance and additional information**

Encourage students to highlight or underline key points as they read through the case study from *Entrepreneur* p. 39 July 2007 [www.entrepreneurmag.co.za](http://www.entrepreneurmag.co.za) before they attempt to answer the questions.

1. How does poor customer service contribute to poor stakeholder relationships? Students to give their own valid opinion.
2. With good customer service a business can do so much better and expect better returns in terms of sales and profits. A business will find it difficult to survive without good customer service.
3. "The anonymous service testing, calling cards and leave-behind data are just some of the innovations of Phantom Group" are some of the strategies employed to find out what customers think of a business.
4. To improve customer-satisfaction a business can: employ friendly and helpful staff, offer guarantees or after-sales service, etc.
5. Students to give their own valid opinion on what they think of the Phantom Group business venture? Encourage students to think of other ideas for new business ventures.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Case study
<b>Suggested assessment tool:</b>	Marking memorandum set up by the lecturer
<b>Evidence:</b>	Students produce the same evidence but in different ways

**Activity 19: Resolve conflict between stakeholders**

T1 SO3 LO1 AS1

Student's Book p. 35

**Guidance and additional information**

Facilitate group discussion on conflict resolution. Encourage students to study 1.1 Owners and managers on page 33 of the SB, 1.2 Employees and owners on page 34 of the SB, 1.3 Customers and the business on page 34, and 1.4 Suppliers, managers and owners on page 35 of the SB. Students should reach consensus on how could conflict be resolved between

- 1.1 owners and managers
- 1.2 managers and employees
- 1.3 business and customers.

**Suggested assessment**

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Class questions and discussions
<b>Suggested assessment tool:</b>	Comments by lecturer and fellow students
<b>Evidence:</b>	Students produce the same evidence but in different ways

**Activity 20: Responsible contributions by stakeholders**

T1 SO3 LO1 AS1

Student's Book p. 36

**Guidance and additional information**

1. Prior arrangements will have to be made to invite an entrepreneur or business owner/manager to speak to your class on how their business assists the community. Fax or email the purpose of their visit and questions you would like them to answer before they address the class. Ask them if the objectives of the business owners and the community differ and what they do about it.
2. After listening to the guest speaker, students should formulate a plan of action for their own proposed business where they describe how their business will contribute to social and economic development of their community.



Plan of Action L3 Chapter 4 Unit 1



**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Suggested assessment tool:</b>	Adapt rubric no. 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 21: Importance of interrelationships**

T1 SO3 LO3 AS3

Student's Book p. 37

**Guidance and additional information**

1. Students should prepare two-page brief report on the importance of interrelationships between stakeholders. They could use this as revision for a class test.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Report
<b>Suggested assessment tool:</b>	Adapt rubric no. 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 22: Strategy to improve stakeholder relationships**

T1 SO3 LO4 AS4

Student's Book p. 39

**Guidance and additional information**

1. Students should investigate stakeholder relationships in a business of their own choice.
2. Students should investigate what that business does for its employees and for the community.
3. Get students to compile a strategy to improve stakeholder relationships within that business.
4. Students should present their strategy to their class.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and Presentation
<b>Suggested assessment tool:</b>	Adapt rubric no. 10 on page 45 and rubric no. 11 on page 47 of this LG.
<b>Evidence:</b>	Students use same process to achieve different results

## Chapter 2: Organisational structure

### Unit 1: Different types of work done in an organisation

#### Introduction

Please note that this chapter has been modified. Specific Outcome 5 of this Topic 2 has been brought to the beginning of the chapter as we felt that the learners would better understand the development of the organisational structure. The types of work found in the organisation are dealt with in detail and we then move on to investigate the core business activities and the interaction of the various departments and teams, followed by the support functions found within the business and the manner in which the teams and departments fulfil these roles. You will note that the Headings and Assessment activities clearly indicate their correlation to the curriculum document.

In order to understand organisational structure we have also focused on the organogram as a visual representation of the organisation's structure and we have also looked at the various theoretical elements on which organisational structure is based. It is suggested that a very practical approach is taken when covering the organogram to enable the learners to interpret and understand the business operation and flow. Learners must also realise that this is a working document that needs to be up to date at all times.

#### Activity 1: Questionnaire

T2 SO5 LO1 AS1

Student's Book p. 48



#### Guidance and additional information

In order to meet the requirements of these specific outcomes, learners need to be exposed to operational businesses in the local environment. Exposure visits will need to be arranged for the students. Students have already identified the type of business they would like to be involved in setting up in the future and it will be useful if they could study and visit a similar business. In order to facilitate this process students are encouraged to work in groups of four so that their research and future discussions can be productive. In the event that it is impossible to match learner interests with a business, the match between retail, manufacturing and service businesses must be accommodated. In other words, if the learner wishes to set up a service-oriented business, then they should be studying a service business. In order to limit the number of visits to the organisation, learners can check through the activities in this chapter to see what information will be required and then draw up a questionnaire in order to get the necessary information.

The contact person at the relevant business needs to be someone in authority or at a higher level in the business so that the various business processes can be explained properly.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Suggested assessment tool:</b>	Adapt rubric no 18 on page 53 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 2: Visit to business

T2 SO5 LO1 AS2

Student's Book p. 48



#### Guidance and additional information

Learners need to be briefed as to how to conduct an interview, how to present themselves and what they can expect. The time spent with the company representative must be structured with the various team members knowing exactly what their roles are so that the manager and the three employees are not bombarded with irrelevant questions. Learners must display professionalism at all times, while also observing the accepted norms of business etiquette.

Cell phones must be turned off, no chewing of gum and respect must be shown to all members in the company. The visit needs to be confirmed and the time and date kept. Punctuality is critical. The company must be thanked at the time of the visit and followed up with a written letter of thanks. Information given during the interview must be recorded and confidentiality must be respected where necessary. There may be information that cannot be given but learners must then propose hypothetical examples or ask for feedback that is less complex.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 3: Management and their workers

T2 SO5 LO1 LO2 AS3

Student's Book p. 51



#### Guidance and additional information

While visiting the business concerned, they need to be able to speak briefly with 3 different employees in order to complete this activity. These employees should be from different roles and levels within the organisation. Each team member will have an opportunity to interview a staff member. The learners must be well prepared, know exactly what answers they are requiring and must not interfere in another team member's interview until the end when further questions may be asked.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Interviews and research
<b>Suggested assessment tool:</b>	Adapt rubric no 16 on page 52 of this LG for peer evaluation of the learner's interviewing skills. Rubric no 5 can be adapted to evaluate the group's report back
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 4: Types of work required in a new venture

T2 SO5 LO1 LO2 AS4

Student's Book p. 51



#### Guidance and additional information

The learners have now been exposed to the real business environment and is in a better position to evaluate the work requirements for their proposed business idea.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 5: Organogram of selected businesses

T2 SO5 LO1 LO2 LO3 LO4 LO5 AS5

Student's Book p. 55



#### Guidance and additional information

Learners have explored the different types of work required within organisations, they have listened to reports from other groups and this can well be a little confusing to those who have had no direct experience with the world of work. It is difficult for them to categorise their findings and establish a flow between the various levels of work and types of work.

It is now appropriate to introduce them to the organogram and its purpose in the organisation. They can now explore the different structures of organisation i.e.: functional, matrix and project structures and explore the levels of authority in organisations by identifying line versus staff authority.

The learners are introduced to the grouping of business activities and how the organogram indicates the flow of work.

