



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

ENTREPRENEURSHIP SYLLABUS

GRADE 8 & 9

For implementation:

Grade 8 in 2025

and

Grade 9 in 2026

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
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Entrepreneurship Syllabus Grade 8 & 9

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Entrepreneurship in the Junior Secondary phase. As a subject, Entrepreneurship is within the Commerce and Social Sciences areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The Commerce learning area is a skills-focussed area which is central to the economic development of a knowledge-based society. Learners acquire and apply commercial knowledge in practical situations, and develop the particular communication skills, and the work attitudes and practices which are essential in effective business life.

The Social Sciences learning area is a key learning area for understanding the development of society, the mechanisms of globalisation, the importance of human rights and democracy, and environmental issues. It focuses on the development of personal values for a responsible and productive citizen.

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/enterprise 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 business/enterprise.

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

3. AIMS

Entrepreneurship promotes the following aims in the curriculum:

- foster awareness of local, regional and national needs of Namibia, contribute towards development and employment and 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;
- develop knowledge and understanding of how the main types of business and commercial institutions, within the framework of enterprises are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated
- scan their environment and spot business/enterprise opportunities and exhibit entrepreneurial traits and cultures
- carry out simple business/enterprise activities successfully on a small scale;
- develop an awareness of the nature and significance of innovation and change within the context of enterprises

- develop skills of numeracy, literacy, financial literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation
- acquire knowledge and understanding of the effect of HIV and AIDS on business/enterprise activity
- understand the impact and influence of business/enterprise activity on the environment and on Human Rights
- instil self-discipline, diligence and a sense of responsibility to encourage worthy citizenship

4. INCLUSIVE EDUCATION

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Entrepreneurship teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Inclusive Education Curriculum Framework (2023)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2022)* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grade 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

Including gender perspectives in the curriculum is important in order to raise awareness of gender stereotyping (e.g. gender roles we previously associated with business/enterprise people 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.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include environmental learning, HIV and AIDS, population education, Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact our society and 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 they can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- 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 rights and responsibilities
- the challenges and risks we face if we do not adhere to road safety measures
- the challenges and risks we face because of globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses.

In this syllabus the following cross-curricular issues can be dealt with in the themes/topics as indicated:

Cross-curricular issues	Grade 8	Grade 9
Environmental learning	• responsibilities of an entrepreneur in the community: - environmentally sustainable • components of the natural environment (land, air, water, flora and fauna) • how businesses/enterprises depend on the natural environment	• effects of a degraded natural environment on an enterprise • harmful effects of businesses/enterprises on the natural environment • entrepreneurial opportunities from their natural environment
HIV and AIDS	• effects of HIV and AIDS on the performance of business/enterprise employees • effects of HIV and AIDS on the productivity of a business/enterprise	• rights of HIV and AIDS positive employees in a work place (according to the Labour Act) • comply with the Labour Act provisions for HIV and AIDS positive workers in a work place
ICT	• importance of ICT in business/enterprise • ICT tools used/to be used in a business/enterprise - computers - telephones/cell phones - fax machines	• how to increase the use of computers in businesses/enterprises
EHRD	• beliefs and values about business in Namibia	• beliefs and values about business in Namibia • the meaning and importance to the business/enterprise of concepts such as discrimination, equality, affirmative action, xenophobia, minority groups and democracy
Population education	• meaning of population growth	• benefits and challenges of a rapidly increasing population to an business/enterprise

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of Learner-Centred Education (LCE) described in ministerial policy documents and the learner-centred education conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim of learner-centred education is to develop learning with understanding, and to impart the knowledge, skills and attitudes that 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 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 identify the needs of the learners and the learning that still needs to take place, and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the general and specific objectives to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; 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 whole 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.

In Entrepreneurship a practical approach is followed. Case studies form a large part of bringing the learners into practical situations. These situations should be linked to the Namibian context by using Namibian case studies. 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.

7. END-OF-PHASE COMPETENCIES

On entry to the Junior Secondary phase, all learners should have awareness and incidental knowledge of Entrepreneurship.

A few learners might not be able to achieve the specific objectives satisfactorily and must receive learning support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will

have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completion of the Junior Secondary phase, learners in Entrepreneurship are expected to be able to successfully manage an enterprise activity applying the following skills:

- investigation
- interpretative
- analytical
- application
- communication
- values
- participation

8. SUMMARY OF THE LEARNING CONTENT

Theme/Topic	Grade 8	Grade 9
THEME 1: ENTREPRENEURIAL TRAITS AND CULTURE		
1.1 Entrepreneurship	• enterprise, entrepreneurship and entrepreneur • areas, benefits and challenges of entrepreneurship • characteristics, responsibilities of an entrepreneur • self-assessment	• solutions for entrepreneurial challenges • application of entrepreneurial qualities • self-assessment and comparison
1.2 Ethics in life and business	• meaning of life and business ethics • desirable business ethics	• desirable vs undesirable business ethics • practise desirable ethics • forms of undesirable ethics • discrimination, equality, affirmative action, xenophobia, minority groups, democracy
1.3 Namibian beliefs and values about business	• beliefs about business in Namibia • negative vs positive beliefs	• positive values and use it in business • opposing views on values and beliefs about business • positive beliefs
1.4 Employment opportunities in Namibia	• types of employment • importance of enterprise on entrepreneur and family	• self- vs paid employment • importance of enterprise to the country
THEME 2: SCANNING THE ENVIRONMENT FOR BUSINESS OPPORTUNITIES		
2.1 Enterprises in Namibia	• business sectors • forms of ownership • sole traders and partnerships • registration of businesses	• close corporations and cooperatives • choice of ownership • registration forms • business associations

