



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

ENTREPRENEURSHIP SYLLABUS

GRADE 8 - 10

2008

National Institute for Educational Development (NIED)
Ministry of Basic Education and Culture
Private Bag 2034
Okahandja
Namibia

© Copyright NIED, Ministry of Education, 2007

ISBN 99916-52-67-1

Printed by NIED
www.nied.edu.na

Publication date: 2007

TABLE OF CONTENTS

1.	Introduction.....	1
2.	Rationale	1
3.	Basic Competencies and Learning Outcomes.....	2
4.	Particular Features of the Subject at this Phase	2
5.	Gender Issues	3
6.	Local Context and Content	3
7.	Links to Other Subjects and Cross-Curricular Issues	3
8.	Approach to Learning and Teaching Entrepreneurship	5
9.	Summary of learning content	6
10.	Outline of Learning Content	8
11.	Assessment.....	24
12.	Additional Information	32
13.	Annexures	33

1. Introduction

This syllabus describes the intended learning and assessment for Entrepreneurship in the Junior Secondary Phase. As a subject, Entrepreneurship is in the technological area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The technological area of learning leads to applying knowledge of how to do work more efficiently and effectively using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary knowledge, skills and attitudes to perform tasks using appropriate technology.

Under optimal circumstances, this subject would need 4 periods in a 5 day cycle (8×40 minute periods per day) **or** 5 periods in a 7 day cycle (7×46 minute periods per day) **or** 6 periods in a 7 day cycle (8×40 minute periods per day).

2. Rationale

Entrepreneurship intends to impart the basic concepts of entrepreneurial skills to the learners that will enable them to create jobs for themselves as well as for others in future. It will help learners to apply the business knowledge, skills and attitudes acquired to solve environmental, economic and social problems in their everyday lives.

The subject will help learners to appreciate the importance of good working habits, to develop positive attitudes towards work and promote interest in self-employment. It will also help learners to initiate, organise and control a Small and Medium Enterprise (SME).

Aims

Entrepreneurship promotes the aims to:

- foster awareness of local, regional and national needs of Namibia and contribute towards development and employment;
- play an effective and productive role in the economic life of the nation;
- provide positive attitudes towards the challenges of co-operation, work, and self-employment;
- develop a sense of responsibility for restoring and maintaining ecological balances through the sustainable management of natural resources;
- become involved in practical activities to preserve and sustain the natural environment;
- develop knowledge and understanding of how the main types of business and commercial institutions, within the framework of SMEs are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated;
- develop knowledge and understanding of the language, concepts, techniques and decision-making procedures in business behaviour;
- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation;
- develop an awareness of the nature and significance of innovation and change within the context of SMEs;
- acquire knowledge and understanding of the effect of HIV and AIDS on business activity;
- understand the impact and influence of business activity on the environment and on Human Rights;

- introduce the learner to, and to provide insight into, the basic functioning of a small enterprise;
- exhibit entrepreneurial traits and cultures;
- instill self-discipline, diligence and a sense of responsibility to encourage worthy citizenship;
- scan their environment and spot business opportunities;
- carry out simple business activities successfully on a SME scale.

3. Basic competencies and learning outcomes

On entry to the Junior Secondary Phase all learners should have awareness and incidental knowledge of entrepreneurship

A few learners will just be able to manage the minimum competencies, and must receive compensatory teaching through adapted teaching approaches, adapted materials, and assistance from peers.

A very small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some will have handicaps which do not necessarily limit cognitive and affective learning and development, eg. visually impaired, hearing impaired, physically challenged.

Learners who are intellectually impaired, or have Attention Deficit Disorder, will have very differing competency profiles. Teaching, materials and assessment for these learners will be more specifically adapted in inclusive classes.

Learning outcomes

On completing the Junior Secondary Phase of education in Entrepreneurship, all learners should possess basic entrepreneurial skills. Learners should be able to successfully manage a micro to medium enterprise applying the following skills:

- investigative;
- interpretive;
- analytical;
- application;
- communication;
- values and
- participation.

4. Particular features of the subject at this phase

Particular features of the subject at this phase are to build on acquired knowledge and to focus on the unique features of Entrepreneurship as a subject.

Entrepreneurship also shares information with other Pre-vocational subjects that emphasise the interaction between people and their natural environment and how this interaction changed over time. Entrepreneurship fosters skills amongst learners to understand and to master the subject.

5. Gender Issues

Including gender perspectives in the curriculum is important in order to raise awareness of gender stereotyping (e.g. gender roles we previously associated with doctors, nurses, farmers, mechanics, lawyers, etc.). Teachers are obliged to promote gender equality in all spheres of life. Learners will do the same activities together and activities should be organised so that all aspects of cognitive, affective, psycho-motor and interpersonal development are taken into account.

6. Local context and content

This subject has been developed to bring about a productive and positive mindset change, reduce poverty, provide entrepreneurial skills, lower the unemployment rate, make learners more trainable and provide self-employment opportunities. The subject focuses mainly on micro-medium enterprises. The learning content is set out in three columns, which contain themes/topics (first column), learning objectives (second), and basic competencies (third column). The learning objectives are derived from the topics. They express in broad terms the desired learning outcome. The basic competencies are the basic knowledge, understanding, skills, attitudes and concepts which learners should achieve with regard to the learning objective. They are the basis for assessing whether or not learners are learning. They are not meant in any way to limit the initiative of the teacher or the teaching programme of any particular school.