If possible, source a number of different organograms and allow learners the opportunity to work with them, so that they develop a feel for the business by interpreting the organograms. Use different organograms to the ones to be used in the activity. Organograms can be sourced from the websites of many companies.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercises and observation
<b>Suggested assessment tool:</b>	Adapt rubric below to include theoretic component
<b>Evidence:</b>	Students use same process to achieve different results

### Name of group member

Offered many ideas for the unit development	Participated in discussions about unit	Listened to others; sometimes made suggestions	Seemed bored with conversations about the unit
Assisted other partner(s)	Offered encouragement to other partner(s)	Seemed preoccupied with own lessons	Took pride in own lessons
Work was ready on time or sometimes ahead of time	Work was ready very close to the agreed time	Work was usually late but completed on time to be graded	Some work never got completed and other partner(s) completed the assignment
Clearly communicated desires, ideas, personal needs and feelings	Usually shared feelings and thoughts with other partner(s)	Rarely expressed feelings, preferences	Never spoke up to express excitement and/or frustration
Expressed frequent appreciation for other group members	Often encouraged and appreciated other partner(s)	Often encouraged and appreciated other partner(s) Seemed to take the work of others for granted	Group members often wondered, "What is going on here?" Little involvement with others
Politely gave feedback to others that was very useful	Gave feedback in ways that did not offend	Sometimes hurt feelings of others with feedback	Was openly rude when giving feedback
Accepted feedback from others willingly	Reluctantly accepted feedback	Argued own point of view over feedback	Refused to listen to feedback
EXCELLENT-5	GOOD-4	AVERAGE-3	POOR-2
SCORE	SCORE	SCORE	SCORE

### Activity 6: Comparison of organograms from different businesses

T2 SO5 LO1 LO2 AS6

Student's Book p. 55



### Guidance and additional information

This activity serves to assess the individual's understanding and application of the subject outcome.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Suggested assessment tool:</b>	Adapt rubric no 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 7: Common elements

T2 SO5 LO3 AS7

Student's Book p. 57



### Guidance and additional information

In this section we consolidate the learning that occurred in Activity 6 whereby the common elements of organisational structures are identified and analysed.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 2 on page 35 of this LG
<b>Evidence:</b>	Students produce the same results but in different ways

## Activity 8 Categories of work

T2 SO5 LO3 AS8

Student's Book p. 59



### Guidance and additional information

The link between quality and quantity needs to be firmly drawn. Learners must understand that the interrelationships of the different categories of work directly impacts on the efficiency of the organisation.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Case study
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 9: Debate

T2 SO5 LO4 AS9

Student's Book p. 60



### Guidance and additional information

This activity will draw together the various elements of learning that have been encountered in this unit. Learners will need to have moved their understanding to the position that no job or category can exist without another and so there needs to be agreement between all departments and teams if the organisational objectives are to be met efficiently and productively.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Debate
<b>Suggested assessment tool:</b>	Adapt rubric no 5 on page 39 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 2: Core business activities

### Activity 10: Business functions

T2 SO1 LO1 AS1

Student's Book p. 64



#### Guidance and additional information

1. Students must refer to the illustration on Student's Book p. 63 to answer the questions.
2. No, most of the broad functional areas of business are covered.
3. Yes, most businesses carry out these activities to a greater or lesser extent.
4. Allow students to give their valid opinions on the business activities.
5. Students should give examples of what business activities need to be carried in
  - a) a conferencing business, for example; purchasing food, consumables, cleaning materials, human resources – people have to be employed to do the cleaning, serving, etc. financing like arranging the payments and receipts, and marketing, etc.
  - b) a construction business – the right people will need to be employed which will be a function of the human resources dept, the financial department will oversee the payments and receipting of money, etc. the public relations department will have to inform the communities affected by the construction, etc.
6. The function General Management been placed in the centre of the diagram because all function need to be generally managed.

#### Suggested assessment

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Questions
<b>Suggested assessment tool:</b>	Comments by lecturer and fellow students
<b>Evidence:</b>	Focus on individual students

### Activity 11: Business functions

T2 SO1 LO2 AS2

Student's Book p. 65



#### Guidance and additional information

Students are to work with their own business idea and write a short discussion of the business activities that would need to be carried out in that business.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no. 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 12 – Financial function

T1 SO1 LO1 AS1

Student's Book p. 67



### Guidance and additional information

1. Students should speak to someone preferably involved in the financial department of a business to find out what financial records should be kept.
2. Students should give examples of the various financial records to be kept by:
  - a) a conferencing business – orders, invoices, receipts, bookings, etc
  - b) a construction business – contracts, invoices, receipts, cheque and electronic payments, etc.

### Suggested assessment

<b>Method:</b>	Observation based and Task based
<b>Assessment instrument:</b>	Questions and Investigation
<b>Suggested assessment tool:</b>	Adapt rubric no. 4 on page 38 of this LG
<b>Evidence:</b>	Students use same process to achieve different results
<b>Suggested for Portfolio of Evidence:</b>	No

## Activity 13: List the core business activities

T2 SO1 LO2 AS2

Student's Book p. 70



### Guidance and additional information

1. Arrange for the vision and mission statements to be shared amongst the groups once students have brought these to class. Each group should identify which business the mission and vision statements belong to. Once that is complete, students should determine the core business activity of those businesses (working backwards) from the mission and vision statement.
2. Students should list 5 core industries that can be found in the South African economy – mining, industrial, financial, etc.
3. Core business activities of each of the following organisations would be:
  - a) an hotel – accommodation and catering
  - b) a conferencing facility – conferencing
  - c) a construction company - building
  - d) a college or university – tuition and research
  - e) a courier company – transporting and delivering documents and parcels.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no. 5 on page 39 of this LG
<b>Evidence:</b>	Students product the same evidence but in different ways.



## Activity 14: Compare relationships between core activities

T2 SO1 LO3 AS2

Student's Book p. 77



### Guidance and additional information

1. Work together with the students to select a business that they or their group will be involved in. It is important that they give this careful thought, as they will be required to work with this organisation for interactive purposes and for the rest of this course. It is also important that students select an organisation that they will be able to learn from when they set up their own new venture.
2. Once the selection of a business has been made allow students to work on their own or in a group. Some students work best when they work independently others prefer to work in a group. Ensure that students all do an equal amount of work when they work in groups.
3. Students should identify and analyse the core activity or core activities of the selected organisation.
4. Students should say which core activity they believe is more important and give a motivation for their answer.
5. Students should discuss the value added to the business organisation by (each) core activity.
6. It is important that they show evidence of research done.
7. The rubrics and checklists used to assess this activity should ensure that students are assessed on their participation in group discussions and on the research they have conducted.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research and Investigation
<b>Suggested assessment tool:</b>	Adapt rubric no. 5, 6 and/or 7 on pages 39-42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 15: Value chain

T2 SO1 LO3 AS2

Student's Book p. 77



### Guidance and additional information

Students should carry out a value chain analysis using steps outlined in the SB on page 77.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 16: Steps in the work process of a selected work unit or team**

T2 SO1 LO4 AS3

Student's Book p. 80

**Guidance and additional information**

1. Students should investigate a particular work unit or team in an organisation.
2. Students should follow the chronological steps in the work process of this team and document these steps.
3. Ask students to draw a flow chart showing the system of process in the correct sequence within this work team.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no. 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 3: Role of a department in an organisation

### Activity 17: Impact of problems on departments

T2 SO2 LO1 LO2 LO3 AS1

Student's Book p. 85



#### Guidance and additional information

The interrelationships between departments is explored with reference to the departments that are responsible for the core business activities.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercises
<b>Suggested assessment tool:</b>	Adapt rubric no 4 on page 38 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 18: Role of core business activities

T2 SO2 LO1 LO2 LO3 AS2

Student's Book p. 85



#### Guidance and additional information

This activity is a continuation of activity 1 and requires learners to elaborate on their understanding of the role of the core business activities of an organisation.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 19: Business Structure

T2 SO2 LO1 LO2 LO8 LO9 AS3

Student's Book p. 90



#### Guidance and additional information

In the next section the learner is introduced to the principles of organising and how they influence to development of organisational structure. Learners need to understand the correlation between the complexity of the business functions and the structure. They also investigate the role of formalisation, specialisation, centralisation versus decentralisation and departmentalisation.