Theme/Topic	Grade 8	Grade 9
2.2 Exploring the business/enterprise's environment for entrepreneurial opportunities	• business environment • justification for choice of entrepreneurial opportunity • population growth	• entrepreneurial opportunities from natural environment • evaluation of enterprises • effect of degraded natural environment on enterprise • harmful effect of business on natural environment • population growth
THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY		
3.1 Management tasks - planning - organising - leading - controlling	• importance of planning • planning an activity • budgets • income and expenses • definition, components and uses of business plan • importance of organising • importance of leadership skills • leadership styles and characteristics • importance and methods of control • set standards	• plan, budget and do market research for entrepreneurship day • market research report • prepare business plan • completion of duty sheets • demonstrate and apply leadership skills in entrepreneurship day activity • develop and implement set standards • compare and analyse differences of actual vs set standards • improve set standards
3.2 Management functions	• management functions • importance of marketing • marketing mix, value addition, customer care • location of a business • direct & indirect cost • effects of HIV and AIDS • types and sources of capital • implications of different sources of capital • meaning of income, expenses, profits, losses • meaning and importance of tax • importance of human resource • role of family members as managers in enterprises • meaning of conflict and conflict situations	• pricing • customer views • sources of inputs • rights of HIV and AIDS positive employees and the Labour Act • factors that determine capital requirement • estimate capital requirements for entrepreneurship day activity • bookkeeping and documentation - Receipts and Payments account and Balance Sheet • calculation of profit/loss • importance of registering for VAT • causes and resolving of conflict • human resource needs • guidelines for motivation • forms and methods of recruitment • methods and calculation of remuneration

Theme/Topic	Grade 8	Grade 9
3.3 Communication	• meaning, main elements, importance and barriers to effective communication • listening and assertiveness techniques • written presentations • business reports and its uses • meaning of, factors to consider during and steps for negotiations	• complete documents and design advertisements • present business plan • compile business reports • practise negotiating skills
3.4 Computers in a business/enterprise	• importance of ICT • ICT tools	• Explanation of how to increase the use of computers

9. LEARNING CONTENT

Introduction to learning content

The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.

Themes and **topics** refer to those components of the subject which learners are required to study/master.

The **general objectives** are derived from the topic/skill and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do at the end of the year.

9.1 Learning content for Grade 8 and 9

THEME 1: ENTREPRENEURIAL TRAITS AND CULTURE TOPIC 1.1: Entrepreneurship		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• know about enterprise, entrepreneurship and an entrepreneur	• define enterprise, entrepreneurship and entrepreneur • explain the different areas of entrepreneurship (social, cultural, economic) • list and explain the benefits and challenges of being an entrepreneur • explain the meaning of characteristics or qualities of an entrepreneur: - opportunity seeking - information seeking - persistence - commitment - perseverance - creativity/ originality - innovativeness - initiative - independence - problem solving skills	• distinguish between enterprise, entrepreneurship and entrepreneur • distinguish between the different areas of entrepreneurship (social, cultural, economic) • develop and explain solutions to overcome entrepreneurial challenges • identify and apply entrepreneurial characteristics or qualities to overcome entrepreneurial challenges identified in their school or community • identify and apply the characteristics or qualities of an entrepreneur to their enterprises: - opportunity seeking - information seeking - persistence - commitment - perseverance - creativity/ originality - innovativeness - initiative - independence - problem solving skills - risk taking - goal setting

THEME 1: Entrepreneurial traits and culture (continued)		
TOPIC 1.1: Entrepreneurship (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• know about enterprise, entrepreneurship and an entrepreneur (continued)	• assess their personal entrepreneurial qualities using an entrepreneurial self-assessment tool • explain and apply the following responsibilities of an entrepreneur in the community: - social - environmentally sustainable - job creation - combatting of unethical behaviour	• assess their personal entrepreneurial qualities using an entrepreneurial self-assessment tool and report on their assessment (early first term and after the entrepreneurship day) • write a comparative report on the two self-assessment tools
TOPIC 1.2: Ethics in life and business		
• appreciate life and business ethics	• explain the meaning of business ethics • list, explain and role play the following desirable business ethics: - honesty - loyalty - punctuality - fairness - non sexual environment - harassment free environment	• distinguish between desirable and undesirable business ethics • explain how an entrepreneur practises desirable business ethics towards: - customers - employees - society - government

THEME 1: Entrepreneurial traits and culture (continued)		
TOPIC 1.2: Ethics in life and business (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• appreciate life and business ethics (continued)	• list the following forms of undesirable business ethics: - corruption - bribery - embezzlement - nepotism	• explain the following forms of undesirable business ethics: - corruption - bribery - embezzlement - nepotism • explain the meaning of concepts: - discrimination - equality - affirmative action - xenophobia - minority groups - democracy and influence on the business/enterprise
TOPIC 1.3: Namibian beliefs and values about business		
• know about beliefs and values about business in Namibia	• identify beliefs about businesses in Namibia in a given enterprise context • distinguish between negative and positive beliefs about business/enterprise in Namibia • role play positive beliefs and values about business/enterprise	• explain and practise how to develop positive values and act positively in business/enterprise • debate and summarise opposing views on values and beliefs about business/enterprise • identify and explain positive beliefs based on a case study • apply and practise positive beliefs and values about business/enterprise practically

THEME 1: ENTREPRENEURIAL TRAITS AND CULTURE (continued)		
TOPIC 1.4: Employment opportunities in Namibia		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
- understand different employment opportunities in Namibia - be aware of the importance of business/enterprise	- describe the different types of employment: self-employment and paid employment - justify the type of employment in the particular situation - identify different enterprises that create employment opportunities in communities - explain the importance of enterprise to the entrepreneur and his/her family to: - reduce unemployment - generate income - increase the living standard - reduce poverty	- compare the personal benefits of self-employment and paid employment and the challenges of self-employment and paid employment - explain the importance of enterprise in Namibia as country to: - reduce unemployment - promote enterprises - increase the living standard - reduce poverty
THEME 2: SCANNING THE ENVIRONMENT FOR BUSINESS OPPORTUNITIES		
TOPIC 2.1: Enterprises in Namibia		
know the three business sectors	- Describe the business sectors/industry - describe and give examples of the following types of enterprises in the following sectors / industry: - primary sectors: agriculture, mining, fishing - secondary / manufacturing sectors: manufacturing - tertiary sectors: services and trading	

THEME 2: SCANNING THE ENVIRONMENT FOR BUSINESS OPPORTUNITIES (continued)**TOPIC 2.1: Enterprises in Namibia (continued)**

