

startUP  
& GO

Entrepreneurship Education  
Grade 10



International  
Labour  
Organization



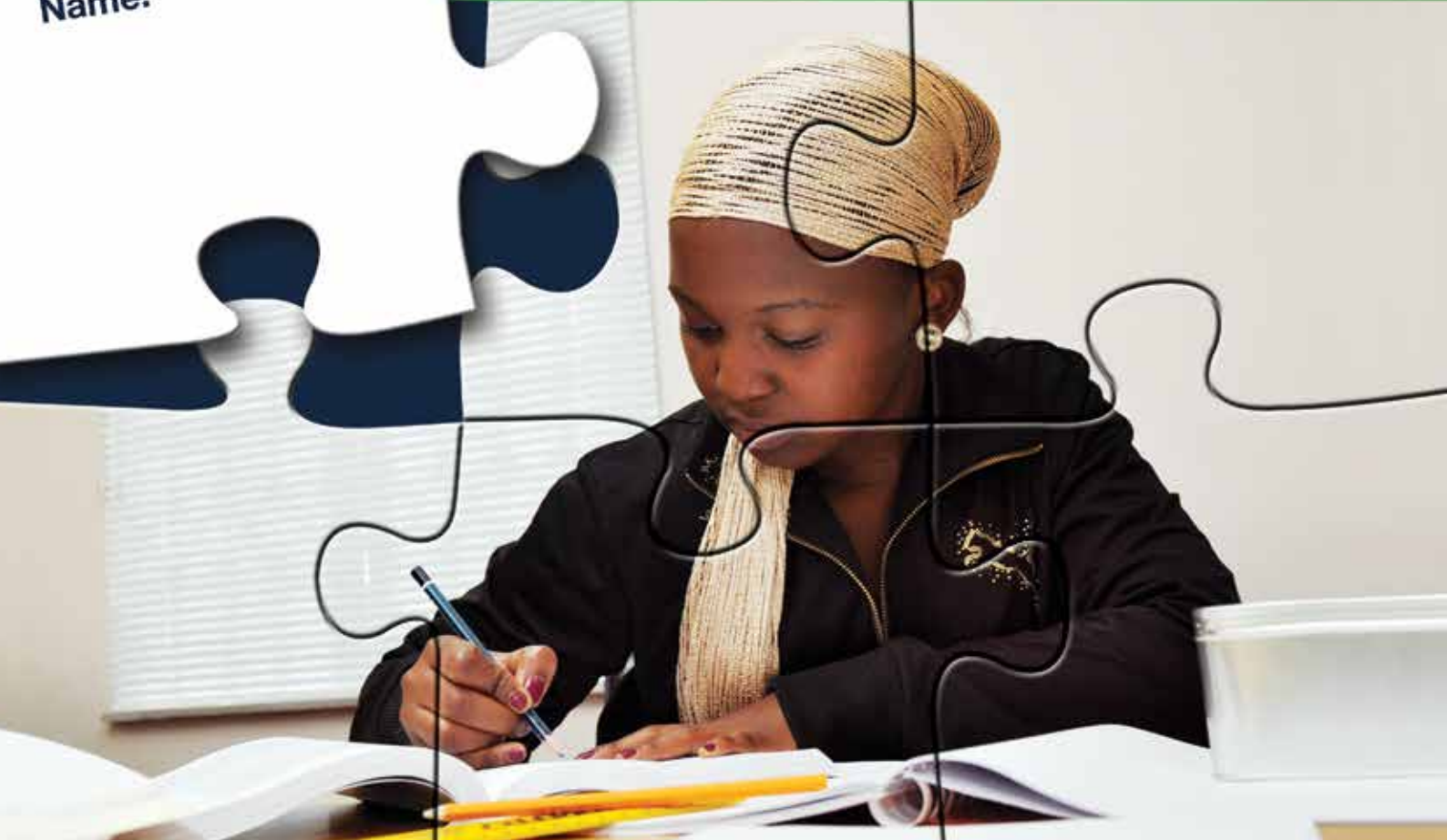
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Name: **INFORMAL ASSESSMENT portfolio**







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## Entrepreneurship Education

Grade 10 | Term 1 - 4

# INFORMAL ASSESSMENT portfolio

Authors:

Ria de Villiers

Robert Eric Nelson

Jens Dyring Christensen

International Labour Office, Geneva  
International Training Centre of the ILO, Turin

## TERM 1

Date: .....