These factors are explored in depth through activities 19 to 21.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Case study
<b>Suggested assessment tool:</b>	Adapt rubric no 13 on page 49 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways

**Activity 20: Criteria for departmentation**

T2 SO2 LO8 LO9

Student's Book p. 91

**Guidance and additional information**

Self-explanatory.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigations
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 21: Core departments**

T2 SO2 LO1 LO2 LO3 AS5

Student's Book p. 92

**Guidance and additional information**

Self-explanatory.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no 4 on page 38 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 22: Line and staff authority**

T2 SO2 LO3 LO4 LO5 AS1

Student's Book p. 94

**Guidance and additional information**

Learners need to understand the difference and roles of authority and responsibility and this activity is a practical exercise where learners highlight various lines of authority in the organogram.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no 2 on page 35 of this LG to reflect understanding of lines of authority and their place in the organisation.
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 23: Line authority from manager to student**

T2 SO2 LO6 LO7 AS7

Student's Book p. 96

**Guidance and additional information**

Self-explanatory.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no 2 on page 35 of this LG to reflect understanding of the College organogram and the line authority from the managers of departments to the College Board
<b>Evidence:</b>	Students use different methods to achieve the same results

**Activity 24: Ineffectiveness of departments**

T2 SO2 LO8 AS8

Student's Book p. 97

**Guidance and additional information**

Learners will realise that problems are ever present and that good management will put contingency plans in place. This exercise encourages learners to look deeper at the operational processes, anticipating possible problems and planning in advance for all eventualities.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Case Study
<b>Suggested assessment tool:</b>	Adapt rubric no 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 25: Adding value to the organisation

T2 SO2 LO9 AS9

Student's Book p. 100



### Guidance and additional information

Self-explanatory.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and Research
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 4: Support functions within a selected organisation

### Introduction

In this unit the role of the support functions in the organisation are identified and compared to the core business activities. This is a very practical unit where learners are required to apply their knowledge and understanding to various types of businesses.

### Activity 26: Identify support or core functions

T2 SO3 LO1 LO2 AS1

Student's Book p. 108



### Guidance and additional information

Self-explanatory.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 27: Explain core and support functions

T2 SO3 LO1 AS2

Student's Book p. 109



### Guidance and additional information

Self-explanatory.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no. 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 28: Name and identify specific support functions in a selected business

T2 SO3 LO1 LO2 AS3

Student's Book p. 110



### Guidance and additional information

Learners will require a clean copy of the organogram of the local business they visited.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no. 15 on page 51 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 29: Name and identify specific support functions in a new venture**

T2 SO3 LO2 LO3 AS4

Student's Book p. 111

**Guidance and additional information**

A copy of the College organogram as used in a previous activity is required.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 30: Eskom case study**

T2 SO3 LO2 AS5

Student's Book p. 114

**Guidance and additional information**

Although this is a case study, learners are required to give their own interpretation of how a similar model can be implemented in a new venture.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 31: Work teams and their relationship with support units**

T2 SO3 LO4 LO5 AS8

Student's Book p. 115

**Guidance and additional information**

Multiskilling plays an important role in effective businesses. Learners must understand that multiskilling is not about exploiting the worker but improving the skills base. They must recognise that responses such as 'Its not my job' do not have any place in a productive organisation.



**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no. 5 on page 39 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 32: Outsourcing**

T2 SO3 LO4 AS6

Student's Book p. 118

**Guidance and additional information**

When discussing the support functions within business, the role of outsourcing needs to be acknowledged and understood. Many of the support functions can be outsourced and some successful businesses have sprung up based on the principles of outsourcing e.g.: Call centres, labour broking to name a few.

Outsourcing can be beneficial to a new venture when funds are scarce and expertise in certain areas may be lacking. While outsourcing may be costly it may be cheaper in the long run to leave the experts to handle issues in the long run.

Offshore outsourcing presents South African businesses with a number of ethical dilemmas and learners need to be aware of the macro economic impact of outsourcing. Chinese imports into South Africa present both pros and cons for these initiatives and learners need to be aware of this. There is no simple answer to outsourcing.

The inclusion of role-plays showing a textile worker who has list his job, discussing the problem with a friend who has just bought a load of cheap imported clothing, or a high priced item manufactured by child labour. Newspaper clippings and cartoons regarding South Africa's quota policy for Chinese imports can also be used to stimulate thought and discussion.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no. 5 on page 39 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 33: Outsourcing in a new venture**

T2 SO3 LO4 AS7

Student's Book p. 119

**Guidance and additional information**

Self-explanatory.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 34: Work teams and their relationship with support units**

T2 SO3 LO4 LO5 AS9

Student's Book p. 120

**Guidance and additional information**

Self-explanatory.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 5: Effectiveness of work teams in the organisation

### Introduction

The sense of belonging plays a large role in effective teamwork. A good leader is one who encourages this belonging by focusing on the interests of the organisation rather than the interests of the individual. The unit investigates issues of motivation, the team roles and developing high performance teams. Learners are required to participate in a teamwork activity where their attitude to teamwork is assessed.

### Activity 35 – Lack of teamwork

T2 SO4 LO1 AS1

Student's Book p. 124



### Guidance and additional information

Self-explanatory.

### Suggested assessment

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Learner discussions
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 36: Personal Reflection of belonging to a team

T2 SO4 LO1 AS2

Student's Book p. 126



### Guidance and additional information

Self-explanatory.

### Suggested assessment

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Learner discussions
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 37: Team Charter

T2 SO4 L1O AS3

Student's Book p. 126



### Guidance and additional information

Learners can be encouraged to draw up a Code of Honour, which is agreement between the class members as to what their agreed values are,

what behaviour is acceptable and possible consequences from unacceptable behaviour as a preliminary exercise to this activity.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Suggested assessment tool:</b>	Adapt rubric no 13 on page 49 of this LG and align it to the template given
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 38: Team development

T2 SO4 LO1 AS4

Student's Book p. 130



#### Guidance and additional information

Learners are required to apply the concepts of forming, storming etc and the relevant styles of leadership to this activity.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 14 on page 50 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 39: Selected team in relation to core activity and support function

T2 SO4 LO1 AS5

Student's Book p. 130



#### Guidance and additional information

In this activity learners are expected to apply their learning to a specific team within a company.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 40: Impact of teams on one another

T2 SO4 LO2 LO3 AS6

Student's Book p. 131



#### Guidance and additional information

Consumers are constantly being faced with poor levels of service largely as a result in a breakdown in the operational process. Learners will be easily able to

relate personal experiences in a class discussion. Learners need to move beyond their own emotional responses and look at the impact within the business.

