



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Education and Curriculum Studies
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: Methodology and Practicum: FET Business Studies 3A MOFPBA3
<b><u>SEMESTER</u></b>	: First
<b><u>EXAM</u></b>	: May/June 2021 Supplementary Examination

**ASSESSOR(S)** : Mrs A. Maluleka

**MODERATOR** : Mrs N. Bhagwan

**DURATION** : Take-Home Exam **MARKS** : 50

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NUMBER OF PAGES: 3 PAGES

**INSTRUCTIONS:**

Read the following instructions carefully before answering the questions:

1. This assessment consists of **TWO** questions. All questions are compulsory.
  2. Each question should not be longer than a page and a half (1 ½ pages).
  3. Write down the question numbers exactly as they appear in the question paper.
  4. Start each question on a new page.
  5. Use black font colour.
  6. Type using Times New Roman or Arial font, 12 font size and 1.5 line spacing.
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**QUESTION 1:**

Critically discuss how the changes brought by the implementation of Curriculum and Assessment Policy Statement (CAPS) for Business Studies has improved the way the subject is taught in Grades 10 to 12. Your focus should be on the changes which relate to Business Studies. **(7x3=21)**

Demonstrate your understanding of the National Curriculum Statement (NCS) Grade R-12 principles by explaining how you can achieve a “high level of skills and knowledge” when teaching Business studies in your classroom. **(2x2=4)**  
**[25]**

**QUESTION 2**

“Discovery teaching methods can be successfully used in Business Studies classrooms if the teacher knows how to use them correctly”. As a Business Studies teacher, you should demonstrate how you can successfully use the problem-solving teaching method in a Grade 10 Business Studies lesson. Choose any Grade 10 content and explain how you can use the problem-solving teaching method to successfully teach the chosen content. **[25]**

**Marking Criteria:**

- (i) Prior knowledge and subject content **(3x2=6)**
- Brief situation analysis of the school/class/learning environment
  - How is this lesson going to support unit goals/enduring understanding?
  - How does this lesson build on the previous lesson, or will it support the next lesson?
- (ii) Differentiation according to learner needs **(2x2=4)**
- How will I differentiate the instruction (content, process) to ensure the inclusion of learners?
  - Examples of techniques that you will use to address learner needs.
- (iii) Assessment of learner learning **(5)**
- Explain your selected task or activity that would be most appropriate to assessing learning during the lesson and how it would be used.
  - Justify how your selected task or activity would improve understanding.

- (iv) Discuss how this method would be applied in a grade 10 lesson. Critiquing roles and responsibilities of the teacher and learners whilst identifying content to be covered and justify related techniques. (10)
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**TOTAL: 50**