Mark: /25



### ACTIVITY 1.1

#### Analysing the rap song

Write your responses to the following questions:

a) What was the difference between reading the poem and “rapping” the poem? (2)

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b) What is the main point of Section A in the poem? (2)

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c) What is the main point of Section B? (2)

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d) What is the main point of Section C? (2)

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e) What is the main point of Section D? (2)

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f) What is the main point of Section E? (2)

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## TERM 1

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### ACTIVITY 2.1

#### What is your game plan?

List and discuss 3 tactics for becoming the best boat producing team in the class. (6)

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### ACTIVITY 2.2

#### Analysing lessons learned from the micro environment

a) What are the efforts of all team members important to the success of the business? (2)

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b) How would the vision have assisted in guiding the eight business functions in the boat-making business? (2)

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**TERM 1**

- c) Discuss any goals you had before the game (such as how much money you planned to make, how many boats you planned to sell, etc.). (2)

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- d) Did your “business” achieve its goals? Explain. (2)

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- e) Did the organisational culture (atmosphere) in your business help or hinder your business’ involvement in the boat-making game? (2)

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- f) What did the Boat-making Game highlight about small business operations? (2)

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- g) List similarities between what was required of you during the game and what you might need as a future entrepreneur? (5)

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- h) What effects did the Chance Cards have on the operations and profits of the business? (2)

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## TERM 1



### ACTIVITY 2.3

#### The Boat-making Game and the 8 business functions

The micro-environment in formal business is characterised by eight business functions. Think about the Boat-making Game and how you operated. Which role or function did each member of the team perform?

(15)

Business function performed and by whom?	Why this function had an important role to play in the business
<i>Production</i> e.g. Thabo made boats	<i>If there is no product to sell, there is no business. If the boats are poorly made, there will be no sales.</i>
Purchasing	
Public Relations	
General Management	
Marketing	
Human Resources	
Administration	
Finance	



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**ACTIVITY 3.1**

**The Boat-making Game and the Market Environment**

Now answer these questions with respect to the Boat-making Game:

a) Who were the customers/consumers involved in the Boat-making Game? (2)

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b) What were the main differences between the customers/consumers your business dealt with in the Boat-making Game? (2)

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.....

c) Who were the main competitors in the Boat-making Game? (2)

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d) What competitive advantage do you think your business had over your competitors in the Boat-making Game? (2)

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e) How do you think having a good relationship with your suppliers assisted you in the Boat-making Game? (2)

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f) How do you think having a good relationship with the bank assisted you in the Boat-making Game? (2)

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## TERM 1



### ACTIVITY 3.2

#### The Boat-making Game and the Macro Environment

- a) How would an increase in the interest rate have affected your boat-making business? (2)

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- b) How would increases in labour regulations (such as minimum wage) have affected your boat-making business? (2)

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- c) If you were given a piece of equipment that could make boats, how would this impact on your business? (2)

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- d) What do you think your business could have done to deal with the macro-environmental challenges more effectively? (2)

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**ACTIVITY 4.1**

**Analysing a small, informal business**

- a) Why have Nabira, her brothers and her parents sold flowers in the informal sector for over 20 years? (2)

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- b) Do you think Nabira’s business would do well in the formal sector? Explain your view. (2)

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- c) What do you think of Nabira’s attitude when she states that she “can’t get rich, but the flower business allows for food on the table and survival?” (3)

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## TERM 1

- d) Approximately 20 family members are involved in the business. What could Nabira do to expand the family’s flower business so that 50 people could be employed by the business? (4)

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- e) What do you think of Nabira’s comment the “you don’t have to have a degree to be successful”? (2)

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- f) If the flower business grew, what changes would have to take place regarding the business functions that you learned about earlier on in the term? (4)

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- g) Nabira feels that hard work, dedication and the will to succeed are important characteristics for any business person to have. What other personality traits or characteristics do you think she needs to expand the business? (3)

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**TERM 1**

Date: .....

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**ACTIVITY 4.2**

**Analysing a small, formal business**

a) What indications do we have that Sally’s small business is formal? (1)

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b) For how long has her business been in existence? (1)

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c) Why did she move from her initial location in a busy mall? (2)

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d) What was the huge advantage of being in the mall? (3)

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e) What losses did she suffer as a result of her decision to move her shop? (1)

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f) What advantages is she experiencing in her new location? (4)

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## TERM 1

g) Compare Nabira’s and Sally’s businesses using a SWOT-analysis. (8)

	Nabira	Sally
Strengths		
Weaknesses		
Opportunities		
Threats		

h) Which entrepreneur displays a more entrepreneurial behaviour?  
Explain your answer. (2)

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**TERM 1**

Date: .....

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**ACTIVITY 4.3**

**Analysing the business sectors**

a) What are the differences between the public sector and the private sector? (2)

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b) How can the public sector be entrepreneurial? (3)

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c) What is privatisation of a business? (3)

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**TERM 1**

Date: .....

