



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12

**SUBJECT:
BUSINESS STUDIES**

**TEACHER TRAINING MANUAL
2006**

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PROGRAMME

PERIOD: Monday to Friday

DURATION: 36-37 hours

5-DAY PROGRAMME FOR TEACHERS-

SESSION	ACTIVITY	TIME	DAY
1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)	Introduction of training participants	3-4 hours	Mon AM
	Overview of the week of training / documents provided		
	Introduction to the NCS and NSC		
2. Introducing the Subject Statement	Introduction	20 hours	Mon PM – Wed PM
	Subject Content and Approach		
	Conclusion / Wrap-up		
3. Planning for teaching subjects in the NCS	The Planning Cycle	8 hours	Thu
	The Grade 11 Work Schedule		
	Critique of the Grade 11 Work Schedule		
	Development of the first Lesson Plan for Grade 11		
4. Annual assessment plan	Introduction	5 hours	Fri AM
	Annual assessment plan		
	Conclusion / Wrap-up		

**ORIENTATION PROGRAMME
20 – 24 FEBRUARY 2006
BUSINESS STUDIES**

DAY 1: MONDAY	Duration	Time	Presenter
INTRODUCTION	15 minutes	8.45 - 8.30	J. Strydom
Introduction to the NCS and NSC	1 hour 45 minutes	8.45 -10.15	HSS Tshabalala
Requirements for Higher Education study	15 minutes	10.15 - 10.30	J. Strydom
Tea	30 mintues	10.30 - 11.00	
Requirement for Higher Education study	30 minutes	11.00 – 11.30	J. Strydom
Introduction to Business Studies	1 hour	11.30 – 12.30	J. Strydom
Unpacking of LOs and ASs	30 minutes	12.30 – 13.00	HSS Tshabalala
LUNCH	1 hour	13.00 – 14.00	
Unpacking of LOs and ASs	1 hour 30 min	14.00 – 15.30	HSS Tshabalala
TEA	30 min	15.30 – 16.00	
Unpacking of LOs and ASs	1 hour	16.00 – 17.00	HSS Tshabalala
DAY 2 - TUESDAY			
Integration across the LOs	2 hours	8.30 – 10.30	HSS Tshabalala/J Strydom
TEA	30 min	10.30 – 11.00	
Learning Outcome 1: Business Environments	2 hours	11.00 – 13.00	J. Strydom
LUNCH	1 hour	13.00 – 14.00	
Learning Outcome 1: Business Environments	1 hour	14.00 – 15.00	HSS Tshabalala
Learning Outcome 2: Business Ventures	30 min	15.00 – 15.30	J. Strydom
Tea			
Learning Outcome 2: Business Ventures	1 hour 30 min	15.30 – 17.00	HSS Tshabalala

DAY 3: WEDNESDAY			
Learning Outcome 2: Business Ventures	1 hour	8.30 – 9.30	J. Strydom
Learning Outcome 3: Business Roles	1 hour	9.30 – 10.30	HSS Tshabalala
TEA	1 hour	10.30 – 11.00	
Learning Outcome 3: Business Roles	2 hours	11.00 – 13.00	HSS Tshabalala/J Strydom
LUNCH	1 hour	13.00 – 14.00	
Learning Outcome 4: Business Operations	1 hour 30 min	14.00 – 15.30	HSS Tshabalala
TEA	30 min	15.30 – 16.00	
Learning Outcome 4: Business Operations	1 hour	16.00 – 17.00	J Strydom
DAY 4: Thursday			
Learning Outcome 4: Business Operations	30 min	8.30 – 9.00	J Strydom
Wrap-up	30 min	9.00 – 9.30	HSS Tshabalala
Introduction to the Planning cycle	30 min	9.30 – 10.00	J Strydom
Introduction to the Grade 11 Work Schedule	30 min	10.00 – 10.30	J Strydom
TEA	30 min	10.30 – 11.00	
Introduction to the Grade 11 Work Schedule	30 min	11.00 – 11.30	J Strydom
Critique of Grade 11 Work schedule	1 hour 30 min	11.30 – 13.00	HSS Tshabalala
LUNCH	1 hour	13.00 – 14.00	
Critique of Grade 11 Work schedule	1 hour 30 min	14.00 – 15.30	HSS Tshabalala
TEA	30 min	15.30 – 16.00	
Report back	1 hour	16.00 – 17.00	HSS Tshabalala
DAY 5:			
Develop Lesson Plan Gr. 11	1 hour	8.30 – 9.30	J Strydom
Introduction & Programme of Assessment Gr.11	1 hour	9.30 – 10.30	HSS Tshabalala
TEA	30 min	10.30 – 11.00	
Development of Gr.11 & 12 Annual Assessment plan	1 hour 30	11.00 – 12.30	J Strydom
Wrap-up & conclusion	30 min	12.30 – 13.00	HSS Tshabalala