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• understand the different forms of ownership in business/enterprise • know about registration of businesses/enterprises	• list and explain the forms of ownership (sole trader, partnership, close corporation and cooperatives) • explain the characteristics of sole traders and partnerships • explain the advantages and disadvantages of sole traders and partnerships • explain the meaning of business registration and list reasons why enterprises should be registered • list the bodies of business registration and the type of registration required (local authorities, Social Security Commission (SSC), Business and Intellectual Property Authority (BIPA), Namibia Revenue Agency (NAMRA))	• explain the characteristics of a close corporation and a cooperative • explain the advantages and disadvantages of close corporations and cooperatives • compare a possible choice of ownership for a specific business/enterprise (e.g. sole trader vs cooperative) • justify a chosen form of ownership, for a specific business/enterprise • complete business registration forms from a local authority, SCC, BIPA and NAMRA

THEME 2: SCANNING THE ENVIRONMENT FOR BUSINESS OPPORTUNITIES (continued) TOPIC 2.2: Exploring the business/enterprise's environment for entrepreneurial opportunities		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
- understand the role of business associations in Namibia - explore entrepreneurial opportunities in their business/enterprise's environment	- define the term business associations and give examples of business associations in Namibia, such as: - Namibia Chamber of Commerce and Industry (NCCI) - Team Namibia - define enterprise environment - identify and explain the components of the enterprise's environment (such as consumers, suppliers, public sector, competitors, service providers and natural environment) - justify entrepreneurial opportunities based on needs in the local community	- discuss the following business associations in Namibia and the services they offer, such as: - Namibia Chamber of Commerce and Industry (NCCI) - Team Namibia - identify entrepreneurial opportunities from their natural environment - evaluate and report on the impact of businesses/enterprises on: - owners - employees - community - evaluate a business/enterprise to determine its impact on: - lowering unemployment - reducing poverty - increasing the standard of living

THEME 2: SCANNING THE ENVIRONMENT FOR BUSINESS OPPORTUNITIES (continued)		
TOPIC 2.2: Exploring the business/enterprise's environment for entrepreneurial opportunities (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• value the relationship between business/enterprise and the natural environment • understand the relationship between population and business/enterprise	• define natural environment • describe the components of the natural environment (land, air, water, flora and fauna) • analyse how enterprises depend on the natural environment • explain the meaning of population growth	• describe the effects of a degraded natural environment on an enterprise • explain how to manage the harmful effects of businesses/enterprises on the natural environment • explain the benefits and challenges of a rapidly increasing population to an enterprise
THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY		
TOPIC 3.1: Management tasks		
• understand and practise the management tasks • understand and practise planning as a management task	• list and define the management tasks in a business/enterprise: - planning - organising - leading - controlling • explain the importance of planning • plan and execute a practical activity at school such as a social event or cleaning campaign (considering What? When? Why? Where? Who? How?) • develop a personal budget for pocket money/family budget	• plan an enterprise activity for entrepreneurship day • develop a budget for the entrepreneurship day activity

THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY (continued)		
TOPIC 3.1: Management tasks (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
understand and practise planning as a management task (continued)	- list the income and expenses for an enterprise - develop an enterprise budget based on income and expenses - define business plan - describe the different components of a business plan that includes: - description of the business/enterprise - market research - marketing - production/service plan - organisation - finance - action plan	- conduct a market research for an enterprise that will include information regarding: - potential customers - needs of customers - competitors - appropriate price - location - costs - regulations - compile a market research report for an enterprise - prepare a business plan for an enterprise that includes: - description of the business/enterprise - market research report - marketing plan - production plan/service plan - organisational plan - financial plan (budget, cash flow forecast, financing) - action plan

THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY (continued)**TOPIC 3.1: Management tasks (continued)**

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• understand and practise planning as a management task (continued) • understand and practise organising as a management task • understand and practise leading as a management task • understand and practise controlling as a management task	• explain the uses/importance of a business plan to the entrepreneur, employees and financiers • explain the importance of organising • explain the importance of leadership skills • identify leadership styles and describe its characteristics (democratic, autocratic and laissez-fair) • explain the importance of control in enterprise	• prepare a business report based on: - name of the enterprise - description of the enterprise - products are marketed - products are produced - enterprise is organised or responsibilities assigned - enterprise operations are financed - Results/ achievements/profits - Challenges faced - recommendations • compile a duty sheet for staff/assistants/entrepreneurs for an enterprise • demonstrate and apply leadership skills in the entrepreneurship day enterprise activity

THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY (continued)		
TOPIC 3.1: Management tasks (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
understand and practise controlling as a management task (continued)	- name and explain methods of control in enterprise (sampling, setting standards) - explain the following set standards for - quality - quantity - time - safety and health - cost - explain the importance of standards as a method of control in an enterprise	- develop and implement set standards on an enterprise on the following items: - quality - quantity - time - safety and health - cost - compare actual enterprise performance with set standards - analyse differences between set standards and actual performances - develop and report on corrective measures to improve on set standards

THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY (continued)**TOPIC 3.2: Management functions**

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• understand the business management functions • know the marketing function	• name the management functions in a enterprise • explain the meaning of business management functions - marketing - production/operational - financial - human resource • explain the importance of marketing • explain the marketing mix: product, price, promotion, place (4Ps) • explain how a enterprise can add value to their products (cleaning, sorting and grading, packaging, processing) • explain quality in the marketing process • explain the meaning and importance of customer care in marketing	• set the selling prices for their chosen enterprise products using cost plus pricing • draft a questionnaire to survey and determine views of consumers with regard to the quality of their business/enterprise products (goods or services) at the entrepreneurship day enterprise activity • role-play good and bad customer care • explain the consequences of good and bad customer care

THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY (continued)**TOPIC 3.2: Management functions (continued)**

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• to know the production/operational function and understand the impact of HIV and AIDS in the workplace • know the financial function	• explain factors to consider when choosing a location for an enterprise • identify and explain different costs of production in enterprise (direct and indirect costs) • describe the methods of production - batch production - mass / flow production - job production • list the effects of HIV and AIDS on the performance of business/enterprise's employees • explain the effects of HIV and AIDS on the productivity of a business/enterprise • list and explain different types of capital (fixed and working capital) • distinguish between different types of capital (fixed and working capital) • identify different sources of capital (own, borrowed) • explain the implications of different sources of enterprise capital e.g. size, cost and conditions	• identify and explain appropriate sources (including suppliers) of production inputs (raw materials) • compare: - batch production - mass / flow production - job production • list the rights of HIV and AIDS positive employees in a work place (according to the Labour Act 11 of 2007) • explain why enterprises should comply with the Labour Act provisions for HIV and AIDS positive workers in a work place • explain factors to determine capital requirement for start-up capital and specific project • explain capital requirements of an enterprise • estimate capital requirements of an enterprise

THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY (continued) TOPIC 3.2: Management functions (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• know the financial function (continued) • know the human resource function	• explain the meaning of enterprise income, expenses and profits/losses • explain the meaning of tax in general • explain the importance of paying taxes • explain the importance of human resource department in an enterprise • explain the role of family members in managing enterprises • explain the meaning of conflict • name different situations which cause conflict in an enterprise	• explain the importance of bookkeeping and documentation in business/enterprise • record cash transactions in a Receipts and Payments Account • calculate the profit or loss for a trading, service and simple manufacturing enterprise activity • prepare a Statement of Financial Position for an enterprise in T-format • explain the importance of registering for VAT for Namibian businesses/enterprises • identify different situations which cause conflict in an enterprise • identify and explain the effects of conflict in an enterprise • explain how to resolve conflict situations in enterprises • define human resource needs • identify and explain the human resource needs of an enterprise • explain factors that motivate workers in an enterprise • develop guidelines to motivate workers in businesses/enterprises • explain forms of recruitment - internal - external

THEME 3: MANAGING AN ENTERPRISE SUCCESSFULLY (continued)		
TOPIC 3.2: Management functions (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
• know the human resource function (continued)		• discuss methods of internal and external recruitment • explain different methods of remuneration by means of hourly, weekly, monthly or piece rate in businesses/enterprises • calculate the remuneration of employees
TOPIC 3.3: Communication		
• understand effective communication in business/enterprise	• explain the meaning of communication • identify and explain the main elements of the communication process • explain the importance of effective communication in enterprise • identify barriers to effective communication (e.g. no feedback given, wrong medium of communication used, language barriers, noise environment etc.) and explain how to overcome these barriers	• complete documents for the different forms of communication: - marketing (quotations, delivery notes, advertisements, invoices, tender documents) - purchasing (order form) - finance (payment reminders, statements) - personnel (advertisements) • design advertisements for the following departments: - marketing (quotations, delivery notes, advertisements, invoices, tender documents) - personnel (advertisements)

THEME 3: Managing an enterprise successfully (continued) TOPIC 3.3: Communication (continued)		
GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
- understand effective communication in business/enterprise (continued) - appreciate the use of ICT within a business/enterprise	- describe and apply listening and assertiveness techniques in a business/enterprise activity - make oral and/or written presentations for business ideas - explain the meaning of negotiation for instance: - wage negotiations, - working hours, - selling and buying of goods and services - explain the factors to be considered during negotiations - explain the steps followed for negotiations - list the ICT tools used/to be used in a business/enterprise: - computers - telephones/cell phones - explain the importance of ICT in business/enterprise	- present a business plan - practise negotiating skills in assimilated situations in an enterprise activity - explain how they will increase the use of computers in their businesses/enterprises

10. ASSESSMENT

A learner-centered curriculum and learner-centered teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1 Types of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations are needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities.

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment.

The learner's progress and achievements in this subject must be reported to parents in the school report.

Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- 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 learnt
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulated total of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus 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 and in their participation in general, through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material to the individual progress and needs of each learner. At the end of each main unit of teaching and at the end of each term, the teacher, together with the learners, should evaluate the learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the specific objectives, and are not related to how well other learners are achieving these objectives or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.2 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range	Grade descriptions
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency in the objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Assessment objectives

The assessment objectives for Entrepreneurship are:

Assessment objective A: knowledge with understanding

Learners should demonstrate knowledge regarding:

- entrepreneurship facts, concepts and definitions
- entrepreneurship/business/enterprise terms, phrases, words and conventions;
- 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.

Assessment objective B: handling of information

Learners should be able to:

- describe, compare, distinguish between and explain the basic concepts/functions regarding the different areas of any business/enterprise in its entirety
- carry out an investigation about business/enterprise opportunities and challenges
- collect and order data and information

Note: Questions assessing these objectives will often begin with words such as: compare, consider, discuss, determine, comment, explain, describe, identify

Assessment objective C: analysis, problem solving and presentation

Analysis

Learners should be able to:

- distinguish between evidence and opinion in a business/enterprise context
- order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques
- analyse data and information

Problem solving

Learners should be able to:

- identify problems/needs and plan/suggest solutions, solve problems in the business world at large
- apply their knowledge and understanding to situations and problems related to entrepreneurship/business/enterprise

Presentation

Learners should be able to:

- prepare and present findings and make recommendations using different forms of communication
- compile and present plans and reports using different form of communication

Note: Questions assessing these objectives will often begin with words such as: assess, evaluate, compare, examine, suggest, advice, comment on, contrast, distinguish, calculate, interpret, analyse, present, justify, recommend, compile, report

10.4 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than three assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end- of-year summative grade will be based only on the assessment tasks described in the syllabus. Not more than 40% of the continuous assessment may be based on tests, which include topic tests and end-of-term tests.

In Entrepreneurship in the Junior Secondary phase the continuous assessment tasks are as follows:

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 questionnaires, reports on self-evaluation, practical activities, reports on business/enterprise activities, which are assessed according to specified assessment criteria. The portfolio is assessed based on the content as indicated in the table below. Assessment of the portfolio will be done at the end of the second term. Each component to be put in the portfolio will also be assessed separately throughout the year to contribute to the Continuous assessment mark. The assessment for the Portfolio will be based on the following:

Content for the portfolio:

Component	Grade 8		Grade 9	
	Quantity	Mark allocation	Quantity	Mark allocation
Tasks	2	1 mark each (2)	1	1 mark each (1)
Assignments	1	1 mark each (1)	1	1 mark each (1)
Self-assessment	1	1 mark (1)	2	1 mark each (2)
Reports on self-assessment	0		3	1 mark each (3)
Topic tests	3	1 mark each (3)	0	
End-of-term test	2	1 mark each (2)	2	1 mark for both (1)
Practical activity	1	1 mark (1)		
Business plan	0		1	1 mark (1)
Report on business/enterprise activity	0		1	1 mark (1)
Total	10 items	10	11 items	10

Topic tests and end-of-term tests

Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of short questions as well as more structured questions and case studies.