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**ACTIVITY 5.1**

**An entrepreneurial spin on the 8 business functions**

**Use the notes you made during the video viewing and answer these questions:**

- a) Based on the video, why do employees in the General Department of Eskom need to be entrepreneurial in their jobs? (2)

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- b) What qualities of the eight persons interviewed in the video relate to being entrepreneurial? (4)

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- c) Why do personnel in the Marketing Department need to be entrepreneurial in their work? (2)

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## TERM 1

- d) What four qualities expressed by the employees in the video show that they enjoy their work? (4)

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- e) Of the eight Eskom employees interviewed, which one would be best qualified to leave the company and start their own business? Why do you think so? (4)

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- f) What did Joyce Moroole of the Human Relations Department mean when she said ‘the challenge of the Human Relations Department is to change the mindset and behaviour of Eskom’s employees’? (4)

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**TERM 1**

**Informal Assessment: Term 1**

Activity number	Date of completion	Head of Department	Subject Advisor
		<i>Signed and dated</i>	<i>Signed and dated</i>
		Feedback	Feedback

**Teacher's comments:** .....

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**Signed:** .....

**Date:** .....

## TERM 2

Date: .....

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### ACTIVITY 1.1

#### Analysing socio-economic issues in the workplace

- a) Identify the nine socio-economic issues listed in the video and create a mind-map to sum up the content of the video. (9)

- b) List other socio-economic issues affecting South Africa. (3)

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- c) Which are the socio-economic issues most prevalent in your local community? (2)

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- d) What do you think government, businesses and individuals can do to deal with at least 3 socio-economic challenges which you have identified in your community. (6)

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**TERM 2**

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**ACTIVITY 1.2**

**Analysing socio-economic issues in your community**

- a) In groups, identify one burning socio-economic issue in your school that needs immediate attention. (2)

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- b) Draw up a 5-point plan for dealing with the problem. (5)

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- c) Discuss the solving of the problem as a potential small business by doing a SWOT-analysis on the idea. (2)

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## TERM 2

d) Draw up a definition of

- social responsibility (2)

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- social entrepreneurship (2)

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e) What is the difference between CSI and CSR? (2)

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TERM 2

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**ACTIVITY 1.3**

**Reviewing practical examples of socio-economic issues in the workplace**

**A socio-economic problem is referred to in each of the following scenarios which appeared on your chance cards during the boat-making game. How did each Chance Card affect your business operations and profitability?**

- a) Two employees got into a violent fight and were arrested. Their arrest cost you R15 in lost sales. (2)

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- b) You received a R10 counterfeit bill and you turned it in to the police. Too bad, you should have checked the bill before accepting it. (2)

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- c) You paid R30 to a lawyer who went to court to stop another company from copying your boat design. (2)

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- d) You have to pay R15 to bail out your top employee from jail because he was caught gambling illegally. R15 He will repay the business at end of the month when he gets paid (2)

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- e) An employee has resigned because he is seriously ill with HIV/Aids. It costs you R20 to train a new employee. (2)

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- f) A violent strike took place in the business district. Your door was destroyed and had to be replaced for R20. (2)

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- g) R20 worth of tools had to be replaced because of theft. (3)

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**TERM 2**

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**ACTIVITY 1.4**

**Ludwick's big idea**

View the presentation by Ludwick Marishane and then answer the questions that follow.

a) What was the gap in the market Ludwick identified? (2)

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b) How did he use this information to create a business opportunity? (2)

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c) Name and describe the product. (2)

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d) How does the name of his company reflect his personality as an entrepreneur? (2)

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e) Describe the situation that led to the 'big idea'. (2)

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f) What does this tell us about the way in which creative ideas pop up? (2)

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g) Name two shocking facts about access to clean water that came up in his research? (2)

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h) Where did he start looking for information? (2)

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i) How did his Physical Science knowledge help him? (2)

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j) In what way did his product help the medical field? (2)

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k) Did a lack of finance hamper Ludwick? Explain your answer. (2)

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l) What lessons about his market has he learned? (2)

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m) How did he adjust the product to suit the poorer market? (2)

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n) How did his product help poor communities save time? (2)

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o) Name two exciting awards with which Ludwick was presented because of his products. (2)

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### ACTIVITY 1.5

#### Simulated interview with Ludwick Marishane

a) Explain your business idea. (2)

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b) What is your view concerning entrepreneurs and their responsibility to their stakeholders? (2)

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c) Would you consider yourself a social entrepreneur? Why? (2)

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d) Where do you think your use of DryBath fits in? Is it ...

- a socially responsible venture?
- a corporate social responsibility project?
- a social entrepreneurial venture?

Explain your answer.

(4)

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TERM 2

Date: .....