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

ACTIVITY 1: Introduction of training participants

FORM OF ACTIVITY: Introduction

30 minutes

ACTIVITY 2: Overview of the week of training / documents provided

FORM OF ACTIVITY: Presentation

RESOURCES:

The 5-day training programme (PowerPoint)

A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme for the week , house rules and expectations
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

ACTIVITY 3: Introduction to the NCS and NSC

Part 1: 20 Questions

45 minutes

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, **Appendix 1.**

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

60 minutes

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

Part 3: Requirements for Higher Education study

45 minutes

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Higher Education admission requirements

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

Open-book activity

- Ask participants to study the Higher Education document and identify the requirements for certificate, diploma and degree programmes

Report back and discussion

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

SESSION 2 –

Introducing the Subject Statement (20 hours)

INTRODUCTION TO BUSINESS STUDIES

(2 hour)

ACTIVITY 1:

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Presentation, Subject Statement.

CONTENT:

- Overview of the subject: Definition, purpose and scope of the subject and time allocation. NCS Business Studies Grades 10 – 12) Chapter 2, p.9 - 10
- Indicate relationships between Business Studies LOs & ASs and COs & DOs and the NCS principles. Use the NCS Business Studies Grades (10 – 12) p.1 – 4 and p.12 – 23.

ACTIVITY 2: BUSINESS STUDIES SUBJECT CONTENT AND APPROACH

NOTE: Each Learning Outcome for BUSINESS STUDIES will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity

ACTIVITY 2.1

UNPACKING OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS GRADES 11 and 12

Time: 3 hours

FORM OF ACTIVITY: Discussion, interactive and report back

RESOURCES: Business Studies NCS

Appendix 2 – Unpacking of Learning Outcomes and Assessment Grades 11 and 12

CONTENT:

- Subject contents and progression in teaching, learning of Business Studies.

INSTRUCTIONS:

- Allow the participants to record their responses in **Appendix 2**.
- Discuss the responses with the group as a whole, inviting participants to offer answers before discussing them.
- Consolidate the whole discussion with a power point presentation on questions covered.

**ACTIVITY 2.2 INTEGRATION ACROSS THE LEARNING OUTCOMES 2
HOUR**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, NCS Subject Statement, Learning Programme Guidelines, **Appendix 3** in the Appendix

INSTRUCTIONS:

- Study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic links between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes? Complete **Appendix 3**.

ACTIVITIES PER LEARNING OUTCOME (12 hours)

PART 1: LEARNING OUTCOME 1: BUSINESS ENVIRONMENT

FORM OF ACTIVITY: Interactive engagement, discussion, report back and presentation

RESOURCES: Subject Statement, Learning Programme Guidelines, Case study Appendix 4, handouts, textbooks

ACTIVITY 1.1 1 ½ hours

INSTRUCTIONS

Read the case study on **GROWERS FROZEN FOODS – Appendix 4**, and

1. Relate the case study to the appropriate Grade/s, LO and AS.
2. Evaluate the ways in which the business could exercise control over the business environment to avoid the failure of this business in terms of decreasing income from this new product line.

Report back

Use worksheet 1 to critique activity 1.1.
Report to the plenary.

ACTIVITY 1.2 1 ½ HOURS

Read the article in Appendix 5 and:

1. Identify the LO and AS/s it relates to.
2. Address the challenges of HIV/AIDS according to the NCS Business Studies Grades 10 – 12.

Report back

Use **worksheet 2** to critique activity 1.2.
Report to the plenary.

ACTIVITY 3.2

FORM OF ACTIVITY: Group work, discussion, and report back.

