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KIRIRI WOMEN'S UNIVERSITY FOR SCIENCE AND TECHNOLOGY
UNIVERSITY EXAMINATION, 2021 / 2022 ACADEMIC YEAR
END OF SEMESTER TWO EXAMINATION FOR THE DEGREE OF
BACHELOR OF EDUCATION

UNIT CODE : KET 2305 : SUBJECT METHOD IN BUSINESS STUDIES

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MARKING SCHEME

QUESTION ONE

- (a) The two documents are not correctly prepared as per accepted format because of the following reasons.
- (i) Lesson plan
 - 1) The lesson plan is lacking the timings of the lesson
 - 2) It is not showing how the lesson will be introduced, developed and concluded.
 - 3) The lesson plan is lacking administrative details
 - 4) The lesson plan is lacking the lesson objectives
 - 5) The lesson plan is not showing its learning activities or even learning resources

1mk x 3 pts = 3 marks

- (ii) Scheme of work
 - 1) The scheme of work is lacking administrative details
 - 2) The scheme of work is not showing the objectives
 - 3) A scheme of work has only one learning activity which is not adequate
 - 4) The scheme of work is not showing learning resources

5) The activities in the scheme of work is not arranged sequentially

1mk x 3 pts = 3 marks

(b) (i) Lesson Plan

Makanda Girls high school

Name of the student teacher

Class - Form 2 K

Subject – Business Studies

Time 11.00 – 11.40 am Date : 03/03/2022 Term_____1_____ Year : 2022

Lesson objectives

By the end of this lesson the student will be able to:

- (i) Define the term office
- (ii) Explain at least five functions of office
- (iii) Explain the categories of office staff

Resource materials

- (i) Form 2 Business studies by KLB
- (ii) Teaching Aids – chart
- (iii) Teaching Notes

Time	Lesson Content	Teaching and learning activities
5 Minutes	Introduction - Definition of office -Brief description of an office	(i) Explaining the students (ii) Taking of notes (iii) Asking and answering questions (iv) Illustrating the concept of office with teaching aid
30 Minutes	Lesson Development -Functions of office -Categories of Office Staff	
5 Minutes	Conclusion -Summary of the topic -Take away assignment	

3 marks

(i) Scheme of work

Makanda Girls High School

Name of teacher

Class – Form Two K

Subject – Business Studies

Term One Year : 2022

Scheme of work

Wk	Date	Lesson	Topic	Subtopic	Objectives	Learning Activities	Teaching Learning Resources	Remarks	
5	3/3/22	5	Office	-Functions of office -Categories of office staff	By the end of this lesson the students will be able to: -Define the term office -Explain at least five functions of office -Explain the categories of office staff	Explaining Taking Notes Asking and answering questions Illustration	KLB Business studies Text book Teaching Notes Chart		

3 marks

(c) Explain the importance of the following :

(i) Importance of lesson planning

- 1) Serves as the basis for lesson presentation since it gives an easy way to follow the lesson outline
- 2) Helps the teacher familiarize with the lesson content and visualize best way to cover it

- 3) Serves as guide or road map to content presentation thus irrelevance and vagueness can be avoided
- 4) Serves as reference point, memory bank or site map of the lesson in case of interruption, memory lapse or distraction
- 5) Enhances security and during confidence instruction
- 6) Act as orderly sequencing of content and learning activities in a lesson
- 7) Improves teacher's performance by serving as bases for future planning.

1mk x 6 pts = 6 marks

(ii) **Importance of Instructional objectives**

1. Provides guide for choosing content or subject matter.
2. Guides the selection of material and resources to be used
3. Guides designing of appropriate teaching method.
4. Provides basis or standards for measuring achievement.
5. Helps to provide feedback to the teacher and the learner.
6. Allows learners to set direction for organizing their own learning

1mk x 6 pts = 6 marks

(d) (i) Reasons of why Ms Akinyi should motivate students when teaching business studies.

1. To create interest in the lesson
2. To make learners concentrate in the lesson
3. Make lesson interesting
4. To improve the learners morale so that they can achieve their academic goals.
5. To improve student confidence

1 x 3 points = 3 marks

(ii) How Ms Akinyi can motivate students when teaching business studies.

1. By being positive minded
2. Appreciating the students especially when she asks them questions
3. Involving them in the lesson
4. Creating conducive learning environment.
5. Improving student confidence by encouraging them
6. To help the learner direct their attention to the class tasks that need to be done

7. To make students to do the tasks in the shorter period of time as well as maintain their attention during a longer time.

1mk x 3 pts = 3 marks

QUESTION TWO

(a) (i) Discuss the nature of syllabus.