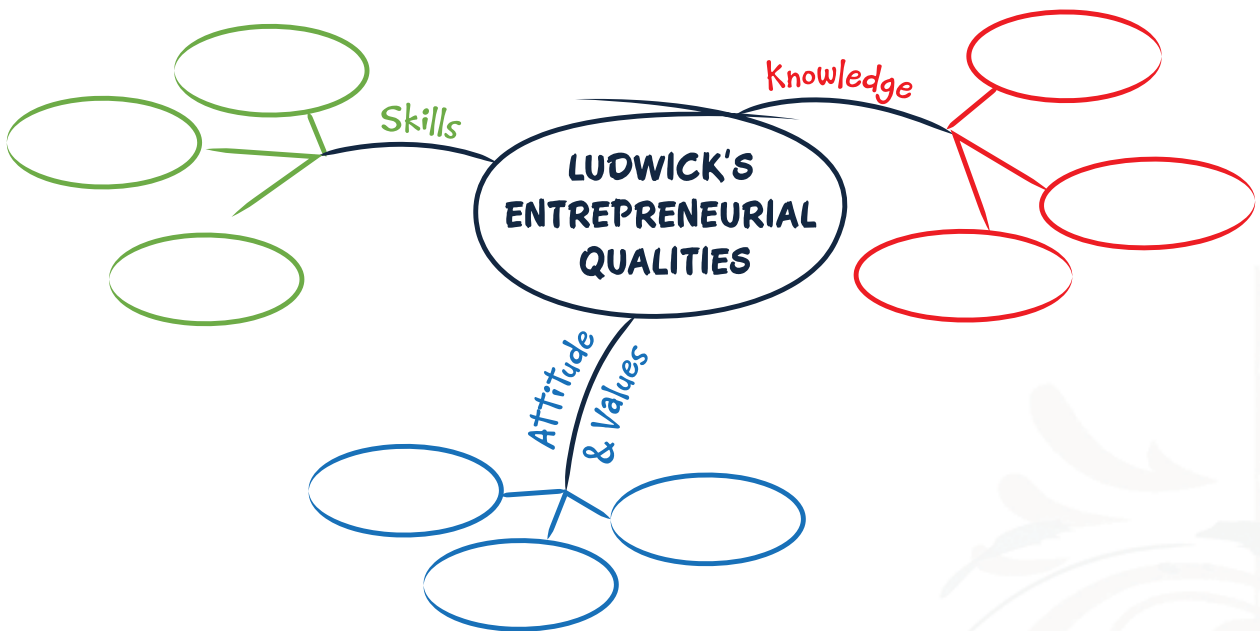
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ACTIVITY 2.1

Entrepreneurial qualities

Think about Ludwick Marishane's entrepreneurial qualities and summarise them in a mind-map.



(10)

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### ACTIVITY 2.2 (PART 1)

#### Debriefing

After the game, meet with your risk-taking team and discuss and respond to the following questions orally.

- a) How did the members in the winning team decide on how far to stand from the basket and how many times did they change the distance for their throws? (2)

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- b) What problems did the lowest scoring teams have and what changes did the team make while they played the game? (2)

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 .....

- c) What approach to risk taking did learners with highest scores use? (2)

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 .....

- d) If the game were to be played again, what changes would your team make to improve your scores? Explain why. (2)

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 .....

- e) If the game were to be played again in teams, how should the teams be selected? (2)

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f) Why is it essential to be aware of the scores as the game is being played? (2)

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g) Why would it be an advantage for a team to be the last team to throw? (2)

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h) Should the best scorers be considered the best entrepreneurs? Explain your view. (2)

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i) Based on what you know about entrepreneurs, list 5 entrepreneurial characteristics that are useful in playing this game successfully. (2)

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j) What have you learned about taking risks in all phases of your life as a result of playing this game? (2)

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### ACTIVITY 2.2 (PART 2)

#### Analysing your moves

- a) What preparations did your team make before playing the game and what were your reasons? (2)

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- b) What information did you have before taking your turn in the game? (2)

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- c) Did the information regarding the scores of previous throwers guide you when you took your turn? Explain. (2)

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- d) What personal fears did you have before playing the game and while playing the game? (2)

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- e) What were the biggest obstacles to your success in playing the game? (2)

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- f) Why did you try your best to score points? (2)

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g) What do you consider the most important risk factors when taking the risk while playing the game? (2)

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h) What can you do to minimise your risks in playing the game? (2)

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i) Explain why you have the potential to be an entrepreneur as a result of the personal lessons you learned after playing the game. (4)

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### ACTIVITY 2.3

#### Empower yourself by managing your risks

Complete the following table to help you analyse your risk and then hopefully to help you avoid the risk.