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics.

End-of-term test: A more comprehensive test of the term's work. Teaching should continue but no homework should be assigned during the time of writing the end-of-term tests. These tests should be set according to the specification grid and format of the question paper to cover all assessment objectives.

Tasks or 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, market research, design of logos, planning, conducting surveys, self-assessment, analysing and presenting information. Continuous assessment marks will be allocated for no more than two tasks per term till the second term of Grade 9.

Assessment grid for tasks or assignments:

Collection and presentation of relevant data and recommendations (this grid can be adapted to fit the specific task/assignment, as all do not involve the collection of information, e.g. the completion of documents and design of advertisements).

Marks		Performance
Grade 8	Grade 9	
0	0	No attempt made to gather information and to submit an assignment.
1-6	1-4	Attempts made to gather information but from limited sources. Some limited understanding of appropriate presentation methods but very poorly applied.
7-12	5-8	Attempt made to gather some relevant information from wider sources. Better understanding of appropriate presentation with some variation but limited application.
13-18	9-12	Information collected from many sources using a variety of techniques and presented using some different and appropriate methods.
19-24	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.
25-30	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
30	20	Total

Practical activity

The practical activity in Grade 8 should be based on the syllabus. The aim of this activity is to test learners' execution of management tasks. Emphasis for this activity should be more on doing than on data collection and writing, although learners will have to do some writing up of planning. Examples could be to organise a social event for the class or a cleaning campaign at the school. This activity can be done in groups, but each learner's contribution should be assessed individually.

Assessment grid for practical activity in Grade 8:

Components	Marks	Performance			
Planning the activity (this must be in writing)	6	6/5 marks for excellent planning (including what activity, date, time, venue, who is involved)	4/3 marks for good planning (including some of: what activity, date, time, venue, who is involved)	2/1 marks for weak planning (including only a few of what activity, date, time, venue, who is involved)	0 marks for no written planning
Organising the activity (assignment of duties among group members must be in writing)	6	6/5 marks for excellent organising, e.g. information to all participants, permission, assignment of duties, etc	4/3 marks for good organising, e.g. some information to some participants, permission, assignment of duties, etc	2/1 marks for weak organising, e.g. limited information to a few participants, permission, assignment of duties, etc	0 marks for no organising,
Leading the activity (each learner will be individually assessed on this part)	6	6/5 marks for excellently leading the activity and taking up responsibilities as assigned	4/3 marks for leading the activity and taking up responsibilities as assigned in a good way but with some areas for improvement	2/1 marks for weak leading the activity and taking up responsibilities as assigned and with lots of areas for improvement	0 marks for no leading of the activity
Controlling the activity (each learner will be individually assessed on this part)	6	6/5 marks for excellently controlling the activity and all involved	4/3 marks for good control of the activity and all involved	2/1 marks for weak control of the activity and all involved	0 marks for no controlling
Reflecting on the activity (not more than half a page)	6	6/5 marks for an excellent reflection including what went well and where the challenges were	4/3 marks for a good reflection including most of what went well and where the challenges were	2/1 marks for a weak reflection including very limited information on what went well and where the challenges were	0 marks for no written reflection
Total	30				

Self-assessment Tool (see Annexe 3)

In Grade 8 & 9, 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 annexe 5 can be used to assess the progression of skills of learners. One assessment is expected in Grade 8 and two in Grade 9. No marks will be allocated for the completion of the self-assessment tool but marks will be allocated when included in portfolio. In Grade 9 learners must write a short (half a page) report in which they analyse their self-assessment tools. After the second report, learners must also write a report (half a page) in which they compare the results of the two self-assessment tools.

Assessment grid for self-assessment and report on self-assessment tool in Grade 9:

Components	Marks	Performance		
Report written	2	2 marks if report is handed in	0 marks if report is not handed in	
Learner included his/her strongest qualities based on his/her self-assessment tool	4	4/3 marks if learner included most of his/her strongest qualities as reflected on his/her self-assessment tool	2/1 marks if learner included some of his/her strongest qualities as reflected on his/her self-assessment tool	0 marks if learner included none of his/her strongest qualities as reflected on the self-assessment tool
Learner included his/her weakest qualities based on his/her self-assessment tool	4	4/3 marks if learner included most of his/her weakest qualities as reflected on his/her self-assessment tool	2/1 marks if learner included some of his/her weakest qualities as reflected on his/her self-assessment tool	0 marks if learner included none of his/her weakest qualities as reflected on the self-assessment tool
Total:	10			

Assessment grid for comparative report on self-assessment tool:

Components	Marks	Performance		
Report written	2	2 marks if report is handed in	0 marks if report is not handed in	
Learner compared his/her strongest qualities based on his/her self-assessment tools	3	3 marks if learner did an excellent comparison of his/her strongest qualities as reflected on his/her self-assessment tools	2/1 marks if learner did an average comparison of his/her strongest qualities as reflected on his/her self-assessment tools	0 marks if learner did not include a comparison of his/her strongest qualities as reflected on his/her self-assessment tools
Learner compared his/her weakest qualities based on his/her self-assessment tools	3	3 marks if learner did an excellent comparison of his/her weakest qualities as reflected on his/her self-assessment tools	2/1 marks if learner did an average comparison of his/her weakest qualities as reflected on his/her self-assessment tools	0 marks if learner did not include a comparison of his/her weakest qualities as reflected on his/her self-assessment tools
Learner wrote a short conclusion based on the findings	2	2 marks for a good conclusion - what learner is good in and what he/she should improve on	1 mark for average to weak conclusion	0 mark for no conclusion
Total:	10			

Business plan

Grade 9 learners will develop a business plan in a group or individually. When learners work in a group, the planning and discussions will take place in a group, but the business plan must be written individually. Each learner must have this individually assessed business plan in their portfolio. It should cover the following basic components:

- name of the proposed business/enterprise
- the choice of product or service
- logo
- business/enterprise vision
- goals
- objectives
- market research
- marketing plan
- production/operational plan
- organisation or assignment of responsibilities
- financial plan
- action plan

Assessment grid for business plans in Grade 9:

Components	Marks	Performance		
Name of the proposed business/enterprise	1	1 mark if name is stated		0 marks for no name stated
The choice of product or service	1	1 mark if relevant choice of product is stated		0 marks for no or irrelevant choice of product is stated
Logo	2	2 marks for creative, relevant logo	1 mark if logo appears, but not very creative	0 marks for no logo
Business/enterprise vision	1	1 mark if vision is stated		0 marks for no vision
Goals	3	3 marks for excellent goals	2 mark for average developed goals	1/0 mark for under average or no goals
Objectives	3	3 marks for excellent objectives	2 mark for average developed objectives	1/0 mark for under average or no objectives
Market research	4	4 marks for an excellent market research report	3/2 marks for an average market research report	1 mark for an under average market research report
Marketing plan	4	4 marks for an excellent marketing plan	3/2 marks for an average marketing plan	1 mark for an under average marketing plan
Production/operational plan	4	4 marks for an excellent production/operational plan	3/2 marks for an average production/operational plan	1 mark for an under average production/operational plan
Organisation or assignment of responsibilities	4	4 marks for an excellent organisation/assignment of responsibilities	3/2 marks for an average organisation/assignment of responsibilities	1 mark for an under average organisation/assignment of responsibilities
Financial plan	4	4 marks for an excellent financial plan	3/2 marks for an average financial plan	1 mark for an under average financial plan
Action plan	4	4 marks for an excellent action plan	3/2 marks for an average action plan	1 mark for an under average action plan
Total:	35			

Report on business/enterprise activity

In Grade 9, the learners will (in groups or individually) participate in an entrepreneurship day. After implementing the business/enterprise activity, each learner should compile a report and include it in his/her portfolio. Although the activity can be carried out in a group, each learner should present his/her own report. The areas as they appear on the marking grid should be covered:

Assessment grid for business/enterprise activity report for Grade 9:

Components	Marks	Performance		
Name of the business/enterprise	1	0 marks for no name of the business/enterprise		
Description of the business/enterprise	1	0 marks for no description of the business/enterprise		
How products are marketed	1	0 marks for no description of how products are marketed		
How products are produced	1	0 marks for no description of how products are produced		
How the business/enterprise is organised or responsibilities assigned	1	0 marks for no description of how the business/enterprise is organised or responsibilities assigned		
How business/enterprise operations are financed	4	4 Marks for a good attempt to finance his/her/their business/enterprise	3/2 Marks for an average attempt to finance his/her/their business/enterprise	1 Mark for a poor attempt to finance his/her/their business/enterprise
Results/achievements/profits	4	4 Marks for very successful business/enterprise results	3/2 Marks for average business/enterprise results	1 Mark for poor business/enterprise results
Challenges faced and how these were overcome	4	4 Marks because he/she/they solved challenges effectively	3/2 Marks because he/she/they solved challenges satisfactorily	1 Mark because he/she/they failed to solve challenges
Recommendations	4	4 Marks for excellent recommendations made	3/2 Marks for sound recommendations made	1 Mark for poor recommendations made
Conclusions	4	4 Marks for excellent conclusions made	3/2 Marks for sound conclusions made	1 Mark for poor conclusions made
Total	25			

Summary of Continuous assessment tasks

Continuous assessment Grade 8						
Components	Term 1		Term 2		Term 3	
	Number & marks	Total	Number & marks	Total	Number & marks	Total
Task or assignments	1×30	30	1×30	30	1×30	30
Topic tests	1 × 20	20	1 × 20	20	1 × 20	20
End-of-term tests	1×20	20	1×20	20	0	0
Practical activity	0	0	1×30	30		
Portfolio					1×10	10
Term marks		70		100		60
Weighted term marks (report marks)		$(70 \times 10 \div 7)$ 100		100		

Continuous assessment Grade 9						
Components	Term 1		Term 2		Term 3	
	Number & marks	Total	Number & marks	Total	Numbers & marks	Total
Tasks	1 × 20	20				
Assignments					1 × 20	20
End-of-term test	1× 40	40	1 × 40	40		
Self-assessment + report	1 × 10	10	1 × 10	10		
Comparative report on self-assessment					1 × 10	10
Portfolio					1 × 10	10
Business plan			1 × 35	35		
Report on business/enterprise activity					1 × 25	25
Term marks		70		85		65
Weighted term marks (report marks)	$(70 \div 0.7)$	100	$85 \div 8.5$	100		

The continuous assessment (CA) marks for the first and second term is converted to a mark out of 100 (weighted mark). Only this mark should be used for the report at the end of Term 1 and 2. Learners should not write an examination at the end of the first and second term, but only an end-of-term test which is part of the CA and part of the weighted term mark.

10.5 End-of-year examinations: detailed guidelines

In Grade 8 there will be an internal end-of-year examination and at the end of Grade 9 a semi-external examination. The Grade 9 papers will be set by DNEA and marked regionally. The purpose of this examination is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus, which are most essential for continuing in the next grade. Preparing for and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

End-of-year written examination Grade 8 & 9		
Description of papers	Duration	Marks
Section A: 30 marks: Short answered questions Section B: 70 marks: Structured questions with sub-sections based on 2 case studies	2 hours	100

Promotion marks

In Grade 8 - 9 continuous assessment contributes 50% to the promotion mark and the end-of-year examination 50%. The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Written examination	Section A	30	15%
	Section B	70	35%
Continuous assessment	Tasks/assignments, tests, portfolio, business plan, business/enterprise report	100	50%
	Total marks	200	100%

The promotion marks are calculated as follows:

Promotion mark for Grade 8				
	Term 1	Term 2	Term 3	Total
Term mark	50	80	60	190
CA mark	190 ÷ 1.9			100
End-of-year examination				100
Promotion mark	(CA mark + Examination) 200 ÷ 2			100

Promotion mark for Grade 9				
	Term 1	Term 2	Term 3	Total
Term mark	30	45	65	140
CA mark	140 ÷ 1.4			100
End-of-year examination				100
Promotion mark	(CA mark + Examination) 200 ÷ 2			100

10.6 Specification grid

The Specification grid below indicates the weighting allocated to each objective for both Continuous assessment and for the written examination.