Problems encountered in the workplace are inevitable and no matter how thorough the planning is something is bound to go wrong. As an entrepreneur/manager the greater portion of time in a day is spent trouble-shooting and rectifying problems that have occurred. Learners will learn a problem-solving technique that will enable them to resolve problems effectively. Learners must be made aware that quick fixes are unproductive and that the root cause of the problem must be established and dealt with for the problem solving to be effective. Recurring problems are clearly indicative that the problem has not been resolved adequately.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no 5 on page 39 of this LG and omit the presentation criteria.
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 41: Analyse your own style of leadership

T2 SO4 LO2 LO3 AS7

Student's Book p. 132



### Guidance and additional information

The topic of motivation is vast and yet plays a crucial role in leading high performance teams. Learners will need to come to terms with their own levels of motivation as they are tasked to research the issue of Motivation and apply it to their own styles of leadership. They will also need to identify areas of personal improvement on their own motivational levels as well in how they will motivate their own staff members.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no 14 on page 50 of this LG, to assess their own personal levels of motivation, and that of their team members as well as their own style of motivating others.
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 42: Toxic exercise – team roles

T2 SO4 LO2 LO3 AS8

Student's Book p. 135



### Guidance and additional information

This section introduces the learner to Belbin's team roles and the activity sensitises the group to the manner in which the roles are manifest within a working team. The learners are asked to complete a task, which at face value

looks impossible however by using the synergy within the group the task is easily completed. The task also surfaces competitive tendencies within the team and this needs to be discussed at length during the debrief discussions.

During the exercise the lecturer can identify specific incidents like bossiness, lack of listening, frustrations etc manifested by the learners which they can address directly during the debrief.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Suggested assessment tool:</b>	Adapt rubric no 4 on page 38 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways

### Activity 43: High performance teams

T2 SO4 LO3 AS9

Student's Book p. 138



### Guidance and additional information

High performance teams are a growing trend whereby businesses are moving away from the traditional organisational structures and adopting team based structures, which provide flexibility and are results oriented. Consensus is used for decision-making purposes and learners must understand this concept for future application in any team in which they mind find themselves.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Debate
<b>Suggested assessment tool:</b>	Adapt rubric no 8 on page 43 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Chapter 3: Human resources

### Unit 1: Identify and plan for the human resources needs

#### Activity 1: Staff requirements

T3 U1 LO1 AS1/2

Student's Book p. 147



#### Guidance and additional information

Self-explanatory.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric 3 on page 37 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

#### Activity 2: Staff salaries and benefits

T3 U1 LO1 AS3

Student's Book p. 151



#### Guidance and additional information

Students are often unaware of market related salaries and this activity will help them when drawing up budgets for themselves. People are often considered as the most important "asset" in a business – create awareness in the students of the 'cost' of people in a business.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

#### Activity 3: Influences in employment

T3 U1 LO1 AS3

Student's Book p. 152



#### Guidance and additional information

To make students aware of their surroundings.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assessment
<b>Assessment tool:</b>	Adapt rubric no. 4 on page 38 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 4: Profile of employees**

T3 U1 LO1 AS4

Student's Book p. 155

**Guidance and additional information**

Obtain additional job analysis and job descriptions for students to compare.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assessment
<b>Evidence:</b>	Students use same process to achieve different results



## Unit 2: Implementing the human resources needs

### Activity 5: Reviewing advertisements for jobs

T3 SO2 LO1 AS1

Student's Book p. 159



#### Guidance and additional information

Check the students CV's for future possible employment (link up with English lecturer). Ensure they understand the requirements and qualifications needed in certain job advertisements.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 6: Changing advertisements for jobs

T3 SO2 LO1 AS1

Student's Book p. 159



#### Guidance and additional information

Have other adverts for students that are incorrect or misleading so they are able to know what to look for when applying for a job or placing an advertisement themselves to employ someone

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercise
<b>Assessment tool:</b>	Adapt rubric no. 8 on page 43 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 7: Gathering information

T3 SO2 LO1 AS1

Student's Book p. 161



#### Guidance and additional information

Have adverts from different newspapers available for a variety of jobs, not just office-based jobs. Also ask students to source these adverts.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Assessment tool:</b>	Adapt rubric no. 15 on page 51 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 8: Is child labour ethical?**

T3 SO2 LO1 AS1

Student's Book p. 162

**Guidance and additional information**

Find out more information about child labour, such as where it still takes place as well as the advantages and disadvantages of child labour before you start this activity with the students. You could also ask students to obtain information on child labour. The Internet would be a good source of information.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Case study
<b>Assessment tool:</b>	Adapt rubric no. 8 on page 43 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 9: Drawing up a contract of employment**

T3 SO2 LO2 AS2

Student's Book p. 165

**Guidance and additional information**

Obtain blank contracts of employment from different companies. Help students to see that there are differences in the various contracts, but they all have the same basic information.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Assessment tool:</b>	Adapt rubric no. 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Summary of the Employment Equity Act, 55 of 1998, issued in terms of Section 25(1)****1. Chapter 1: Definitions, purpose, interpretation and application****1.1 Purpose of the Act: Section 2**

The purpose of the Act is to achieve equity in the workplace, by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, to ensure their equitable representation in all occupational categories and levels in the workforce.

**1.2 Application of the Act: Section 4**

Chapter II (sections 5–11) applies to all employers and employees.

Chapter III (sections 12–27) applies to designated employers.

A designated employer means an employer who employs 50 or more employees, or has a total annual turnover as reflected in Schedule 4 of the Act, municipalities and organs of state. Employers can also volunteer to become designated employers.

A designated group means black people, women, or people with disabilities.

The South African National Defence Force, National Intelligence Agency, and South African Secret Services are excluded from this Act.

## **2. Chapter 2: Prohibition of Unfair Discrimination**

2.1 No person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice, on one or more grounds including race, gender, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, and birth.

2.2 It is not unfair discrimination to promote affirmative action consistent with the Act or to prefer or exclude any person on the basis of an inherent job requirement.

2.3 Medical Testing: Section 7

Medical testing of an employee is permissible only when legislation requires testing or when this is justifiable for various reasons. HIV testing is prohibited unless such testing is determined to be justifiable by the Labour Court.

2.4 Psychological Testing: Section 8

Psychological testing and similar assessments are prohibited, unless the test is scientifically valid and reliable, can be applied fairly to all employees, and is not biased against any employee or group.

2.5 Disputes concerning this Chapter: Section 10

An employee, or applicant for employment, may refer a dispute concerning alleged unfair discrimination (or medical or psychological testing) to the CCMA for conciliation. This must be done within six months of the alleged discrimination (or testing). If a dispute is not resolved at conciliation, a party may refer it to the Labour Court for adjudication. The parties to a dispute may also agree to refer the dispute to arbitration. Unfair dismissal disputes in which unfair discrimination is alleged must be dealt with in terms of the Labour Relations Act. The dismissal must be referred to the CCMA within 30 days.

## **3. Chapter 3: Affirmative Action**

3.1 Duties of a Designated Employer: Section 13

A designated employer must implement affirmative action measures for designated groups to achieve employment equity. In order to implement affirmative action measures, a designated employer must:

- consult with employees;
- conduct an analysis;
- prepare an employment equity plan; and
- report to the Director-General on progress made in the implementation of the plan.

3.2 Affirmative Action measures: Section 15

Affirmative action measures are measures intended to ensure that suitably qualified employees from designated groups have equal employment opportunity and are equitably represented in all occupational categories and levels of the workforce. Such measures must include:

- identification and elimination of barriers with an adverse impact on designated groups;
- measures that promote diversity;
- making reasonable accommodation for people from designated groups;

- retention, development and training of designated groups (including skills development); and
- preferential treatment and numerical goals to ensure equitable representation. This excludes quotas.

Designated employers are not required to take any decision regarding an employment policy or practice that would establish an absolute barrier to prospective or continued employment or advancement of people not from designated groups.