Decision to be taken: e.g. <i>To start a small business after school</i>	Unpack each step in making your decision
<p><b>Step 1</b> Assess the risk Is there a risk? What do you have to lose? (2)</p>	<p><i>What do I stand to lose if I go ahead?</i></p>
<p><b>Step 2</b> Think of your goals and objectives Does the risk you will be taking match your personal goals? Does the risk reflect who you are deep down? (4)</p>	<p><i>Would going ahead fit in with my values and goals? Describe them.</i></p>

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<p><b>Step 3</b>                  List and unpack the alternatives                  What alternatives are there?                  Describe three alternatives in some detail and think about what you would lose if you decided on each alternative. (3)</p>	<p><i>If I do not take this risk, I could possibly take this decision:</i></p> <p><b>Alternative 1:</b>  <b>Risk</b></p> <p><b>Alternative 2:</b>  <b>Risk</b></p> <p><b>Alternative 3:</b>  <b>Risk</b></p>
<p><b>Step 4</b>                  Gather information and weigh the alternatives.                  Find out more and weigh the reasons for and against each alternative. (6)</p>	<p><b>Alternative 1</b>  <b>Information gathered:</b></p> <p><b>Alternative 2:</b>  <b>Information gathered:</b></p> <p><b>Alternative 3:</b>  <b>Information gathered:</b></p>

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<p><b>Step 5</b> Reduce the risks. Choose the best alternative after you have thought about the costs (personal or financial) (2)</p>	<p><i><b>I have studied the information. The best choice would be.... because...</b></i></p>
<p><b>Step 6</b> After choosing the best alternative, think of a three-point plan to carry it out (3)</p>	<p><i><b>I have decided to ... (explain your decision). These are the first three steps to carrying it out:</b></i></p> <ol style="list-style-type: none"> <li><b>1.</b></li>   <li><b>2.</b></li>   <li><b>3.</b></li> </ol>

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**ACTIVITY 2.4**

**Entrepreneurial profile**

a) Link of an entrepreneurial characteristic to each body part given. (22)

Body Part	Entrepreneurial characteristic linked to body part
<i>e.g. shoulders</i>	<i>Need big shoulders to carry the big responsibility for running a business e.g. creating jobs for people</i>
head	
eyes	
ears	
mouth	
nose	
forehead (brain)	
neck	
elbows	
hands	
legs	
feet	

b) Use the poster or the picture of the Entrepreneurial Person in your Learner’s Book to fill in any gaps you may have left out. (3)



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**ACTIVITY 2.5 (PART 2)**

**Debriefing – an analysis of gender in entrepreneurship**

- a) What is the difference in perceptions of female and male entrepreneurs in society? Discuss reasons for these differences in perception. (4)

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- b) How can the learning points illustrated in this activity be used in a business context? (3)

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- c) Are there certain types of business where gender should be considered a key factor? Hair salon? Trucking company? (3)

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## TERM 2

Date: .....

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### ACTIVITY 2.6

#### The Perfect Partner

- a) Do all learners have the potential characteristics to become entrepreneurs? Explain. (3)

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- b) Is it a negative if some learners do not possess the characteristics to become an entrepreneur? Explain. (2)

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- c) What have you learned from this exercise? (3)

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- d) Which entrepreneurial characteristics do you need to develop to run a business? Discuss them. (7)

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**TERM 2**

Date: .....

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**ACTIVITY 3.1**

**The non-profit company (NPC)**

a) How is Lebone funded? (3)

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b) Name another two well-known South African NPCs. (2)

.....

c) Name three characteristics of NPCs. (3)

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.....

d) Name three advantages of NPCs. (3)

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.....

e) Name three disadvantages of NPCs. (3)

.....  
.....

f) Identify one NPC in your area and explain:  
• Why it may be regarded as an NPC  
• How it is funded  
• Whether you think it has a culture of entrepreneurship. (4)

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### ACTIVITY 3.2

#### Analysing good practice at Lebone

a) Why would you say that Lebone Trust is a social entrepreneurship project? (5)

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b) Why does Lebone Trust have to be entrepreneurial? (5)

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c) How is the staff organised for maximum effectiveness? (5)

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d) Explain how Lebone ensures quality service delivery. (5)

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**TERM 2**

Date: .....

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**ACTIVITY 4.1**

**Contemporary socio-economic issues**

- a) Which of the many contemporary socio-economic issues facing South Africa does DryBath address? (3)

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- b) In what ways can DryBath be considered a small step towards reducing unemployment? (3)

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- c) Marishane’s rural Limpopo community is clearly an example of inequality in communities. Give two examples. (2)

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## TERM 2

Date: .....

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### ACTIVITY 4.2

#### Social responsibility

a) What is social responsibility? (3)

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b) What is corporate social responsibility? (3)

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c) Name three possible projects Marishane could engage in that could be considered CSR, but would also strengthen his brand. (4)

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TERM 2

Date: .....