Assessment objectives	Grade 8	Grade 9
A. Knowledge with understanding	40%	30%
B. Handling of information	40%	40%
C. Analysis, problem solving and presentation	20%	30%
Total	100%	100%

ANNEXE 1: GLOSSARY OF TERMS

action plan	component of the business plan indicating steps to be taken in order to achieve specific goals
affirmative action	a strategy or programme, often upheld by laws, to ensure that people who have previously been prevented and discriminated against, are protected from discrimination
assertiveness	conveys a message in a more confident, firm and assured manner
Financial statement position	a statement showing the financial position of the business on a specific date
bookkeeping	recording of transactions of the business
bribery	promising, offering or giving something that affects the actions or decisions of somebody
budget	detailed financial plan which shows how the business obtained and spends its funds
Business Associations	to a person or entity that works with or provides services to another business.
business ethics	a consideration of moral, principles and values in the course of doing business
business plan	is a written document that explains in detail how a business is to operate
capital	money and/or assets the owner contributes to the business
cash flow forecast	estimation of cash inflow and outflow
close corporation	legal entity that can be formed by one to ten members
commitment	a pledge of dedicating oneself to a course of action without giving up
communication	transferring of information from a sender to a receiver
conflict	disagreement between two or more parties
controlling	measuring and evaluating the work done in an enterprise to make sure that targets are met

co-operative	a business owned by a workforce and operated for their benefit
corruption	dishonestly exploiting power for personal gain
cost	an amount paid to acquire or produce an item
creativity	the formulation of new and original ideas
creditor	a person/business to whom our business owes money
debtor	a person/business who owes money to the business
democracy	allowing the workforce to take part in decision making in business
direct cost	cost that is linked to the production of the product or service
discrimination	unjust or unfair treatment of a person based on race, religion
embezzlement	when people in authority steal resources over which they have control (often money)
enterprise	an entrepreneurial venture that brings together economic resources to achieve a desired objective
enterprise environment	components that have direct and indirect influence on the enterprise
entrepreneur	a person that identify opportunity gather resources, takes the risk to start a business
entrepreneurship	the process of identifying a business opportunity, taking the risk to start and run a business
environmentally sustainable	to use resources in such a way that you conserve it for future use
equality	all people should be treated the same or people should not be discriminated against
expenses	money spent on the day to day running cost of the business
fairness	to take both sides of the story into consideration and does not favour either person when making a decision

fauna	animals found in a particular area
finance	the way in which money is used and handled in business
financier	people or organisations providing the money for a business
flora	refers to all the plants in a particular environment
goal setting	process of establishing measurable, achievable objectives
harassment free environment	environment free from being annoyed, attacked or bothered by someone repeatedly
HIV and AIDS	the Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS)
honesty	being sincere, truthful at all times
human resource	group of individuals what makes up a workforce of a business
independent	making decision without any outside influence or control
information seeking	process of searching and utilizing information
initiative	to be able to suggest solutions to problems and take control of the situation
innovativeness	ability to come up with lots of good, new ideas
income	money which the business receives during its day-to-day operations
leading	guiding, direct and motivate someone to do their best
loyalty	quality of being faithful towards your employer, colleagues and business
market research	process of gathering of information about buyers and sellers/process of finding out consumers' needs before a product is developed and produced/sold
marketing	is the process of identifying consumers' needs and satisfying it profitably / is a process of communicating the value of the product to customers
minority groups	small group of people that is part of a larger group / a group whose members had significantly less power over their lives

natural environment	comprises of living and non-living things or organisms
nepotism	favouritism given in a business to a relative or friends
non-sexual environment	not to make sexual suggestions or consistently say things related to sex that will make another person uncomfortable
opportunity seeking	able to search or willing to search for business opportunities in whatever situation confronted with
organisation	entity such as an institution or an association that has a collective goal and is link to an external environment / a social unit of people that is structured and managed to meet a need or to pursue a collective goal
organising	to combine resources required to perform a particular task
paid employment	a job that one does in order to be remunerated
partnership	two to twenty people who operate a business by agreement
perseverance	the quality that allow someone to continue trying something even if it is difficult
persistence	the act of continuing trying something even if it is difficult
planning	process of thinking about and organising activities required to achieve a goal / a basic management function to set aims and targets to reach desired goals
population growth	an increase in the number of people that live in a country
primary sector	a sector of an economy that makes direct use of raw material e.g. farming/extraction of raw materials from nature
problem solving skills	the ability to find solutions to overcome challenges
production	process of changing raw materials into goods and services
productivity	how much can be produced with a given amount of resources
profit	the money left over after all the operational cost are paid / the amount with which the income of a business exceeds its operating expenses
punctuality	arriving or doing things on time

quotation	a formal statement setting out the estimated costs for a particular job or product
recruitment	process of finding and hiring a best qualified candidate for a vacant post
remuneration	compensation that one receives in exchange for work or services perform/amount of money paid to someone for the work the person has done
risk taking	willingness to take chances with the intention of succeeding
sampling	the process of selecting a group of people or products to be used as a representative of a target population
secondary sector	a sector of the economy made up of industries that change raw materials into useful products
self-employment	a situation in which an individual works for him/herself instead of working for an employer for an income
sole trader	business owned by only one person
bid/ tender document	a written invitation send to potential suppliers of goods or service to inform them about the specifications of products/services required by the buyer
tertiary sector	a sector of the economy that provides services to consumers
unethical behaviour	a behaviour that falls outside of what is morally right or proper
xenophobia	intense fear of or hate for foreign people

ANNEXE 2: KEY VERBS USED FOR ASSESSMENT

This glossary of terms used in the Entrepreneurship papers (which are relevant only to Entrepreneurship) is aimed at helping candidates to know what is expected in answers. The glossary has been deliberately kept brief with respect to the descriptions of meanings.