7. Links to other subjects and cross-curricular issues

The cross-curricular issues including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT) have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how risks and challenges will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

Namibia has to address the main risks and challenges to ensure that our communities become better places in which to live, work and learn. Since some subjects are more suitable to address specific cross-curricular issues, the Entrepreneurship syllabus directly emphasises those issues below:

- the challenges and risks we face if we do not care for and manage our natural resources;
- the challenges and risks caused by HIV and AIDS;
- the challenges and risks to health caused by pollution, poor sanitation and waste;
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores the rights and responsibilities of its people;
- the challenges and risks we face from globalisation.

Links in this syllabus to cross-curricular issues

Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT
<u>Grade 8 Topics</u> Explain the term Environment.	<u>Grade 8 Topics</u> List the effects of HIV/AIDS on the performance of business employees.	<u>Grade 8 Topics</u> Explain the meaning of population growth.	<u>Grade 8 Topics</u> None.	<u>Grade 8 Topics</u> Identify ICT tools commonly used in Namibia. Explain how ICT tools can be used in processing information and data in businesses. List the ICT tools commonly used in a business.
<u>Grade 9 Topics</u> Identify environmental factors to be taken into account when planning for business operations.	<u>Grade 9 Topics</u> List the rights of HIV/AIDS positive employees in a work place (according to the Labour Act).	<u>Grade 9 Topics</u> Explain the effects of population growth on natural resources.	<u>Grade 9 Topics</u> Explain how people with disability and women could contribute towards the success and improvement of the business and its goods/services.	<u>Grade 9 Topics</u> Explain the importance of ICT in business. Identify business opportunities based on ICT.
<u>Grade 10 Topics</u> Develop a quality control plan and report whether the product/service complies with the plan.	<u>Grade 10 Topics</u> Explain the effects of HIV/AIDS on the productivity of a business. Explain why businesses should comply with the Labour Act provisions for HIV/AIDS positive workers in a work place.	<u>Grade 10 Topics</u> Explain the benefits and challenges of a rapid population growth to business.	<u>Grade 10 Topics</u> Explain the concept of occupational differentiation Give the meaning and importance of concepts such as discrimination, equality, affirmative action, xenophobia, minority groups and democracy to business.	<u>Grade 10 Topics</u> Identify the challenges of ICT businesses in Namibia and how these challenges can be overcome. Implement some simple ICT based businesses Discuss the role of ICT in office organisation.

8. Approach to learning and teaching Entrepreneurship

The approach to teaching and learning is based on a paradigm of learner-centred education as described in Ministerial policy documents, curriculum guides and the conceptual framework. This approach ensures optimal quality of learning when practical and entrepreneurial principles are put into practice.

The aim is to develop learning with understanding these skills and attitudes needed to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves and when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually or as a class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teacher's guidance.

Summary of learning content

Topic/theme	Grade 8	Grade 9	Grade 10
1. Entrepreneurial traits and culture			
1.1 Namibian beliefs and values about work	• Meaning of dignity of work and types of work. • Myths and beliefs about work and business in Namibia.	• Entrepreneurial beliefs and values about business. • Myths and beliefs about work and business in Namibia. • Businesses that create employment in Namibia. • Skills required by different employers.	• Values and beliefs about business. • Types of businesses in Namibia.
1.2 Ethics in Life and Business	• Meaning and examples of desirable life and business ethics.	• Desirable life and business ethics.	• Desirable and undesirable life and business ethics.
1.3 Career opportunities in Namibia	• Types of careers and employment.	• Personal benefits and challenges of paid and self-employment.	• Career opportunities in Namibia and required skills.
1.4 Entrepreneurship	• Entrepreneurship and the Entrepreneur. • Benefits and challenges of entrepreneurship. • Characteristics or qualities of an Entrepreneur. • Assessment of personal entrepreneurial qualities.	• Challenges of an Entrepreneur and solutions to overcome them. • Characteristics or qualities of an Entrepreneur. • Assessment of personal entrepreneurial qualities.	• Revision and application of entrepreneurial characteristics or qualities to entrepreneurial challenges. • Assessment of personal entrepreneurial qualities.
2. Scanning the environment for business opportunities			
2.1 Businesses in Namibia	• Types of business undertakings in Namibia. • Importance of businesses to the Entrepreneur and his/her family. • Sole Traders and Partnerships.	• Factors determining the sizes of business in Namibia. • Importance of businesses to the community. • Close Corporations	• Business Associations in Namibia • Importance of businesses to Namibia. • Cooperatives.

Topic/theme	Grade 8	Grade 9	Grade 10
2.2 Exploring the environment for business opportunities	• Business environment and generation of business ideas	• Identification of business opportunities in the community	• Impact of business on their owners, employees and community.
2.3 The Business Plan	• Components and uses of a business plan.	• Market research and business plan.	• Conducting a market research. • Preparing a market research report. • Preparing a business plan. • Prepare guidelines on how to present a business plan to stakeholders.
3. Managing a small to medium business successfully			
3.1 Management tasks	• Planning and budgeting. • Communicating. • Leading. • Organising. • Controlling.	• Planning and budgeting. • Communicating. • Leading. • Organising. • Controlling. • Business reports.	• Planning and budgeting. • Communication. • Leading. • Organising. • Controlling. • Business reports.
3.2 Management Functions	• Marketing management. • Production management. • Financial management. • Personnel management.	• Marketing management. • Production management. • Financial management. • Personnel management.	• Marketing management. • Production management. • Financial management. • Personnel management.
3.3 Business and the natural environment	• Components of the natural environment. • Population growth.	• Dependency on and benefits from the natural environment. • Effects of population growth.	• Degraded natural environment and harmful effects. • Management of the natural environment. • Benefits and challenges of rapid population growth.
3.4 Computers in the business.	• ICT tools to be used in a business.	• Importance on ICT in business.	• Reasons for increased use of computers in the business world.