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**ACTIVITY 4.3**

**Entrepreneurial qualities**

a) What are, in your opinion, Ludwick’s top 3 qualities as an entrepreneur? Give evidence for your answer. (3)

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b) What does the name of Ludwick’s organisation tell us about his personality? (2)

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c) How is Ludwick “giving back” to his community at this stage? (2)

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d) What was his original market when invented DryBath? (2)

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e) Name 4 new industries which will benefit from DryBath. (4)

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f) In what ways does Ludwick inspire you? (2)

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**TERM 2**

**Informal Assessment: Term 2**

Activity number	Date of completion	Head of Department	Subject Advisor
		<i>Signed and dated</i>	<i>Signed and dated</i>
		Feedback	Feedback

Teacher's comments: .....

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Signed: .....

Date: .....

**TERM 3**

Date: .....

Mark: /10



**ACTIVITY 1.1**

**Analysing the construction game**

a) Who was the natural leader? Why was s/he successful? (2)

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b) Explain which of the criteria (the “business brief”) you met and which you ignored. (3)

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c) Analyse some problem-solving techniques you applied:  
• Finding information to solve the problem?  
• Systematic problem-solving approach?  
• Strong decision-making?  
• The problem-solving cycle?  
• Techniques like brainstorming, a map or plan, unconventional thinking? (3)

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d) Was your presentation successful in selling your design? Explain why. (2)

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## TERM 3

Date: .....

Mark: /10

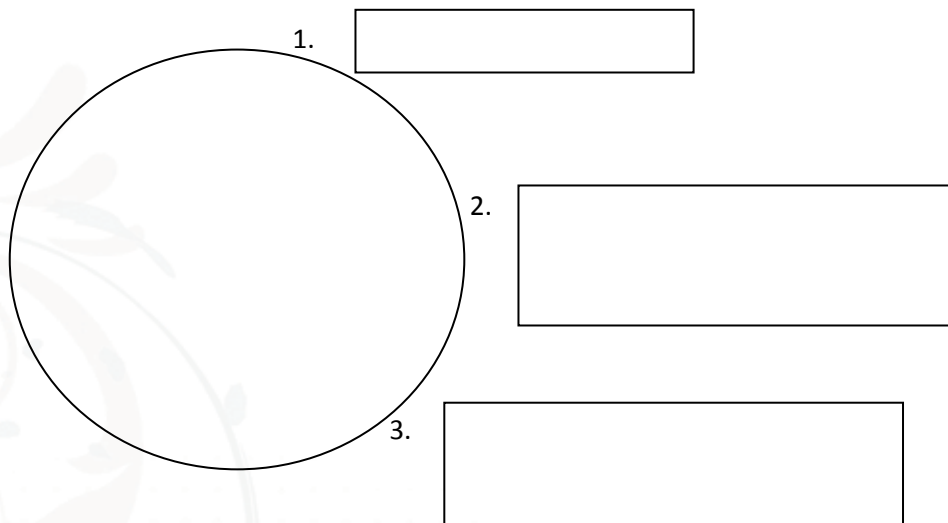


### ACTIVITY 1.2

#### The problem-solving cycle

- a) Use the first three steps of the problem-solving cycle below to decide whether you should start revising for your exams this weekend or whether you should go to your best friend's going away party. S/he is moving to Gauteng. (6)

1. Identify the problem
2. Define the problem
3. Formulate/describe a possible solution
4. Implement the strategy
5. Collect resources (what you need)
6. Monitor the success or failure of the plan



- b) Use steps 4 to 6 to report back on a problem-solving plan you had and the success/failure of the plan: once you had implemented the strategy and collected resources, what was the outcome after you evaluated the plan? (4)

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**TERM 3**

Date: .....

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**ACTIVITY 2.1**

**Thabo's development as an entrepreneur**

a) How has Thabo contributed to the development of an entrepreneurial spirit and culture? (3)

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b) How has Thabo created employment for people in the community? (2)

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c) Why was it 'good business' for Thabo to hire two female and two male sales persons? (2)

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d) How could the hiring of two tailors with disabilities affect the community? (3)

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## TERM 3

Date: .....

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### ACTIVITY 2.2

#### Business opportunity and related factors

- a) Conduct a SWOT analysis on Thabo's business (mention two features of each component). (5)

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- b) Define market research, and mention the types of research Thabo could have conducted before he opened his business. (3)

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- c) Mention possible reasons that made Thabo believe this was a feasible business opportunity. (2)

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- d) Name some of the steps you would take in determining whether or not a possible business opportunity is a **good** business opportunity. (5)

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- e) What steps would you take in making a personal decision like which college or university to attend? (3)

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.....