### 3.3 Consultation: Sections 16 and 17

A designated employer must take reasonable steps to consult with representatives of employees representing the diverse interests of the workforce on the conducting of an analysis, preparation and implementation of a plan, and on reporting to the Director-General.

### 3.4 Disclosure of Information: Section 18

To ensure meaningful consultation, the employer must disclose relevant information to the consulting parties, subject to section 16 of the Labour Relations Act 66 of 1995.

### 3.5 Analysis: Section 19

A designated employer must conduct an analysis of employment policies, practices, procedures, and working environment so as to identify employment barriers that adversely affect members of designated groups. The analysis must also include the development of a workforce profile to determine to what extent designated groups are under-represented in the workplace.

### 3.6 Employment Equity Plan: Section 20

A designated employer must prepare and implement a plan to achieve employment equity, which must:

- have objectives for each year of the plan;
- include affirmative action measures;
- have numerical goals for achieving equitable representation;
- have a timetable for each year;
- have internal monitoring and evaluation procedures, including internal dispute resolution mechanisms; and
- identify persons, including senior managers, to monitor and implement the plan.

### 3.7 Report: Section 21

- An employer who employs fewer than 150 employees must submit its first report to the Director-General within 12 months after the commencement of the Act, and thereafter every 2 years on the first working day of October.
- An employer who employs 150 or more employees, must submit its first report 6 months after the commencement of the Act, and thereafter every year on the first working day of October.

### 3.8 Designated employer must assign a manager: Section 24

A designated employer must assign one or more senior managers to ensure implementation and monitoring of the employment equity plan and must make available necessary resources for this purpose.

### 3.9 Income Differentials: Section 27

A statement of remuneration and benefits received in each occupational category and level of the workforce must be submitted by a designated employer to the Employment Conditions Commission (ECC).

Where there are disproportionate income differentials, a designated employer must take measures to reduce it progressively. Such measures may include collective bargaining, compliance with sectoral determinations (section 51 of the Basic Conditions of Employment Act); the application of norms and benchmarks recommended by the ECC, relevant measures contained in skills development legislation, and any other appropriate steps.

#### 4. Chapter 4: Monitoring, enforcement and legal proceedings

##### 4.1 Monitoring: Section 34

Employee or trade union representatives can monitor contraventions of the Act and report to relevant bodies.

##### 4.2 Powers of the Labour Inspector: Section 35

Labour Inspectors are authorised to conduct an inspection as provided for in sections 65 and 66 of the Basic Conditions of Employment Act.

##### 4.3 Undertaking to Comply: Section 36

If the inspector has reasonable grounds to believe that a designated employer has failed to comply with its obligations in terms of the Act, the inspector will obtain a written undertaking to comply within a specified period.

##### 4.4 Compliance Order: Section 37

If the designated employer refuses to comply with the written undertaking, the inspector will issue an order to comply.

##### 4.5 Review by Director-General: Section 43

The Director-General may conduct a review to determine whether an employer is complying with the Act. On completion of the review, the Director-General may make recommendations for compliance within certain time frames.

##### 4.6 Powers of the Labour Court: Section 50

The Labour Court has the powers to make any appropriate orders, award compensation, or impose fines.

##### 4.7 Protection of Employee Rights: Section 51

The Act protects employees who exercise their rights and obligations under the Act against victimisation, obstruction and undue influence.

#### 5. Chapter 5 – General Provisions

##### 5.1 State contracts: Section 53

Designated employers and employers who voluntarily comply with Chapter III, who seek to do business with any organ of state, will have to apply for a certificate from the Minister confirming their compliance with Chapters II and III of the Act. Non-designated employers' compliance certificates will pertain to Chapter II.

##### 5.2 Liability of Employers: Section 60

Should employees contravene any provision of this Act, while performing their duties, the employer will be liable unless the employer can prove that it did everything in its power to prevent the undesired act.

Source: [www.labour.gov.za](http://www.labour.gov.za)

### Activity 10: Drawing up a job description form

T3 SO2 LO3 AS3

Student's Book p. 167



#### Guidance and additional information

Obtain job descriptions for different positions within companies so that students can see various ones.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Assessment tool:</b>	Adapt rubric no. 5 on page 39 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 11: Drawing up an induction form**

T3 SO2 LO3 AS3

Student's Book p. 169

**Guidance and additional information**

Ask students how they felt on their first day at the College; what would they have liked to be different? You can ask the students to draw up an induction document for the College.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Assessment tool:</b>	Adapt rubric no. 3 on page 37 or no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 12: Managing and reviewing employees**

T3 SO2 LO4 AS4

Student's Book p. 174

**Guidance and additional information**

Obtain review policies or documents from different companies to analyse the different ways companies review their staff.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Assessment tool:</b>	Adapt rubric no.13 or no.14 on pages 49-50 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 3: Employment policies and procedures

### Activity 13: Disciplinary procedures

T3 U3 LO1 AS1

Student's Book p. 178 

#### Guidance and additional information

Visit the Dept of Labour for more information about the disciplinary procedures required according to the Basic Conditions of Employment (BCE). Read Activity 2 and Activity 3 of this Unit so that all the information can be obtained in one visit to the Dept of Labour. Source codes of conduct as well as disciplinary codes and procedures from companies, the Internet and the Dept of Labour.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assessment/observation
<b>Assessment tool:</b>	Adapt rubric no. 13 or no. 14 on pages 39 -40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 14: Grievance procedures

T3 U3 LO1 AS3

Student's Book p. 180 

#### Guidance and additional information

Visit the Dept of Labour for more information about grievance procedures and the handling thereof. Discuss with students how they would handle a grievance at the College.

#### Suggested assessment

<b>Method:</b>	Task based /observation
<b>Assessment instrument:</b>	Assessment/observation
<b>Assessment tool:</b>	Adapt rubric no. 13 on no. 14 on pages 39-40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 15: Recruitment policies

T3 U3 LO2 AS3

Student's Book p. 183 

#### Guidance and additional information

Source possible interview questions from various companies and do a simulated interview with students in class.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assessment/observation/interview
<b>Assessment tool:</b>	Adapt rubric 4/6/10 on pages 38-45 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 16: Retrenchment policies**

T3 U3 LO2 AS3

Student's Book p. 184

**Guidance and additional information**

Use discretion and demonstrate great sensitivity to find out who has had family member retrenched and the impact it had on the family. Visit the Department of Labour to find out the retrenchment policies as laid down in the BCE.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 17: Training and development**

T3 U3 LO3 AS4

Student's Book p. 186

**Guidance and additional information**

Self-explanatory.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 18: Trade unions**

T3 U3 LO4 AS5

Student's Book p. 188

**Guidance and additional information**

Use current information about strike action. Find out how students feel about trade unions. You can arrange for a class debate on the advantages and disadvantages of belonging to a trade union.