10. Outline of Learning Content

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES		
		Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
1. Entrepreneurial traits and culture				
1.1 Namibian beliefs and values about business	- understand different kinds of work - learn about myths, beliefs and values about work and business in Namibia	- explain the meaning and dignity of work - identify and explain different types of work - identify myths and beliefs about work and business in Namibia - distinguish between negative and positive beliefs about work and business in Namibia - explain the importance and value of work	- investigate and report on entrepreneurial beliefs and values about business and work. - revise myths and beliefs about work and business and Namibia - Role play positive beliefs and values about work and business - explain and practice how to develop positive values and act positively in business	- debate and summarise opposing views on values and beliefs about business and work - identify and explain positive beliefs based on a case study - apply and practice positive beliefs and values about business practical - express positive beliefs and values about work and business both verbally and practically

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
1.2 Ethics in Life and Business	learn about life and business ethics	- explain the meaning of life and business ethics - list the following examples of desirable life and business ethics: honesty, loyalty, punctuality, fairness	- role play and write a report on the following desirable business ethics: - honesty; - loyalty; - punctuality; - fairness; - non sexual environment; - harassment free environment	- explain the following desirable business ethics: - honesty; - loyalty; - punctuality; - fairness; - non sexual environment; - harassment free environment - explain how to practice desirable business ethics towards customers, employees, society and government - explain the meaning and importance to the business of concepts such as discrimination, equality, affirmative action, xenophobia, minority groups and democracy
1.3 Career opportunities in Namibia	understand different career opportunities in Namibia	- explain the meaning of career - distinguish between the different types of careers - explain dual career couples	compare the personal benefits and challenges of self employment and paid employment	- list career opportunities in Namibia - choose a career in business and justify this choice

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
1.3 Career opportunities in Namibia (continued)		describe the different types of employment: self-employment and paid employment	- identify different businesses that create employment opportunities in their communities - investigate and report on different skills required by different employers in their communities	list the skills they should possess for their career choice
1.4 Entrepreneurship	learn about an entrepreneur and entrepreneurship	- define an entrepreneur - distinguish between entrepreneurship and an entrepreneur - list the benefits and challenges of being an entrepreneur - evaluate and outline the following characteristics or qualities of an entrepreneur: - opportunity seeking; - information seeking; - persistence; - commitment; - perseverance;	- explain the challenges and benefits of being an Entrepreneur - develop and explain solutions to overcome the entrepreneurial challenges - explain the meaning of the following characteristics or qualities of an entrepreneur: - opportunity seeking; - information seeking; - persistence; - commitment; - perseverance;	- identify, and apply in a SME scale business activity, entrepreneurial characteristics or qualities to overcome entrepreneurial challenges identified in their school or community - apply the following entrepreneurial characteristics or qualities to their SME scale business activities: - opportunity seeking; - information seeking; - persistence; - commitment; - perseverance; - creativity/ originality; - innovativeness;

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
1.4 Entrepreneurship (continued)		- creativity/ originality; - innovativeness; - initiative; - independence; - problem solving skills; - risk taking; - goal setting • assess their personal entrepreneurial qualities using an entrepreneurial self assessment tool and report on their assessment	- creativity/ originality; - innovativeness; - initiative; - independence; - problem solving skills; - risk taking; - goal setting • assess their personal entrepreneurial qualities using an entrepreneurial self assessment tool and report on their assessment	- initiative; - independence; - problem solving skills; - risk taking; - goal setting • assess their personal entrepreneurial qualities using an entrepreneurial self assessment tool and report on their assessment
2. Scanning the environment for business opportunities				
2.1 Businesses in Namibia	• learn about the different types of business undertakings in Namibia	• describe the following types of businesses in Namibia: - agribusiness, - manufacturing, - services and - trading	• revise and explain the following businesses in Namibia: - agribusiness, - manufacturing, - services and - trading	• discuss the following business associations in Namibia and the services they offer: - NCCI; - JCC; - Ministry of Trade & Industry (SME)

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES		
		Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
2.1 Businesses in Namibia (continued)		- explain the importance of business to the entrepreneur and his /her family to: - reduce unemployment; - generate income; - increase the living standard; - reduce poverty - compare the characteristics of sole traders and partnerships - list and explain the advantages and disadvantages of sole traders and partnerships	- identify and list the factors used to determine the sizes of businesses in Namibia: size of capital, number of employees, volume of sales, level of technology, legal form (form of ownership) - explain the importance of business to the community: - reduce unemployment; - promote SMEs; - increase the living standard; - reduce poverty - explain the characteristics of a close corporation - list and explain the advantages and disadvantages of close corporation	- explain the importance of business to the country to: - reduce unemployment - promote SMEs; - increase the living standard; - reduce poverty - explain the characteristics of cooperatives - list and explain the advantages and disadvantages of cooperatives