RESOURCES: Presentation,
Appendix 11 - Delphi technique
Appendix 12 - Force field technique

INSTRUCTIONS:

1. Make use of the case study in **Appendix 4** on **GROWERS FROZEN FOODS**.
2. Use the force field technique to advise the management of the GROWERS FROZEN FOODS Company to decide on venturing onto a new market. .
3. In the report back groups should advise management on findings.

Report back

Use worksheet 5 to critique activity 3.1.

Report to the plenary.

ACTIVITY 3.3

EXPANDED OPPORTUNITY:

FORM OF ACTIVITY: Individually/group, discussion, and report back.

RESOURCES: **Appendix 11** - Delphi technique
Appendix 12 - Force field technique
Appendix 13 - Case study on the restructuring of Transnet – Sure of a Shape Shift.

1. Make use of the case study on the restructuring of Transnet – Sure of a Shape Shift – **Appendix 13**
2. Use problem-solving techniques and advise Maria Ramos on possible solutions for Transnet's restructuring problem.

Report back

Use worksheet 6 to critique activity 3.3

Report to the plenary

Part 4:

LO 4: BUSINESS OPERATIONS

Time: 3 hours

ACTIVITY 4.1

FORM OF ACTIVITY: Presentation, Discussion, interactive engagement and report back

RESOURCES: **Appendix 14** - Critical Review of Human Resource Management task.

INSTRUCTIONS

1. Read the scenario in **Appendix 14**, on the Critical Review of Human Resource Management.
2. Complete the task given.

Report back

Use worksheet 7 to critique activity 4.1.
Report to the plenary

ACTIVITY 4.2:

FORM OF ACTIVITY: Presentation, Discussion, interactive engagement and report back
RESOURCES: **Appendix 15** – Summary of the Skills Development Act
Business Studies NCS, LPG.

INSTRUCTIONS:

1. Study the summary of the Skills Development Act – **Appendix 15**, provided.
2. Discuss the Skills Development Act as part of the human resources function in a business.
3. Report back to the bigger group.
4. Identify which, Assessment Standards are addressed by this activity .

Report back

Use worksheet 8 to critique activity 4.2
Report to the plenary.

WRAP-UP

(30 minutes)

- Mention supporting policies relevant to the subject and how they support the implementation of the subject BUSINESS STUDIES.

SESSION 3 –

Planning for teaching subjects in the NCS (8 hours)

ACTIVITY 1: Introduction to the planning cycle

(½ hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- Stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

ACTIVITY 2: Introduction to the Grade 11 Work Schedule

(1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

ACTIVITY 3: Critique the Business Studies Grade 11 Work Schedule

(2 hours)

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT:

- Grade 11 Work Schedule

INSTRUCTIONS:

- Participants study the example of the Grade 11 & 12 Work Schedules provided and critique it:
 - Does the Work Schedules cover all the Assessment Standards (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in an appropriate order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

ACTIVITY 4: Report back**(1 hour)**

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT:

- Improved Grade 11 & 12 Work Schedules

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11 & 12.
- Engage participants in a discussion after each presentation

ACTIVITY 5: Development of the first Business Studies Lesson Plan for Grade 11**(1 hour)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, **Appendix 16 - Template of a Lesson Plan**

CONTENT:

- Grade 11 Lesson Plan
 - Elements of design
 - Process of design

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3
- Allow one group to present and then discuss their presentation

SESSION 4 – Annual assessment plan (8 hours)

ACTIVITY 1: Introduction to assessment in the NCS (15 minutes)

FORM OF ACTIVITY: Presentation and discussion
RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

ACTIVITY 2: Programme of Assessment for Grades 10 -12 (45 minutes)

FORM OF ACTIVITY: Presentation and discussion
RESOURCES: PowerPoint Presentation, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grades 10 -12. (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Weighting of tasks for the formal Programme of Assessment and mark allocation.

ACTIVITY 3: Development of a Grade 11 & 12 annual assessment plan (2 ½ hours)

FORM OF ACTIVITY: Presentation, interactive and discussion
RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines p.10 – 12,
Appendix 17 - Subject Assessment Guidelines Template

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan in which they indicate:
 - Seven tasks: 2 Tests, 2 Examinations, 3 other tasks.
 - Topics for each task (e.g. specific topic for a project)
 - Assessment tools for each task (e.g. criteria for the project)
 - Date and duration of each task
- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule.

WRAP-UP AND CONCLUSION