**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assessment/observation/Debate
<b>Assessment tool:</b>	Adapt rubric no. 7 or 9 on pages 42-44 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 4: Human resources legislation

### Activity 19: Labour laws

T3 SO4 LO1 AS1

Student's Book p. 191



#### Guidance and additional information

Self-explanatory.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 9 on page 44 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 20: Finding your SETA

T3 SO4 LO1 AS1

Student's Book p. 194



#### Guidance and additional information

Source information from the different SETA's from the SETA website. The SETA can offer valuable information and even offer learnerships to students. Can get SETA contact details through the Department of Labour or on [www.labour.gov.za](http://www.labour.gov.za)

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 21: How the EEA will affect my business

T3 SO4 LO2 AS3

Student's Book p. 199



#### Guidance and additional information

Self explanatory.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 22: Drawing up an EEA plan

T3 SO4 LO2 AS3

Student's Book p. 199



### Guidance and additional information

Get a person to address the students on Employment Equity in the workplace. Make prior arrangements with this person. It may be a good idea to fax or email questions you and the students would like answered so that they arrive prepared. The College management may also need to be informed.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 7 on page 42 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 23: Communication in the business

T3 SO4 LO3 AS4

Student's Book p. 202



### Guidance and additional information

Lack of communication is one of the major problems in businesses; students need to know how to keep the channels of communication open. Ask for examples of bad communication at campus level from the students. Could perhaps play the game 'broken telephone' – which is where a message is passed on verbally from one person to another and the last person will then give the message out loud to the class. When doing any simulation, remember to get the learning point across. In this case the last message will be quite different from the initial message. Point out how communication can go wrong when too many people are involved in the verbal communication process.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 13 on page 49 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

## Chapter 4: Action plans for business operations

### Unit 1: Design an action plan for a new venture

#### Activity 1: Action plan

T4 SO1 LO1 AS1

Student's Book p. 209



#### Guidance and additional information

Self-explanatory.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical Exercise
<b>Assessment tool:</b>	Adapt rubric no. 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

#### Activity 2: Business action plan

T4 SO1 LO1 AS2

Student's Book p. 210



#### Guidance and additional information

Each business has different requirements, students need to identify theirs and plan accordingly.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical assignment
<b>Assessment tool:</b>	Adapt rubric no. 15 on page 51 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

#### Activity 3: Time schedules

T4 SO1 LO2 AS3

Student's Book p. 213



#### Guidance and additional information

McDonalds, as an example, tries to ensure that the customer is able to pick up the order, without waiting by the time he gets to the 3rd window (receiving the product ordered).

Students can spend time at a take away shop timing the length of time to process orders at different times of the day and different days of the week and of the month and reporting their findings back to the class.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 2 on page 35 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 4: Action plan**

T4 SO1 LO3 AS4

Student's Book p. 215

**Guidance and additional information**

Students need to realise that it is not a case of idea to running business in two weeks. A lot of planning and preparation is needed.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 2: Business premises and operational procedures

### Introduction

In this section students need to apply their minds to deciding what premises will be most suitable for any proposed business. When making such a decision entrepreneurs inevitably opt for either of the two extremes: a home business to keep overheads as low as possible, or for an upmarket location which ties them in to a financial commitment which they cannot sustain. New entrepreneurs must consider the risks involved in committing the business to expensive leases or bonds. So entrepreneurs must be guided to be as realistic and conservative as possible in identifying appropriate premises. Students need to manage the balance between cost, professionalism and practical suitability.

### Activity 5: Type of premises

T4 SO2 LO1 AS1

Student's Book p. 218



### Guidance and additional information

Students must be as creative as possible and will need to identify at least 4- 5 possible solutions. They will weigh up the pros and cons of each solution and then narrow down their selection to the best 2 solutions. They are then required to conduct basic research on this in terms of specific costs such as cost per square metre, renovation costs for signage, utilities etc and then make a final decision. This research can be via phone calls, interviews, adverts from the media, e-mail.

In documenting their evidence they will need to substantiate their answers by referring to the research they conducted.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation and research
<b>Suggested assessment tool:</b>	Adapt rubric no 6 on page 40 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 6: Advantages versus disadvantages of leasing

T4 SO2 LO1 AS2

Student's Book p. 221



### Guidance and additional information

This creative activity must be conducted in the classroom and requires the students to evaluate the benefits of leasing property based on the information that has been given with respect to purchasing property. Thus they need to consider the positives and negatives of property ownership and convert them to property leasing. In other words a negative for property ownership, can become a positive factor for leasing. Students can be introduced to a number

of creative thinking techniques like brainstorming, mind mapping, SCAMPER etc. Groups must be encouraged to use different techniques and then document their evidence appropriately. On completion of the task the following can reinforce learning:

Some of the groups can be called upon to debate the issue, one group versus another.

It can be applied to various types of businesses in different locations.

Three scenarios of similar businesses can be examined each with different requirements and financial resources.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical creative thinking exercises and debate
<b>Suggested assessment tool:</b>	Checklist by adapting rubric no 3 on page 37 and rubric 17 on page 52 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways.

### Activity 7: Evaluate local business options

T4 SO2 LO1 AS3

Student's Book p. 221



#### Guidance and additional information

Students are now required to apply their understanding of the pros and cons of leasing and owning property to a specific local business. This exercise relates specifically to the business they are studying but can be broadened to include similar businesses in the area, or perhaps businesses operating in different sectors to their focus business.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercises and/or interviews
<b>Suggested assessment tool:</b>	Adapt rubric no 4 on page 38 of this LG
<b>Evidence:</b>	Students use the same process to produce different results.

### Activity 8: Source suitable premises and location

T4 SO2 LO2 AS4

Student's Book p. 223



#### Guidance and additional information

This exercise tests the learner's ability to identify and solve problems with regard to premises and location of a business.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Suggested assessment tool:</b>	Adapt rubric no 13 on page 49 of this LG
<b>Evidence:</b>	Students use the same process to produce different results

**Activity 9: Operational requirements for Mkoko's Bed and Breakfast**

T4 SO2 LO3 AS5

Student's Book p. 225

**Guidance and additional information**

This is a classroom activity that enables the learner to apply their learning to individual activity and then reinforce the learning via feedback to the group and discussion. Research and feedback will need to take place in the following lesson to allow the students' time to research their area of investigation further. The exercise is suitable for peer evaluation.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Projects
<b>Evidence:</b>	Students produce the same evidence but in different ways.

**Activity 10: Operational requirements for new business venture**

T4 SO2 LO3 AS6

Student's Book p. 226

**Guidance and additional information**

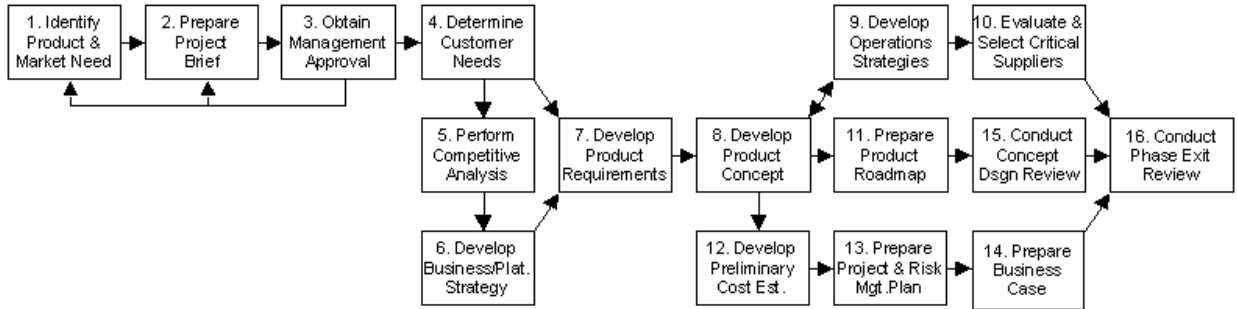
The learners will focus their attention on their own proposed new venture. If possible introduce the activity by grouping students with similar businesses together and allowing some class/group discussion in order to stimulate thought and ideas. This is particularly important for students who have limited urban exposure.

A lot of guidance will be required in this regard. Options include getting students to locate pictures of relevant business operations from magazines, trade journals, the Internet and use for class discussion as an introduction to this section.