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
2.1 Businesses in Namibia (continued)	learn about the registration of businesses in Namibia	Explain the meaning of registration and list reasons why businesses should be registered	List the bodies of registration and the type of registration required (Local authorities, Social Security Commission and Ministry of Trade and Industry)	Complete registrations forms from a local authority, Social Security Commission and the Ministry of Trade and Industry
2.2 Exploring the environment for business opportunities	learn about business opportunities in their environment	- explain the meaning of the business' environment (components such as consumers, suppliers, public sector and other businesses) - identify and generate business ideas for small to medium scale, based on needs in their environment in general	- identify business opportunities in their environment - identify a SME scale business they can do based on the needs of their community, their own skills, hobbies and resources	- evaluate and report on the impact of SMEs in their environment on: - owners; - employees; - community - evaluate a SME to determine its impact on: - lowering unemployment; - reducing poverty; - increasing the standard of living
2.3 The business plan	be introduced to the business plan	describe the different components of a business plan (background and introduction, marketing, production, organization, finance and action plan)	- conduct primary market research for a SME scale business of their choice that will include information regarding: - potential customers;	- conduct a market research for a SME scale business of their choice that will include information regarding: - potential customers; - needs of customers; - competitors;

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES		
		Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
2.3 The business plan (continued)		explain the uses of a business plan to the entrepreneur, employees and financiers	- needs of customers; - competitors; - appropriate price; - location; - costs and regulations • compile a primary market research report • prepare a business plan for a business of their choice with the following components: - description of the business; - market research report; - marketing plan; - production plan; - organisational plan; - financial plan (budget, cash flow forecast, financing); - action plan	- appropriate price; - location; - costs and regulations • compile a market research report • prepare a business plan that includes: - description of the business; - market research report; - marketing plan; - production plan; - organisational plan; - financial plan (budget, cash flow forecast, financing); - action plan • develop guidelines on how to present a business plan to different stakeholders

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES		
		Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3. Managing a small business successfully.				
3.1 Management tasks	- learn about the following management tasks - planning	- explain the meaning of business management - list the management tasks in a business: planning; leading; organising and controlling - explain the importance of planning - develop a personal budget for pocket money	- develop guidelines for planning by answering questions to determine what, when, why, where, who and how activities will be done and how they will know that the activities have been completed based on a case study - develop a family budget - list the income and expenses for a SME size business	- develop for and implement a business plan in a SME size business activity - do planning and implement this plan in a practical SME size business activity - assess planning skills by answering questions to determine what, when, why, where, who and how activities will be done and how they will know that the activities have been completed - develop a business budget for a typical SME - implement a business budget

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3.1 Management tasks (continued)	- communication	• explain the meaning of communication • list different forms of communication (verbal, non verbal, written, electronic) • list different communication techniques	• develop a business budget based on income and expenses • explain the importance of effective communication in business • identify barriers to effective communication (misunderstandings, personal disabilities, conflicts.) and explain how to overcome barriers • make verbal and non-verbal presentations • describe and role play assertiveness and listening skills • develop and role play negotiation steps and practice negotiating skills in assimilated situations	• compare budget with actual income and expenses based on a practical SME size business activity • complete or design (where applicable) different forms of communication for: - marketing (quotations, delivery notes, adverts, invoices, tender documents); - purchasing (order form); - finance (payment reminders, statements); - personnel (advertisements) • revise and apply listening and assertiveness techniques in a SME size business activity • role play and practically apply negotiating skills in a SME size business activity

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3.1 Management tasks (continued)	- leading - organising - controlling	• explain the importance of leadership • identify the characteristics of a good leader • explain the importance of organising • explain the meaning of control in business • list methods of control in business (sampling, setting standards)	• explain and role play leadership skills • compile a duty sheet for staff/assistants/entrepreneur and assign responsibilities in general • set and report on standards for the following items in a business: - quality; - quantity; - time; - safety and health; - cost • explain the importance of standards as a method of control in a business	• revise and practically apply leadership skills in a SME size business activity • develop a duty sheet and practically apply organisational skills in a SME size business activity • develop and implement set standards in a SME size business activity • compare actual business performance with set standards • analyse differences between set standards and actual performances • develop and report on corrective measures to improve on set standards

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES		
		Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3.1 Management tasks (continued)	be introduced to business reports		develop an outline for a business report and compile such a report under the following headings: name of the business; description of the business they are doing; how they are marketing their products; how they are producing their products; how they have organised the business; how they are financing their business operations; results/achievements; challenges faced and how they overcame them; recommendations and conclusions	compile an outline for business reports and complete their business report under the following headings: name of the business; description of the business they are doing; how they are marketing their products; how they are producing their products; how they have organised the business; how they are financing their business operations; results/achievements; challenges faced and how they overcame them; recommendations and conclusions
3.2 Management functions	learn about the following business management functions	explain the meaning and give examples of business management functions (marketing, production, personnel and financial management)		

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3.2 Management Functions (continued)	- marketing function	explain how business can add value to their products (cleaning, sorting and grading, packaging, processing)	- explain the marketing mix (4 Ps or product, price, promotion, place) - explain the meaning and importance of customer care in marketing	- list and explain quality standards that products should meet - implement and report on quality standards when producing for a practical SME size business activity - draft a questionnaire to survey and determine views of consumers with regard to quality of their business products (goods or services)
	- production function	- explain how to choose a location of a SME size business - identify different costs in a SME size business (direct and indirect costs)	- set the selling prices for their chosen business products using cost plus pricing - describe production methods applicable in business operations - choose a suitable production method for their business, product of their choice and justify their choice in a report	- sell goods or render a service at calculated selling prices and report on their activities - explain, calculate costs and practically manage financial processes in a business identifying capital requirements, acquiring capital, acquiring assets, buying and selling products or rendering services