- f) What would you take into account when selecting a college or university? (2)

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**TERM 3**

Date: .....

Mark: /10



**ACTIVITY 3.2**

**Factors impacting on business location**

a) Why did Sally decide to move to a new business location? (2)

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b) Name two advantages, and two disadvantages of leaving a Mall and moving to a private premise according to Sally? (4)

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c) Which factors of establishment were the most important to Sally when she chose to move to her new location? (2)

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d) If you were to open up a business what is the type of location you would be looking for, and which of the factors of establishment will influence your decision the most? (2)

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## TERM 3

Date: .....

Mark: /18



### ACTIVITY 4.1

#### Analyse the interview with Ayanda

- a) Use the rubric below and analyse Ayanda in terms of her verbal presentation skills.

Mark the appropriate box with an X.

Aspects of presentation	Poor	Average	Good	Very good	Excellent
Eye contact	1	2	3	4	5
Speaking volume	1	2	3	4	5
Body language	1	2	3	4	5
Sentence structure	1	2	3	4	5

TOTAL: \_\_\_\_\_  
20

- b) What aspects of her live presentation could she possibly improve on? (3)

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- c) Ayanda used a Powerpoint presentation to present her business, what other visual or audio-visual aids could she have used to add to this presentation? (3)

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**TERM 3**

d) Do a self analysis on your own presentation skills:

i) What do you do well?

(3)

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ii) What do you feel you need to improve on?

(3)

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iii) How will you go about making these improvements?

(3)

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e) Why does an entrepreneur need presentation skills?

(3)

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## TERM 3

Date: .....

Mark: /25



### ACTIVITY 5.1

#### Faith's business plan

- a) What is a business plan according to Faith? What does theory say a business plan is? (2)

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- b) How does a good business idea form the basis for a business plan and what research did she do in this regard? (2)

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- c) What were the components of Faith's business plan? (2)

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- d) What information did Faith put in her financial statements? (2)

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.....

- e) What type of business entity did she establish? With whom should she register? (2)

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**TERM 3**

f) Given the nature of your business, what legal requirements does she have to adhere to? (2)

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g) How are MED-Deliver marketing their business? (2)

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.....

h) How are they incorporating the 7 P’s of the marketing mix in their business plan? (7)

Product	Price
Promotion	Place
People	Physical Environment
Process	

i) What is the biggest challenge in writing a business plan? (2)

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.....

j) In closing, what is the biggest challenge that especially young entrepreneurs are experiencing in the business environment? (2)

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## TERM 3

Date: .....

Mark: /10



### ACTIVITY 5.2

**What would a SWOT analysis of your business entail?**

In pairs, read a transcription of the answer Faith gave when she was asked to do a SWOT analysis of her business. Discuss the questions, plan the answer to the activity together and then complete the activity in your Informal Assessment Portfolio for homework.

- a) Why did MED-Deliver do a SWOT analysis? (2)

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.....

- b) Using the information given by Faith, sum up what she says in a SWOT analysis using the grid on the next page: (8)



**TERM 3**

<b>POSITIVE</b>		<b>NEGATIVE</b>	
<b>SWOT ANALYSIS</b>			
<b>MED-Deliver</b>			
<b>Strengths</b>		<b>Weaknesses</b>	
What makes them successful?		What prevents them from being successful?  What can they improve?	
<b>INTERNAL</b>			
<b>Opportunities</b>		<b>Threats</b>	
What opportunities from the micro, market and macro environments will contribute to more success to her business?		What obstacles prevent them from being even successful?  How are their competitors doing?	
<b>EXTERNAL</b>			

**TERM 3**

**Informal Assessment: Term 3**

Activity number	Date of completion	Head of Department	Subject Advisor
		<i>Signed and dated</i>	<i>Signed and dated</i>
		Feedback	Feedback

**Teacher's comments:** .....

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**Signed:** .....

**Date:** .....

**TERM 4**

Date: .....

Mark: /25



**ACTIVITY 1.1**

**Analyse the interview with Sibusiso Tshabalala**

a) How is time management linked with a professional image in the business world? (2)

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.....

b) Write down some goals you would like to achieve during the remaining time of your schooling career according to the following aspects of your life. (Hint: Remember goals must be specific and realistic).

i) Education (2)

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ii) Extra-mural activities (sport/culture/etc) (2)

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.....

iii) Family/friends (2)

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iv) Health (2)

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v) Finances (2)

.....  
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**TERM 4**

Date: .....

Mark: /6



**ACTIVITY 1.2 (PART 1)**

**Analyse the interview with Leon de Man**

a) How does Leon prove to us that reaching your personal goals is possible? (2)

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b) What particular problems does Leon face as a disabled business person? (2)

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c) What is Leon's secret to business success? (2)

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## TERM 4

Date: .....