They can brainstorm what businesses might use such equipment, discuss cost factors, skills required, work flow etc

A work flow diagram looks like this:



### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment and oral presentation
<b>Suggested assessment tool:</b>	Adapt rubric no 7 on page 42 of this LG
<b>Evidence:</b>	Subjective evidence based on lecturer's observation and impressions

### Activity 11: Evaluate professional corporate images

T4 SO2 LO4 AS7

Student's Book p. 227



#### Guidance and additional information

In this section, students need to understand that evaluation of professionalism is very subjective and that what works for one person doesn't necessarily appeal to another. Thus it is better to remain traditional and conservative with a simple classical approach rather than being too avant-garde and offbeat. In the following group activity all the students must be encouraged to express their honest responses to the various examples.

### Suggested assessment

<b>Method:</b>	Observation based
<b>Assessment instrument:</b>	Student discussions
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Subjective evidence based on peer and lecturer observations and impressions

### Activity 12: Design a professional corporate image

T4 SO2 LO4 AS8

Student's Book p. 228



#### Guidance and additional information

Students will have found it very easy to be critical of the samples used for the previous activity. However in this individual activity they will discover how difficult it is to come up with a creative visual representation for their proposed

business. The creative visual elements of this activity can be completed by using any one of the graphic computer programmes or they can submit coloured, hand-drawn images. The name of the business will require the learner to investigate whether the name is used by other businesses nationally and will need to be suitable for the type of business proposed.

The policy and procedures for customer service will also require some research.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Project
<b>Suggested assessment tool:</b>	Adapt a combination of rubric no 10 and 12, and an adaptation of rubric no 11 on page 47 of this LG
<b>Evidence:</b>	Students use different methods to produce different results

### Activity 13: Evaluate licenses

T4 SO2 LO5 AS9

Student's Book p. 229



#### Guidance and additional information

While introducing this topic there should be a strong emphasis on businesses that need to adhere to health and hygiene regulations, such as those in the food and beverage or wholesale and retail industries. The marine and agricultural industries are also tightly regulated, as are the chemical and energy sectors. Students must understand the need for regulation and the implications in terms of health and safety. This section can be covered in a creative manner using role plays to illustrate the outcomes, e.g. between a licensing inspector and the business owner, or discussing articles on companies that have contravened the regulatory requirements, or discussing the financial consequences for businesses that ignore the regulatory requirements.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigations and research
<b>Suggested assessment tool:</b>	Adapt rubric no 6 on page 40 of this LG
<b>Evidence:</b>	Students use same methods to achieve different results

### Activity 14: Identify safety concerns

T4 SO2 LO5 AS10

Student's Book p. 231



#### Guidance and additional information

Students need to be guided to think out of the box, as creatively as possible. The objective of this activity is to create an awareness to look for the unseen. Many accidents could have been avoided if only there had been better planning and forethought. Students need to anticipate the unexpected to ensure the safety of everyone in the workplace.

A good place to start is to identify all the possible things that could have gone wrong on their way to the College and evaluate why they didn't happen. Then to develop the pattern of thought in terms of the College itself and what safety precautions and procedures are in place to protect the students. Much of this activity is overlooked and taken for granted and we need to sensitise students to see simple things around them such as loose electrical wires, sharp instruments lying around, areas that are untidy where people can trip and fall, poor lighting and ventilation, and even work areas that are not conducive to good study conditions. Thus it is a very practical skill that needs to be developed and students can be given a simple task of identifying 10 safety hazards on the College premises in a limited period during the class. This can then be translated into the construction sector where serious accidents can cause severe injury, loss of limbs or life.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercises
<b>Suggested assessment tool:</b>	Checklist and adaptation of rubric no 7 on page 42 of this LG
<b>Evidence:</b>	Students produce the same evidence but in different ways.

### Activity 15: Safety Requirements

T4 SO2 LO5 AS11

Student's Book p. 232



#### Guidance and additional information

This activity focuses on the learner's proposed business idea and should be closely linked to the action plan. The emphasis of safety should focus on practical on-site issues of the premises and location and the business operations itself rather than external factors of travel and transport, etc. So machinery, storage, logistics, etc need to be taken into consideration.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Assignment
<b>Suggested assessment tool:</b>	Adapt rubric no 6 on page 40 of this LG
<b>Evidence:</b>	Students use different methods to produce different results

### Activity 16: Office Equipment

T4 SO2 LO6 AS12

Student's Book p. 233



#### Guidance and additional information

This section can also focus on the provisions made by the College. Furnishings: Are they appropriate, suitable health-wise, etc? Communication: Is it adequate? What is lacking? A discussion on the topic of Ergonomics is relevant

here as it links back to the safety elements for workers. This section also links back to the workflow as the key element for determining the layout of work premises. Responsibilities of students and staff can also be discussed in terms of the resources at our disposal that need to be maintained properly and not misused. This includes things such as pilfering of stationery, and unapproved photocopying. This also creates a link between ethics and integrity – if we as employers do not want to squander profits on unethical action by employees, should we not afford the organisations with which we are involved, such as the College, the same respect?

### **Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigations or research
<b>Suggested assessment tool:</b>	Adapt rubric no 6 on page 40 of this LG
<b>Evidence:</b>	Students use the same process to produce different results.

## Unit 3: Arrange business financial systems

### Activity 17: Finding the right bank

T3 SO4 LO1 & LO2 AS1

Student's Book p. 238



#### Guidance and additional information

Have bank representatives visit the students or have the students visit the various banks with a letter informing the bank of the reason for the visit.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 6 or no. 7 on page 40-42 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 18: Code of Ethics

T3 SO4 LO3 AS2

Student's Book p. 244



#### Guidance and additional information

Have magazines and newspaper articles about unethical behaviour both in and out of the workplace. Students can discuss how they would have handled various situations as found in the newspaper articles.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 13 on page 49 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 19: Security measures

T3 SO4 LO4 AS3

Student's Book p. 246



#### Guidance and additional information

Students can visit a number of businesses to look at their overall security measures and do a report of the strengths and weaknesses of each business. Be aware of the fact that businesses may not want to disclose confidential information about security measures in which case a case study will need to be drawn up.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Investigation
<b>Assessment tool:</b>	Adapt rubric no. 6 on page 40 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 20: Financial systems**

T3 SO4 LO4 AS3

Student's Book p. 248

**Guidance and additional information**

Link up with the accounting lecturer to gather further information that may assist the students.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Assessment tool:</b>	Adapt rubric no. 14 on page 50 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 21: Financial control**

T3 SO4 LO4 AS4

Student's Book p. 249

**Guidance and additional information**

Draw up a checklist of questions to ask businesses what financial control they think they would need in their business.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Assessment tool:</b>	Adapt rubric no. 9 on page 44 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

**Activity 22: Credit policies**

T3 SO4 LO4 AS5

Student's Book p. 251

**Guidance and additional information**

Prepare letters for students to get policies from businesses.

**Suggested assessment**

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research
<b>Assessment tool:</b>	Adapt rubric no. 13 on page 49 of this SB
<b>Evidence:</b>	Students use same process to achieve different results

## Unit 4: Identify the risks associated with a specific business

### Introduction

The initial sections of this chapter introduce the learner to the concept of risk, the cycle of risk and the management of risk, the types of risk experienced in business before moving into understanding the sources of risk. While these are not covered in the Learning outcomes, we have dealt with this in depth so that the learner has a thorough understanding of the nature of risk. This is critical as a foundation to NVC Level 4 where risk is one of the key themes in the work.