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
	- financial function	• • list the effects of HIV/AIDS on the performance of business employees • distinguish between different types of capital (fixed and working capital) • identify different sources of capital (own, borrowed and pooled)	• identify and explain production inputs for their chosen business • identify and explain appropriate sources (including suppliers) of production inputs (raw materials) • list the rights of HIV/AIDS positive employees in a work place (according to the Labour Act) • explain and estimate capital requirements of their chosen business	• explain the effects of HIV/AIDS on the productivity of a business • explain why businesses should comply with the Labour Act provisions for HIV/AIDS positive workers in a work place

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3.2 Management Functions (continued)	- personnel function	- explain the meaning of business income, expenses and profits/losses - explain the role of family members in managing a business	- explain the implications of different sources of business capital e.g. size, cost, ties and conditions - explain the importance of bookkeeping and documentation in business - identify the causes of conflict situations in business	- record cash transactions in a two column Cash Book format - calculate the profit/losses of a business by compiling a simple Income Statement for a trading, service and a simple manufacturing business activity - prepare a Balance Sheet for a business - explain the meaning of tax in general - explain the importance of paying taxes - explain the importance of registering for VAT for Namibian SME - explain how to resolve conflict situations in businesses

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3.2 Management Functions (continued)		- explain the meaning of conflict - name different conflict situations in a business	- list different ways in which conflicts in business can be resolved - identify and explain the personnel needs of a business in general - identify the various needs of workers / employees - explain and develop guidelines to motivate workers	- explain different methods of remuneration by means of hourly, weekly, monthly or piece rate - calculate the remuneration of workers in a practical SME size business situation - explain recruitment methods and recruit personnel needed by their SME size business according to applicable methods - revise and implement guidelines to motivate workers in a practical SME size business activity
3.3 Business and the natural environment	- learn about the relationship between business and natural environment - learn about the relationship between population and business	- describe the components of the natural environment (land, air, water, flora and fauna) - explain the meaning of population growth	- describe how business depends on the natural environment - explain how businesses benefit from the natural environment - list the effects of population growth on natural environment	- describe the effects of a degraded natural environment on the business in a practical SME size business activity - explain and manage the harmful effects of business on the natural environment - explain the benefits and challenges of a rapidly increasing population to a business

THEMES/TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES		
		Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
3.4 Computers in the business	learn about the use of ICT within a business	- list the following ICT tools used/to be used in a business: - computers; - telephones; - fax machines	explain the importance of ICT in business	explain how they will increase the use of computers in a SME size business

11. Assessment

11.1 Introductory remarks

Assessment includes informal and formal continuous assessment and formal final assessment. The assessment specified in this syllabus is related to the Basic Competencies and how well each learner achieves within the Basic Competencies. Continuous assessment is the most important form of assessment for following the learner's progress and giving feedback on an ongoing basis. Continuous assessment is also the only form of assessment where all the aims, objectives and competencies of the curriculum can be assessed. In addition to informal continuous assessment in this subject, there are six (6) structured assessments.

Formal testing is kept to a minimum in terms of time and weighting towards a summative grade and should not disrupt normal teaching. Only one period should be used for a formal test up to three times a year. In Grades 8 to 10, one additional period can be used for practicing for the examination.

11.1.1 Purpose of assessment

In learner centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. The main purpose of assessment is to get as reliable a picture as possible of the progress of the learner in terms of achieving the Basic Competencies of the syllabus and Life Skills. Information gathered will be used to:

(i) Inform the learner

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why and where they need to try more, how and why.

(ii) Inform the parents

The parents should be regularly informed about the progress of their children, be encouraged to reward achievements and give suggestions as to how they can support his/her learning activities.

(iii) Evaluate the teaching/learning process

The progress and achievements of the learners can be used by the teacher to evaluate the teaching and learning process in terms of relevance of content, learner participation, appropriate methods of teaching, optimal use of group work, individual work, teacher directed teaching, etc.

11.1.2 Types of assessment

(i) Formative assessment

Assessment of this type is formative because the observations made and information collected are used both to guide the learner and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it motivates them to extend their knowledge and skills and establish sound values;
- it promotes healthy habits of study;
- it is used to motivate them to extend their knowledge and skills, establish sound values and to promote healthy habits of study;

- assessment tasks help learners to solve problems intelligently by using what they have learned;
- the teacher uses the information to improve teaching methods and learning materials.

(ii) Summative assessment

At the end of a school year, the progress and achievements of the learner throughout the year are summed up. This is called summative assessment. Where there is an end-of-year test or examination, the summative assessment will consist both of the continuous assessment and the final assessment. On the basis of this, a decision must be made as to whether or not a learner is able to go on to the following year, or needs to be held back.

(iii) Continuous assessment

Continuous assessment should be planned and programmed at the beginning of the year and be kept as simple as possible. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment.

11.1.3 Methods of assessment

(i) Informal methods

The teacher must assess how well each learner masters the basic competencies as described in the subject syllabuses and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating and interpreting phenomena and data, applying knowledge, communicating, making value judgments and in their participation in general.

(ii) Formal methods

When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a lot of time. Tests in any subject should be limited to part of, or one lesson.