Mark: /10



### ACTIVITY 1.2 (PART 2)

#### Analysing the terms

- a) In what ways are these two words (entrepreneurial and enterprising) similar in meaning? How are these terms different? (4)

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- b) Clearly, enterprising behaviour can be learned and can take place while you are at school. Describe enterprising behaviour in the following situations:

- (i) You are writing a Maths test next week, but you missed the lessons on exponents and you do not understand the section at all. (2)

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.....

- (ii) Your class is given the opportunity to run a stall at the school's entrepreneurship day and your classmates cannot get going because no one can agree on what the product will be. (2)

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- (iii) Your favourite uncle has lost his job and the family is very depressed. (2)

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**TERM 4**

Date: .....

Mark: /15



**ACTIVITY 1.3**

**Comparing Leon and Sibusiso**

a) Which of the two interviewees (Sibusiso or Leon) do you find more inspiring? Explain why. (3)

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b) Why do you think time-management is crucial for both Leon and Sibusiso? (2)

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c) Does Leon come across as a professional business person? Explain your answer. (3)

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d) What evidence do Leon and Sibusiso give that they know themselves? (2)

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e) Would you agree that Leon is adaptable? Explain your answer. (3)

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.....

f) They are both well-organised. Prove this statement by referring to the video. (2)

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## TERM 4

Date: .....

Mark: /15



### ACTIVITY 2.1

#### Debriefing session: Team problem-solving

a) What is the meaning of cooperating to solve a problem? (3)

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b) How can the game relate to a work situation (each team could be considered a work organisation)? (3)

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c) What happens when a person refuses to give or receive help in a job situation? (3)

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d) Why should workers ask for help when they need it? (3)

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e) Why was silence in the team problem-solving activity very powerful? (3)

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**TERM 4**

Date: .....

Mark: /10



**ACTIVITY 2.2**

**Work together to achieve your goals**

- a) In pairs, reflect on what happened during the playing of the Broken Squares Game. Discuss the following questions and then write down the answers in your Informal Assessment Portfolio:

Here are a number of ways in which people can work together to accomplish business (and other) objectives. Complete the table by referring to your own team dynamic: (8)

Ways in which teams reach success	Explain if and how this was present in your team
i) We all understood the objectives of the team task.	
ii) We all respected each other's importance.	
iii) Our good (non-verbal) interpersonal relationships were clear.	
iv) We did not allow diversity (e.g. prejudices and personal values) to influence our performance	

- b) How could issues like personal values and prejudices have become an obstacle in you team's performance? (2)

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## TERM 4

Date: .....

Mark: /5



### ACTIVITY 2.3

#### The Broken Squares Game and the Real World

- a) How did the Broken Squares Game mirror what happens to friends at school? (2)

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- b) What did you learn about the way staff members in a business operate from the game? (3)

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**TERM 4**

Date: .....

Mark: /20



**ACTIVITY 3.1**

**Analysing lessons learned**

a) Who determined the “market price” for apples? Was it the buyers or sellers? (3)

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b) How did supply and demand (sellers and buyers) influence price? (3)

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c) Why were some of you able to make more profit than others? (2)

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d) To what extent could you identify parallels between what was required of you during the game and what might be required of you as future entrepreneurs? (3)

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## TERM 4

e) Why is negotiation considered a two-way process? (2)

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f) Why are negotiation skills important to the success of a business? (2)

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g) Are females or males better negotiators? Explain. (2)

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h) Why do buyers and sellers use creativity in the negotiation process? (3)

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**TERM 4**

Date: .....

Mark: /10



**ACTIVITY 3.2**

**Apple Negotiation**

a) What/who would potentially form part of Mrs Smith’s micro environment? (2)

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.....

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b) Who would potentially form part of Mrs Smith’s market environment? (2)

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c) How would an increase in the inflation rate affect Mrs Smith’s macro environment?  
(Hint: Remember what a high price meant in the apple negotiating game.) (2)

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d) Show the links between the three business sectors involved in Mrs Smith’s apple business. (4)

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## TERM 4

Date: .....

Mark: /8



### ACTIVITY 3.3

#### Reflect on your Grade 10 year

- a) Discuss one or more goals that you did not achieve this year and say why not. (2)

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- b) List three realistic goals for your grade 11 year. (3)

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- c) How will you make sure that you stay on track? (3)

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**TERM 4**

**Evaluation: Term 4**

Activity number	Date of completion	Head of Department	Subject Advisor
		<i>Signed and dated</i>	<i>Signed and dated</i>
		Feedback	Feedback

**Teacher's comments:** .....

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**Signed:** .....

**Date:** .....

## NOTES

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