A Knowledge with understanding

list	present information in the form of a list / give a number of items, generally each of one word
define	give the meaning of / provide a precise statement of the meaning of a term
name	write down the names of items / give a number of items, generally each or one word
describe	say what something looks like or how it works / state the features or characteristics of an object or process
explain	make something clear / state what happens, together with how and why
identify	pick out / concise answers without explanation
outline	give the main points about a subject / give a brief answer, writing down the main points
state	say or write down / provide short, concise answers without explanation

B Handling of information

apply	make knowledge relevant to a specific problem, task or context
calculate	use mathematical methods to work something out / a numerical answer is required – working must be shown
compare	say how one thing is like or different from another / find resemblances and differences
complete	finish or fill in the gaps
describe	say what something looks like or how it works / state the features or characteristics of an object or process

determine	use the information given to work out the answer / set up
discuss	write in detail about all the aspects of a subject / give a critical account of the points involved in the topic
explain	make something clear/ state what happens, together with how and why
identify	pick out / point out what is unique about a material or situation
record	something established as fact by being recorded

C Analysis, problem solving and presentation

advise	recommend
assess	analyse and consider all the different aspects
analyse	write about in detail / examine information in detail to discover patterns or relationships
conduct	to get clear information through collecting / gathering data
calculate	use mathematical methods to work something out / a numerical answer is required – working must be shown
compare	say how one thing is like or different from another / find resemblances and differences
conduct	carry out, perform or do a certain task
design	a plan or draw
develop	build up/ create
draft	a drawing, sketch, or design

distinguish	explain the differences between two or more items / divide into classes etc. / point out the differences of thing from another / differentiate / draw distinctions
evaluate	say whether you think something is good or bad and give reasons for your opinion / use the information provided to make a judgement about something
justify	give reasons for why something should be the way it is / show the rightness of ...
present	give / show results / share
Prepare	draw up / develop / plan
recommend	explain the good points about something
Report	a written or verbal statement, giving an account of an event activity
Summarise	give a short account of the main points of a given text in your own words
suggest	write down possible reasons for something / use your knowledge and the information in the question to give what you think is the best answer

ANNEXE 3: EXAMPLE OF ENTREPRENEURSHIP SELF-ASSESSMENT TOOL FOR GRADE 8 & 9

Complete the Entrepreneurship self-assessment tool on the following page to determine how much of an Entrepreneur you are.

Instructions: Read each of the entrepreneurial characteristics/qualities listed in the tool and the explanations provided for each one and then rate the degree to which you believe you possess that characteristic/quality from 1 to 5. Rate 1 being the least and 5 being the highest. You will repeat completing the tool from time to time to see if you changed.

Key:

5	Strongly agree
4	Agree
3	Not sure
2	Disagree
1	Strongly disagree

Self-assessment tool

	Quality/characteristic of an entrepreneur	Explanation	Range of score (How do you rate yourself?)				
1	Opportunity seeking	Willing and able to see opportunities or chances in whatever situation confronted with	1	2	3	4	5
2	Information seeking	Always on the look-out for more information on opportunities	1	2	3	4	5
3	Persistence/determination	Not giving up easily when facing challenges	1	2	3	4	5
4	Commitment	Prepared to put in what it takes to succeed or dedicated to perform well	1	2	3	4	5
5	Perseverance	Not prepared to give up on one's aim even when disappointed or challenged	1	2	3	4	5
6	Creativity/originality	Ability to think and come up with new or imaginative ways and ideas	1	2	3	4	5
7	Innovative	Ability to come up with new solutions to problems and overcoming challenges	1	2	3	4	5
8	Initiative	Taking the lead in doing what is needed, or solving problems or doing things	1	2	3	4	5
9	Independent	Ability to make decisions on your own or not depending on others for ideas, solutions and opinions	1	2	3	4	5
10	Problem-solving	Ability to tackle challenges and solving problems	1	2	3	4	5
11	Task-oriented	Prepared to finish work or assignments as agreed	1	2	3	4	5
12	Risk-taking	Willing to take chances with a hope of succeeding and getting bigger rewards after collecting information	1	2	3	4	5
13	Concern for efficiency and quality	Do not let things take their own course and stick to agreed standards	1	2	3	4	5
14	Goal setting	Driven by desire to achieve	1	2	3	4	5
15	Systematic planning and monitoring	Able to follow a logical process and order in getting things done	1	2	3	4	5
16	Competitiveness	Eager to win	1	2	3	4	5
17	Flexibility	Able to listen and take other peoples' views and advice	1	2	3	4	5
18	Time consciousness	Keeping time and meeting agreed deadlines	1	2	3	4	5
19	Energy and mobility (high energy level)	Willing to work with one's brains, body and energy	1	2	3	4	5
20	Self-confidence and self-determination	Sure of oneself	1	2	3	4	5
21	Persuasive	Able to convince others to see and agree with your ideas	1	2	3	4	5
22	Networking ability	Able to get others to work with you in pursuit of your aims	1	2	3	4	5
			Low High				

Date of self-assessment

Total score

ANNEXE 4: ASSESSMENT RECORD SHEET FOR GRADE 8

Assessment record sheet: Entrepreneurship Grade:.....										Year:									
School:.....						Teacher:.....													
Name of learner	First Term					Second Term						Third Term				End-of-year marks			
	Topic test	Task or assignment	End-of-term test	Term Mark	Weighted term mark (70x10÷7)	Topic test	Task or assignment	Practically activity	End-of-term test	Term Mark	Weighted term mark	Topic test	Task or assignment	Portfolio	Term mark	Total (50+80+60)	CA mark (190÷1.9)	End-of-year examination	Promotion mark (200÷2)
	20	30	20	70	100	20	30	30	20	100	100	20	30	10	60	190	100	100	100

Term 1

Moderator:

Rank:

Signature:.....

Date:

Term 2

Moderator:

Rank:

Signature:.....

Date:

Term 3

Moderator:

Rank:

Signature:.....

Date:

ANNEXE 5: ASSESSMENT RECORD SHEET FOR GRADE 9

Assessment record sheet: Entrepreneurship Grade:.....											Year:									
School:.....											Teacher:.....									
Name of learner	First Term					Second Term					Third Term					End-of-year marks				
	Task or Assignment	Self-assessment + report	End-of-term test	Term Mark	Weighted term mark (70x10÷7)	Self-assessment + report	Business plan	End-of-term test	Term mark	Weighted term mark (85x10÷8.5)	Task or assignment	Comparative report	Business report	Portfolio	Term mark	Total (30+45+65)	CA mark (140÷1.4)	End-of-year examination	Promotion mark (200÷2)	
	20	10	40	70	100	10	35	40	85	100	20	10	25	10	65	140	100	100	100	
Term 1					Term 2					Term 3										
Moderator:					Moderator:					Moderator:										
Rank:					Rank:					Rank:										
Signature:.....					Signature:.....					Signature:.....										
Date:					Date:					Date:										



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