(iii) Recording grades

The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, used to inform the learner and parents on progress and achievements and to guide compensatory teaching.

11.2 Assessment Objectives

The three assessment objectives are:

A Knowledge with understanding

Learners should demonstrate knowledge regarding:

1. entrepreneurship facts, concepts and definitions;
2. entrepreneurship/business terms, phrases, words and conventions;
3. business management skills and functions.

(Note: Questions assessing these objectives will often begin with words such as: define, list, outline, state, explain, describe, calculate, prepare, identify.)

B Handling of information, Analysis, Application and Problem solving

Learners should be able to:

1. describe, define and explain the basic concepts/functions regarding the different areas of any business enterprise in its entirety;
2. distinguish between evidence and opinion in a business context;
3. order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques;
4. apply their knowledge and understanding to situations and problems related to entrepreneurship/business.

(Note: Questions assessing these objectives will often begin with words such as compare, assess, consider, discuss, analyse, illustrate, determine, comment, explain, describe.)

C. Practical (experimental and investigative) Skills and Abilities

Learners should be able to:

1. carry out an investigation about business opportunities and challenges
2. collect, order and analyse data and information
3. identify problems/needs and plan/suggest solutions, solve problems in the business world at large.
4. prepare and present findings and make recommendations using different forms of communication
5. compile and present plans and reports using different form of communication

(Note: Questions assessing these objectives will often begin with words such as evaluate, compare, examine, suggest, advice, comment on, contrast, distinguish, calculate, interpret, analyse, present.)

11.3 Continuous Assessment (CA)

The results achieved by learners for work done on a continuous basis throughout the school year are taken into consideration for a Continuous Assessment mark.

Note: In grade 10 Continuous Assessment activities will only be done during the 1st and 2nd terms since CASS marks should be finalised and submitted to DNEA at the end of the 2nd term.

11.3.1 Guidelines for Continuous Assessment

(i) Portfolio

The portfolio consists of tasks/assignments, test marks (in case of test books evidence of test marks should be included), business plans, self evaluation questionnaire and report/s on business activity/ies related to entrepreneurship, which are assessed according to specified assessment criteria. The Portfolio is assessed based on the content as indicated in the table below as well as appearance. Assessment of the portfolio will be done in grades 8 and 9 at the end of the third term and in grade 10 at the end of the second term. Each component to be put in the Portfolio will also be assessed separately. The assessment for the Portfolio will be based on the following:

Content for the Portfolio

Component	Grade 8	Grade 9	Grade 10
Tasks/Assignments	1 per term (3)	1 per term (3)	1 per 1 st and 2 nd term (2)
Tests	1 per term (3)	1 per term (3)	1 per 1 st and 2 nd term (2)
Business Plan	-	1 business plan (1)	1 business plan (1)
Self evaluation	1 self assessment tool (1)	1 self assessment tool (1)	1 self assessment tool (1)
Report on business activity	-	-	1 report (1)
Total	(7)	(8)	(7)

Assessment grid for portfolio

MARKS	PERFORMANCE
0	No portfolio was kept.
1-2	Appearance needs serious attention and no components are included.
3-4	Appearance is below average and only one to two components are included.
5-6	Appearance is acceptable and only three to four components are included.
7-8	Appearance is satisfactory and only five to six components are included.
9-10	Appearance of the portfolio is excellent and outstanding and all relevant components are included.
3 × 10 = 30	Conversion: Grades 8 and 9
2 × 10 = 20	Conversion: Grade 10

(ii) Tasks/Assignments

Most teachers already use these activities in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic or be used during teaching of a topic and/or revision of a topic. They may include interviews, reports on guest speakers, marketing research, design of logos, planning, conducting surveys, self assessment, analysing and presenting information. However, the self assessment should only be included as a task when the

content of the grade is covered. Continuous Assessment marks will be allocated for 1 task per term.

Assessment grid for tasks and assignments

Collection and presentation of relevant data and recommendations

MARKS			PERFORMANCE
Gr. 8	Gr.9	Gr.10	
0	0	0	No attempt made to gather information and to submit an assignment.
1-10	1-8	1-4	Attempts made to gather information but from limited sources. Some limited understanding of appropriate presentation methods but very poorly applied.
11-20	9-16	5-8	Attempt made to gather some relevant information from wider sources. Better understanding of appropriate presentation with some variation but limited application.
21-30	17-24	9-12	Information collected from many sources using a variety of techniques and presented using some different and appropriate methods.
31-40	25-32	13-16	Information collected is relevant to the topic using appropriate methods with some evidence of original research. Clear presentation with evidence of attempts to convert data into different and appropriate forms of communication.
41-50	33-40	17-20	Information collected is clearly linked to the topic set and appropriate methods of collection have been well applied throughout. There is evidence of considerable research and detailed understanding of the data used. Materials are fully and clearly explained and a complete range of presentation skills used

(iii) Self Assessment Tool:

In grades 8 - 10, learners will complete a self evaluation tool to enable them to determine their own entrepreneurial characteristics/qualities as well as how far they have progressed in developing their own competencies and entrepreneurial capacity. The tools in annexures can be used to assess the progression of skills of learners. More than one assessment can be done. No marks will be allocated for the completion of the self assessment tool but marks will be allocated when included in portfolio.