- 1) The syllabus contains the national goals of education from which the syllabus should derive since they reflect the educational needs of the country
- 2) The syllabus gives the basis of formulating both primary and secondary objectives.
- 3) The syllabus contains the content to be covered at particular level in the given subject and the scope of the content
- 4) The syllabus provides the expected learning outcomes in teaching of each topic

1 mark x 4 points =4 marks

(ii)Importance of syllabus

1. Syllabus describes the course to be taught in the given curriculum including the content to be covered in the particular level of the education
2. Syllabus organizes the content sequentially by use of topics and sub topics that will introduce the learner to the intended knowledge hierarchically beginning with the simple to the most complex depending on the level.
3. It serves as the basis for preparation of scheme of work

2 marks x 3 points = 6 marks

(b) Explain the components of a business studies scheme of work.

- i. Week and date –indicates the week and the dates when a given topic will be taught
- ii. Lesson or period –indicates the specific lesson in a week when the topic or subtopic will be taught(this depends on ht subject)
- iii. Topic and subtopic- indicates the area of a certain content to be covered in a certain lesson
- iv. Content –highlights thematic areas to be covered in a particular topic or subtopic

- v. Objectives- indicate statements of purpose of expected outcome by the end of the lesson.
- vi. Teaching and learning activities- indicates the teachers manipulation of classroom activities that will elicit learning (usually student centered)
- vii. References –these are books and other printed resources the teacher consults when preparing for the lesson e.g. text books, journals, newspapers etc
- viii. Teaching aids –is the collection of teaching resources or materials that he teacher uses to facilitate learning e.g. charts, realia, audiotapes, models, maps etc
- ix. Remarks –these are the remarks the teacher makes after teaching a lesson indicating how it went on and whether there is need for other measures

2mks x 5 pts = 10 marks

QUESTION THREE

(a) As a form three business studies teacher, discuss the reasons why you should test the Form three students at the end of the term.

- (i) To find out students' progress

We cannot go on teaching lesson after lesson week after week without stopping to ask ourselves "How much have our students learned?" The subject syllabus has prescribed content to be taught hence it is imperative that we frequently find out from our students how much of the content taught they have understood.

- (ii) To diagnose students difficulties

Besides finding out how much students have learned, it is also important to find out which specific areas within the content area they have experienced difficulties. For example, we might have covered the topic "Logarithms" with our Form Three class. The test we administer might be helpful to us in indicating to us whether or not students have understood subtraction of logarithms with negative characteristic of the form such problems can only be found out actual problems to do.

(iii) To report students progress

Although this is not of immediate importance to the classroom teacher, we have to realize that students' progress is the concern of the school as well as those outside the school such as parents and guardians. Because of this, when we test students with the objective of reporting student's progress either at the end of term or the year, we need to prepare a meaningful test which will give a true reflection of what students have done during that period. Such a test must be wider in scope covering more topics than would a normal classroom test.

(iv) To motivate students

Because testing to find out how much students have learned seems to be the dominant purpose to most teachers, rarely do we realize how testing can motivate students. We would not expect written tests done formally in the class to motivate students would we? And end of term examination can hardly be described as motivating. But we can use class quiz oral tests and group competitions to motivate students' learning. When we break away from normal teacher-student interaction and challenge students positively, "harassing" the students in a friendly way by giving the oral questions faster, a lot of interest and amusement can be aroused. Alternatively we can divide the class into two groups and by encouraging the groups to compete by having them do a class mathematics quiz. Such activities have been known to motivate students quite a lot. Through quizzes we test how much our students have learned but at the same time we create an environment which is relaxed and enjoyable.

Furthermore group work is encouraged when we administer such quizzes.

(v) To Compare Performance between classes

One aspect of testing which teachers don't use to the maximum is that type of test which can be used in comparing different classes. Terminal examinations can be used for comparing classes but they are given once or twice a year which may not be sufficient in terms of frequency. Different teachers teaching different streams of the same class can co-operate by setting a test covering a few common topics to compare how their respective classes have performed in relation to the others. This will help the teacher concerned whether the progress in his class is comparable with the "norm".

(vi) To select students with certain aptitude

We can administer a test whose primary purpose is to select a particular group of students from a larger one. It may be that we want to identify students with high mathematical ability for a special elective course such as "Additional mathematics" which is to be offered. Such a test will be a high power one to discriminate the highly competent from the average students. We would need to construct such tests with specific assessment criteria well in our minds.

(vii) To predict performance

We can also administer a test with the objective of indicating to us the probable performance of our students in a forthcoming external examination. Such a test is primarily predictive in nature. "Mock" examinations fall within this level. Obviously when we construct such tests we aim to ensure that the test closely resembles the external examination both in format and scope.

