



University of Fort Hare  
*Together in Excellence*

**UNIVERSITY OF FORT HARE  
BUSINESS STUDIES METHOD PGCE-MBS 412  
B.Ed 4's and PGCE**

**MODULE** : BUSINESS STUDIES METHOD  
**EXAMINATIONS** : JUNE 2023  
**CODE** : MBS 412  
**INTERNAL EXAMINER** : Ms N. MQINGWANA  
**EXTERNAL EXAMINER** : Dr P.W. BWOWE  
**MARKS** :100  
**TIME** : 3 HOURS

This memorandum paper consists of 3 pages including the cover page.

## **QUESTION 1**

### **DIDACTICAL APPLICATION OF CONTENT AND ASSESSMENT**

Most learners have a challenge when doing and preparing PRESENTATION, yet according to the Curriculum and Assessment Policy Statement (CAPS), it forms part of the topics to be taught at the FET Phase.

#### **(a) FACTORS TO BE CONSIDERED WHEN DOING AND PREPARING PRESENTATION**

- Objectives of the presentation
- Visual aids to enhance and support presentation.
- Establish credibility by introducing yourself as the presenter at the start.
- Show important information list.
- Make the purpose/ main points of the presentation clear at the start of the presentation.
- Use suitable section titles/ subheadings/ bullets.
- Summarize the main points of the presentation to conclude the presentation.
- Stand in a good position where the audience can clearly see the presentation.
- Avoid hiding behind equipment.
- Do not ramble at the start, avoid losing the audience/ their interest.
- Capture the listener's attention.
- Involve the audience with a variety of methods eg short video clips, humor, etc
- Maintain eye contact.

Clearly stated factors with explanations that show the application of knowledge (**3 x 5 =15**). Part marks will be awarded for the partial understanding shown.

#### **(b) ASSESSMENT**

2 Assessment on Presentation

Assessment in line with Bloom's Taxonomy levels of ability

CATEGORY	SCORING CRITERIA	Key Word	Total	SCORE
Lower order question	Question showing just recall of facts	What, Name, List, State, Define, Identify	3	
Medium	Question showing understanding	Describe, Explain, Distinguish	4	
Higher order	Synthesis and Application of Knowledge	Apply, Compare, Demonstrate	3	

**[10]**

## QUESTION 2

### CURRENT ISSUES

Eskom's challenge on Maduba, Koeberg, and Kusile nuclear stations resulted in load-shedding stages going up from stage 6 to 8. This ongoing load-shedding has led to many small businesses closing- down, a high rate of unemployment, and an increase in cable theft, and the country's economy is heavily affected.

- a) Business ventures  
Business roles  
Professionalism  
Corporate Governance and Business ethics  
**Any relevant CAPS topic** (2 x 2 = 4)
- b) Show a catchy introduction. 4  
Teaching strategy is chosen. 4  
Sub-topics of the content 4  
Learner activity 4  
Conclusion 4 (21)  
Overall Presentation (synthesis) 1

## QUESTION 3

### TEACHING STRATEGIES

3.1 Making Use of Teaching Strategies to Teach Business Sectors as a CAPS Topic for Business Studies

TOPIC & ITS SUB-TOPIC	LESSON STAGE	TEACHING STRATEGY	EXPECTED CREATIVE APPROACH- But not limited to (Accept reasonable explanation)	MARKS
Business Sectors	Introduction	Discussion Simulation Problem - solving	<ul style="list-style-type: none"><li>Varies from teacher to teacher</li><li>Options but not limited to these:</li></ul>	Maximum of 4 Marks

			<ul style="list-style-type: none"> <li>• A short story on recent case</li> <li>• Short questions on Background knowledge</li> </ul>	
<p>The link between various primary, secondary and tertiary enterprises</p> <ul style="list-style-type: none"> <li>• Primary sector</li> <li>• Secondary sector</li> <li>• Tertiary sector</li> </ul>	Lesson Development	<p>Simulation Role Play Discussion Lecture Problem-Solving</p>	<p>Varies from teacher to teacher.</p> <ul style="list-style-type: none"> <li>• Learner engagement is important</li> <li>• Help develop learner's communication skills</li> <li>• Allows the learners to work together</li> <li>• Encourage the learners to develop their understanding by drawing on their knowledge and experience</li> <li>• Promote learning by helping learners to explore diversity of perspectives</li> </ul>	Maximum of <b>8 Marks</b>
	Conclusion	<ul style="list-style-type: none"> <li>• Problem-Solving</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher can summarise</li> <li>• Can ask questions</li> <li>• Can give learners chance to summarise on their own</li> </ul>	Maximum of <b>3 Marks</b>

			• Any reasonable conclusion	
--	--	--	-----------------------------	--

(15)

3.2 Any one of the teaching strategies used in 3.1 √√	2	
Reasons for selecting a strategy √√√√	4	(10)
Advantages of that strategy √√√√	4	

NB: Full marks for understanding and application of knowledge shown. Part marks for partial correct answers

**QUESTION 4**

**CLASSROOM MANAGEMENT**

During your school experience, you came across different ways of handling learners in your classroom. There were also some learners who would come to class with incomplete homework. There was one learner named Lizo who always enjoy arguing his point even if it meant delaying your lesson.

**4.1 STRATEGIES FOR CLASSROOM MANAGEMENT**

<b>Strategies for classroom management</b>	<b>Classroom management skills every teacher must have</b>	
<ul style="list-style-type: none"> <li>• Model ideal behavior. ...</li> <li>• Let students help establish guidelines. ...</li> <li>• Document rules. ...</li> <li>• Avoid punishing the class. ...</li> </ul>	<ul style="list-style-type: none"> <li>• Authority. ...</li> <li>• Knowledge. ...</li> <li>• Individualization. ...</li> <li>• Time management. ...</li> <li>• Patience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assertive discipline</b> is a systematic approach to behaviour management that requires that teachers set the rules, balance positive and</li> </ul>

<ul style="list-style-type: none"> <li>• Encourage initiative. ...</li> <li>• Offer praise. ...</li> <li>• Use non-verbal communication. ...</li> <li>• Hold parties.</li> </ul>		<p>negative consequences, and be assertive in their verbal communication to make their wants and needs to be known to students, parents, and principals.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------

**PRINCIPLES OF CLASSROOM MANAGEMENT**

- Take Care of Yourself to Take Care of Your Students.
- Focus on Building Relationships. ...
- Set Rules, Boundaries, and Expectations (and Do It Early) ...
- Take a Strength-Based Approach. ...(viewing situations realistically and look for opportunities to complement and support existing strengths and capabilities)
- Involve Parents and Guardians.

**Any reasonable sound argument of points to manage classroom such that teaching and learning is not compromised will be awarded as follows:**

2 marks for the point that shows understanding and application of knowledge.  
 Maximum of 7 points and 1 point for synthesis      **(2 x 7 = 14 + 1 = 15)**

**4.2 MAINTENANCE OF LAW AND ORDER IN THE CLASSROOM**

- Be always available and helpful.
- Treat all pupils the same and never give preference to certain pupils.
- Always be well prepared and use interesting teaching aids.
- Use a variety of techniques to make a lesson interesting.

- Keep the pupils busy for the whole lesson.
- Test the attentiveness of pupils by asking questions during and at the end of a lesson.
- Discuss problems in a calm and mature way.
- Correct a misunderstanding immediately to avoid troublesome consequences.
- Be friendly but firm with pupils.
- Be a good communicator who can hold the attention of pupils.
- Know the names of pupils as quickly as possible.

**Any 5 detailed points with application of knowledge shown (2 x 5 = 10)**

Moderated by Patrick.