(iv) Tests: Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus, and should consists of short questions as well as more structured questions. Test should be set according to the specification grid and format of question paper.
 Grades 8 and 9: 1 test per term $\times 3 = 3$ tests. Grade 10: 1 tests per first and second term only = 2 tests.

(v) Business Plans: In grades 9 and 10 learners will develop business plans in groups or individually. Each learner should have these business plans in their portfolio and business plans should be assessed individually. Business plans should cover the following basic components:

- Name of the proposed business;
- The choice of product or service;
- Logo;
- Business Vision;
- Goals and Objectives;
- Market research;
- Marketing plan;
- Production plan;
- Organisation or assignment of responsibilities;
- Financial plan.

Assessment grid for business plans in grades 9 and 10

Components	Marks		Performance		
	Gr. 9	Gr. 10			
Name of the proposed business	1	1			
The choice of product or service	1	1			
Logo	1	1			
Business Vision,	2	1			
Goals and Objectives	6	3	6/3 marks for excellent goals and objectives.	4/2 marks for average developed goals and objectives.	2/1 mark for under average goals and objectives.
Market research	3	3	3 marks for an excellent market research report.	2 marks for an average market research report.	1 mark for an under average market research report.
Marketing plan	3	3	3 marks for an excellent marketing plan	2 marks for an average marketing plan	1 mark for an under average marketing plan
Production plan	6	3	6/3 marks for an excellent production plan	4/2 marks for an average production plan	2/1 mark for an under average production plan
Organisation or assignment of responsibilities	1	1			
Financial plan	6	3	6/3 marks for an excellent financial plan	4/2 marks for an average financial plan	2/1 mark for an under average financial plan
Total	30	20			

(vi) Report on business activity

In grade 10 the learners will in groups or individually participate in an entrepreneurship day or do a SME sized business activity of their choice. After implementing the business activity over a fairly long period of time, each learner should compile a report and include it in his/her portfolio. The following areas should be covered:

Assessment grid for business activity report for grade 10 (Individually or in groups)

Components	Marks	Performance		
Name of the business	1			
Description of the business	1			
How products are marketed	1			
How products are produced	1			
How the business is organized the business or responsibilities assigned	1			
How business operations are financed	3	3 Marks for a good attempt to finance his/her/their business	2 Marks for an average attempt to finance his/her/their business	1 Mark for a poor attempt to finance his/her/their business
Results/Achievements/Profits	3	3 Marks for very successful business results	2 Marks for average business results	1 Mark for poor business results
Challenges faced and how these were overcome	3	3 Marks because he/she/they solved challenges effectively	2 Marks because he/she/they solved challenges satisfactorily	1 Mark because he/she/they failed to solve challenges
Recommendations	3	3 Marks for excellent recommendations made	2 Marks for sound recommendations made	1 Mark for poor recommendations made
Conclusions	3	3 Marks for excellent conclusions made	2 Marks for sound conclusions made	1 Mark for poor conclusions made
Total	20			

11.3.2 Summary of Continuous Assessment

Components	Grade 8	Grade 9	Grade 10	NAMCOL learners
Portfolio	30	30	20	20
Tasks/Assignments	150	120	40	100
Business plan	-	30	20	20
Business activity and report	-	-	20	20
Tests	120	120	60	-
Total Marks	300	300	160	160

The total marks will be converted for each grade as indicated on the mark sheets.

11.4 End-Of-Year Examination

11.4.1 Format of question paper

Time allocation: 2 hours

Type of questions	Detail	Weighting	Marks
Short answered questions		25%	25 marks
Structured questions with subsections based on case studies:	(3 questions ×25 marks)	75%	75 marks
Total		100%	100 marks

11.4.2 Promotion mark

Continuous Assessment	100 marks	(50 %)
End-of-year Examination (summative assessment)	<u>100 marks</u>	<u>(50 %)</u>
Total	<u>200 marks</u>	<u>(100 %)</u>

***N.B.: Learners will be tested in the JSC examination on the content of Grades 8, 9 and 10.**

11.4.3 Specification Grid

The relationship between assessment objectives and the Grades

Assessment Objectives	Grade 8	Grade 9	Grade 10
Knowledge with understanding	40%	30%	20%
Analysis and application	35%	40%	40%
Handling of information and problem solving	25%	30%	40%
Total	100%	100%	100%

The assessment objectives are weighed to give an indication of their relative importance.

They are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

11.5 Grade Descriptions

Grade descriptions are provided to give a general understanding of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the Learning Outcomes and Assessment Objectives set out in this syllabus. The grade descriptions do not refer to performance on individual components of the examination. The final grade awarded is based on overall performance in all examination components. Shortcomings in some parts of the examination may be balanced by better performance in others and the grade description provides the best fit.

When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the Basic Competencies. Letter grades may be awarded directly or indirectly. When a letter grade is awarded directly, the teacher assesses the level of achievement of the competencies and awards the appropriate letter grade. Letter grades are awarded indirectly when a percentage mark is used and then converted to the letter grade. Percentage marks must be related to criteria for assessing learner achievement in the same way as when awarding letter grades directly.

GRADES	GRADE INTERVALS (%)	GRADE DESCRIPTIONS
A	80 – 100	Achieved Basic Competencies exceptionally well. Learner is outstanding in all areas of competency.
B	70 – 79	Achieved Basic Competencies very well. Learner is highly proficient in most of the areas of competency.
C	60 – 69	Achieved Basic Competencies well.
D	50 – 59	Achieved Basic Competencies satisfactorily.
E	40 – 49	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level.
F	30 – 39	Achieved the minimum number of Basic Competencies to be considered competent.
G	20 – 29	Achieved the minimum number of Basic Competencies worthy of a grade. Learner needs compensatory teaching.
U	0 – 19	Ungraded

12. Additional information:

Additional information on self evaluation is available in the teachers' guides.