2mks x 5 pts = 10 marks

(b) A Chart is a teaching aid which combines pictorial, graphic and numerical materials

designed to present a clear visual summary of an important process or set of relationships.

Identify and explain the features of a good teaching chart.

Characteristics of a good teaching chart

- i. It must serve a clear and well defined purpose or objective.
- ii. It should be so large and every detail should be seen from far.
- iii. It should display information only about one specific area in a topic.
- iv. It should not contain too much written materials.
- v. It should be neat and attractive.
- vi. It should be held in a classroom at a central point.
- vii. It should have a margin or a frame.
- viii. It must have balance, shape emphasis, contrast and harmony.
- ix. Colour should be well used.

2mks x 5 pts = 10 marks

QUESTION FOUR

(a) Discuss the objectives of teaching business studies in secondary school.

(10 marks)

- (i) Assists the learners/members of the society to acquire knowledge and awareness of business terminologies which are necessary when discussing business issues such as profit and loss.
- (ii) Assists the individuals in appreciating the role of business in society/in provision of goods and services.
- (iii) It enables the learners to acquire basic knowledge, skills and attitudes necessary for the development of self and the nation by starting and operating business.
- (iv) Equips the members of society with knowledge and skills necessary to start and run a business comfortably.
- (v) Makes the members of society to appreciate the need for good business management practices Assists individual to acquire self-discipline and positive attitude towards work
- (vi) Equips individual with abilities to promote co-operation in society through trade
- (vii) Enables the individual to understand the role of government in business activities
- (viii) Equips individuals with abilities to understand the role of communication and information technology in modern business management.
- (ix) Helps the individuals to develop positive attitudes towards the environment.
- (x) Equips the individual with knowledge and skills required to evaluate business performance.
- (xi) It helps individual to develop various intellectual abilities such as inquiry, critical thinking, analysis, interpretation, rational judgement, innovation and creativity.
- (xii) It enables learners to acquire skills for wise buying and selling.
- (xiii) It creates a firm foundation for further education and training in business and other related fields.
- (xiv) It enables one to understand and appreciate the basic economic issues that affect the society such as increase in prices of goods and services.

2mks x 5 pts = 10 marks

(b) Examine the strategies a Business Studies teacher can employ in a classroom to help the socially disadvantaged student to learn better.

- i. Respecting and appreciating them as people through learning their culture taboos etc
- ii. Motivation by showing them the worthiness and practical value of the subject matter.
- iii. Relating course content to lives and their interests.
- iv. Providing opportunities for success and praise them when they do well.
- v. Firm, strict and definite class control
- vi. Establishing simple and reasonable rules
- vii. Use of simple language while paying little attention to their way of expressions and more so to their ideas

- viii. Use of inductive approaches and unstructured discussions since student tend to respond better to open ended questions and to real problems
- ix. Use of role playing and their dramatization
- x. Use of varieties of reading materials

2mks x 5 pts = 10 marks

QUESTION FIVE

(a) Explain the levels of ability which a good Business Studies test should focus on.

- (i) Knowledge ability
- (ii) Comprehension ability
- (iii) Application ability
- (iv) Analysis ability
- (v) Synthesis ability
- (vi) Evaluation ability

1mk x 6 pts = 6 marks

(b) **Barriers to effective classroom communication**

- i. Physical barriers- effect of environment on the message and receiver eg. Poor acoustics due to noise that distract attention or distort message.
- ii. Psychological barriers- state of the mind depending on ones attitude toward the subject.
- iii. Physiological state – discomfort due to fatigue, sickness hunger, frustration.
- iv. Language barrier – due to abstractions or sophistication.
- v. Contradiction between verbal and non-verbal messages- disharmony with message.
- vi. Inadequate communication skills either by the teacher or the student.
- vii. Presence of preferred stimuli in learning environment which distracts or captures learners' attention.
- viii. Disabilities in the receiver of the message, such as partial blindness, deafness etc.

1mk x 6 pts = 6 marks

(c) Discuss the requirements for effective learning in a business studies lesson.

Factors that affect learning

- i. Intelligence of the learner
- ii. Nature of the subject matter to be learnt.
- iii. Significance placed by the learner on what to be learnt.
- iv. Method used for learning.
- v. Environment in which learning is taking place
- vi. There is need for clear objectives of what to be learnt
- vii. Need for readiness to learning in terms of physical, emotional and social maturation.
- viii. Use of communication for appropriate age and ability of the learner.
- ix. Careful guidance through learning experience.
- x. Preliminary recall of previously learnt relevant material.
- xi. Paying full attention and concentration during learning process
- xii. Strong motivation to learn.
- xiii. Active involvement during learning process.
- xiv. Feedback to the learner about progress made.

1mk x 8 pts = 8 marks