At the end of this chapter an insurance broker will be invited to address the group. Thus students must be encouraged to formulate relevant questions to put to the broker at the appropriate time. This will enable the learner to have a full understanding of the exact insurance requirements available to business as well as understanding what risks will need to be retained and where other risk management options will need to be sought in order to manage the business risk comprehensively.

### Activity 23: Ethical dilemmas as risks

T4 SO4 LO1 AS1

Student's Book p. 253



### Guidance and additional information

For business the ethical dilemmas of dealing with risk are also prevalent and need to be investigated at length. For this reason we have suggested screening a movie such as Burn or Erin Brockovich to sensitise the students to these issues. This also links up to the stakeholders in the business as well as the safety issues discussed in Chapter 4, Unit 2.

Students must be led to realising that ethical responsibilities business has to the community in which it operates.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Observation based
<b>Suggested assessment tool:</b>	Adapt rubric no 4 on page 38 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 24: Dealing with risk in a specific business

T4 SO4 LO1 AS2

Student's Book p. 257



### Guidance and additional information

This Learning Outcome takes a closer look at the specific types of risk and the students need to be able to clearly identify how each types of risk will manifest in their business. By working in pairs they will prompt each other to consider

points that might have been overlooked. It will also encourage them to look broader than just their own venture,

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Tasks
<b>Suggested assessment tool:</b>	Adapt rubric no 2 on page 35 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 25: Financial reporting

T4 SO4 LO1 LO2 AS3

Student's Book p. 263



#### Guidance and additional information

This section on financial reporting can be uninteresting and very theoretical. Practical examples based on cash flow statements from the Internet or other sources can make the learning more interesting. Teach backs can also enable students to understand the concepts better and they can apply their knowledge to examples with which they are familiar.

The students do not have to be able to complete complex calculations but must display an understanding of the information that is extrapolated from the reports and how it can be used to protect the financial aspect of the business. They must also display an understanding of which information will be useful in their proposed business.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Tasks
<b>Suggested assessment tool:</b>	Adapt rubric no 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 26: Case study

T4 SO4 LO2 AS4

Student's Book p. 265



#### Guidance and additional information

A good entrepreneur needs the skills of problem-solving and this exercise enables the students to take a very practical look at the case studies, while also applying their own day to day experience as consumers in the business world.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Observation
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Students use same process to achieve different results



## Activity 27: Financial security

T4 SO4 LO2 AS5

Student's Book p. 265



### Guidance and additional information

This activity builds on the previous activity however will need to be individualized according to the learner's proposed business idea.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 2 on page 35 of this LG to reflect an understanding of the business rather than on self.
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 28: Safety measures

T4 SO4 LO1 LO2 AS6

Student's Book p. 267



### Guidance and additional information

A very practical approach can be adopted with discussions being linked to a recent incident that happened locally, with which students can identify. The terrorist attack of 9/11 is a good example and perhaps viewing some footage might create the sense of desperation and urgency, which highlights the need for good safety systems to be in place.

Students can evaluate different systems they see in the business environment, the pros and cons of each as well as how they impact them personally.

Discussion on their knowledge of the College safety and evacuation procedures, when last did they see the fire extinguishers being tested, do they know where the fire reels are, how to use a fire extinguisher, when was the last fire drill held at the College? Other issues like multiple plugs on extension cords, badly wired plugs and appliances, illegal electrical connections etc put the business and its employees and customers at risk.

A study of possible safety hazards in their homes can also highlight the carelessness of people towards possible disasters to which we are exposed on a daily basis. These discussions lead students to realise how unprepared most people are for the eventuality of an emergency.

Even in South Africa where we are exposed to high levels of crime, we are not as observant or careful as we should be, so it is in business particularly where cost and the bottom line dictates where and how we spend our money.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Observation
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Students use different process to achieve the same results

## Activity 29: Evacuation procedure

T4 SO4 LO2 AS7

Student's Book p. 267



### Guidance and additional information

Students put their knowledge into practice and draw up an evacuation plan.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Demonstration
<b>Suggested assessment tool:</b>	Adapt rubric no 12 on page 48 of this LG, excluding graph details of axis bit including necessary safety evacuation indicators like arrows to indicate direction, meeting areas, correct layout showing doors, windows, stairs etc
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 30: Security measures

T4 SO4 LO2 AS8

Student's Book p. 268



### Guidance and additional information

As South Africans we are exposed to various security measures so students need to understand the advantages and disadvantages of the various security measures and then be able to make informed decisions applicable to a specific business.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Practical exercises
<b>Suggested assessment tool:</b>	Adapt rubric no 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

## Activity 31: Develop safety and security measures for a new venture

T4 SO4 LO2 AS9

Student's Book p. 268



### Guidance and additional information

The learner needs to anticipate and think very clearly about what will be required for the proposed new business. This will enable the future entrepreneur to conduct research in terms of costs and suitability; it will also prompt him/her to bear safety and security in mind while sourcing new premises.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 2 on page 35 of this LG to reflect an understanding of the business rather than on self.
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 32: Just-in-time process

T4 SO4 LO1 LO2 AS10

Student's Book p. 269



#### Guidance and additional information

Students need to understand how the supply chain can affect the profitability of their start-up business. Just-in-Time (JiT) is a fairly new process that companies are implementing in order to keep their stock holdings as low as possible. It requires them to negotiate with the supplier that additional stocks will be warehoused by the supplier and delivered on demand. Billing will also only take place at the time of delivery. It necessitates good planning and customers' orders to be placed well in advance in order to be an effective tool. However if it is not implemented properly it can become an expensive mistake for a business. Not all businesses are suited to this method.

There are many references on the Internet to just-in-time supply-chain management.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Research and Investigation
<b>Suggested assessment tool:</b>	Adapt rubric no 6 on page 40 of this LG
<b>Evidence:</b>	Open-middle: Students use different processes to achieve the same results

### Activity 33: Case studies – Stock and business asset risks

T4 SO4 LO1 LO2 AS11

Student's Book p. 269



#### Guidance and additional information

These case studies are straightforward and will enable the students to see how risk management in business needs to be adapted according to the different business sectors.

### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Observation, Case studies
<b>Suggested assessment tool:</b>	Adapt rubric no 3 on page 37 of this LG
<b>Evidence:</b>	Open-middle: Students produce the same evidence but in different ways

### Activity 34: Stock and business asset risks for a new venture

T4 SO2 LO1 LO2 AS12

Student's Book p. 270



#### Guidance and additional information

Students must apply what they have learnt to their proposed business ideas.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 7 on page 42 of this LG
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 35: Insurance Broker presentation

T4 SO4 LO3 LO4 AS13

Student's Book p. 271



#### Guidance and additional information

Throughout this section students must be encouraged to formulate questions that can be put to the insurance broker when he addresses the class. Students can use the occasion to gain clarity in terms of what would be required to manage the risk in their specific businesses and what areas they will need to retain the risk. The table required for Activity 14 will need to be used to clarify any misunderstandings regarding the specific needs of the businesses.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Observation and task
<b>Suggested assessment tool:</b>	Adapt rubric no 10 on page 45 of this LG for the students to assess the speaker. Rubric no 13 can be adapted from the students' report.
<b>Evidence:</b>	Students use same process to achieve different results

### Activity 36: Identify insurance risks

T4 SO4 LO3 LO4 AS14

Student's Book p. 271



#### Guidance and additional information

This activity ties in with activity 13.

#### Suggested assessment

<b>Method:</b>	Task based
<b>Assessment instrument:</b>	Task
<b>Suggested assessment tool:</b>	Adapt rubric no 7 and 13 on page 49 of this LG
<b>Evidence:</b>	Students use same process to achieve different results