13. Annexures:

13.1 Glossary of Terms

What follows are words frequently used in Entrepreneurship which may present difficulties in understanding/applying.

AIDA model	a simple way of planning an advertisement's design; it stands for attention, interest, desire, action
arbitrator	a person who listens to both sides in an industrial dispute (trade union and management) and then gives a ruling of what the arbitrator thinks is fair to both sides
business decisions	these include strategic decisions (very important ones which can affect the overall success of the business), tactical decisions (those which are taken more frequently and which are less important) and operational decisions (day-to-day decisions which will be taken by lower-level managers)
close corporation	a type ownership comprises of between one to ten members
closed shop	all employees must be members of the trade union
cooperative	a group of people working together with a common goal
delegation	giving a subordinate the authority to perform particular tasks (NB it is the authority to perform a task which is being delegated – not the final responsibility)
direct costs	costs that can be directly related to or identified with a particular product or department; these costs vary with the number of items produced or sold and are also known as variable costs
direct taxes	taxes paid directly from incomes, such as income tax or profits tax
economic growth	when a country's gross national product increases – more goods and services are produced than in the previous year
entrepreneur	someone with ability to identify business opportunities, who has the courage to utilise these opportunities and manage them at a profit
external benefits	the gains to society resulting from a business decision; also known as social benefits
final accounts	accounts produced at the end of the financial year giving details of the profit or loss made over the year and the worth of the business
fixed costs	costs which do not vary with the items produced or sold in the short term; also called indirect costs or overheads
forecasts	predictions of the future, e.g. likely future changes in the size of the market
indirect taxes	taxes added to the prices of goods and services. Tax payers pay the tax at the time they purchase the goods or services, e.g. value added tax (VAT)
informative advertising	a type of advertising where the emphasis of advertising or sales promotion is to give full information about the product
job analysis	the responsibilities and tasks relating to a job are identified and recorded
job description	document which outlines the responsibilities and duties to be carried out by someone employed to do a specific job
job production	one single product is made at a time, usually to the customer's exact specifications

job satisfaction	enjoyment derived from feeling that you have done a good job
job specification	document which outlines the requirements, qualifications and expertise required from a person to do a specific job
liquidity	the ability of a business to pay back its short-term debts
market-orientated	a description applied to a business in which market research is carried out to find out consumer wants before the product is developed and produced
market segmentation	the market is divided up into groups of consumers who have similar needs
marketing	the management process which identifies consumer wants and anticipates their future wants
net cash flow	the difference, each month, between inflows and outflows
packaging	the physical container or wrapping for a product, also used for promotional purposes
partnership	a business that is comprising of a minimum of two and a maximum of twenty persons as stakeholders
persuasive advertising	advertising or promotion which attempts to persuade the consumer that they really need the product and should buy it
public relations	policies, strategies or measures taken to promote a good image for a business and/or its products
questionnaires	a set of questions to be answered as a means of collecting data for market research
revenue	the income during a period of time from the sale of goods and services
revenue expenditure	money spent on day to day expenses that do not involve the purchase of a long-term asset, e.g. wages and rent
sole trader	a business that belongs to only one person
target audience	people who are potential buyers of a product or service
target market	the group of people for whom a particular product is designed
trade union	a group of workers join together to ensure their interests are protected
unemployment	when people who are willing and able to work cannot find a job
unit cost	the cost of producing one item, i.e. total cost of production divided by total output

Annexure: 13.2
Marksheet
Entrepreneurship
Grade:.....8..... Year.....

Nr	Name	First term			Second term			Third term			Total: Terms 1-3	Port folio	Total term marks	CA (300 ÷ 3)	Examination mark	Total marks Report mark
		Topic test	Task/Assignment	Total marks	Topic test	Task/Assignment	Total marks	Topic test	Task/Assignment	Total marks						
		40	50	90	40	50	90	40	50	90						
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																
21.																
22.																
23.																
24.																
25.																

Marksheet
Entrepreneurship
Grade:.....9..... Year:.....

Nr	Name	First term			Second term			Third term			Total: Terms 1-3	Pot folio	Business plan	Total term marks	CA (300 ÷ 3)	Examination mark	Total marks Report mark
		Topic test	Task/Assignment	Total marks	Topic test	Task/Assignment	Total marks	Topic test	Task/Assignment	Total marks							
		40	40	80	40	40	80	40	40	80							
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	
17.																	
18.																	
19.																	
20.																	
21.																	
22.																	
23.																	
24.																	
25.																	

Marksheet
Entrepreneurship
Grade:.....10..... Year:.....

Nr	Name	First term			Second term			Total marks: Terms 1-2	Port folio	Business Plan	Business activity and report	Total term marks	CA (160÷1.6)
		Topic test	Task/Assignmen t	Total marks	Topic test	Task/Assignmen t	Total marks						
		30	20	50	30	20	50						
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													



The National Institute for Educational Development
P/Bag 2034
Okahandja
NAMIBIA

Telephone: +64 62 509000

Facsimile: + 64 62 509073

E-mail: info@nied.edu.na

Website: <http://www.nied.edu.na>

© NIED 2007